

THE UNIVERSITY OF WINNIPEG
ENGL-1004 | Reading Culture: Sports and Culture

Term: Fall 2016	Professor: Andrew Burke
Time: Mondays/Wednesdays 2.30pm- 3.45pm	Office: 2A30
Room: 3M71	Phone: 204.789.1475
Office Hours: Thursdays 12.30pm-2.30pm	Email: a.burke@uwinnipeg.ca

COURSE DESCRIPTION

This course introduces students to the history and practice of cultural studies by examining representations of sport in fiction, film, poetry, memoir, and the graphic novel. The course will consider the themes that generally structure sports narratives as well as investigating the techniques of representation that aim to translate the physical and psychological experience of sport to the page or to the screen. Our investigations will not simply be about the cultural representation of the agonies and ecstasies of sport or of sporting heroics, triumphs, and failures. The course will also consider how the deepest cultural and political questions of the present take shape in and through sport and its representations. From the continuing inequities of race and gender to the troubled identifications of class and nation, sport is a field where the dilemmas and contradictions of the present play out before our eyes.

NOTE: The prerequisite for upper-level English courses is 6 credit hours of First-Year English, including either ENGL-1001(6) or ENGL-1000(3). There are two ways to fulfill this requirement: by taking ENGL-1001(6), or by taking 1000(3) plus 3 other credit hours of English at the first-year level. So **students planning to continue in English should take English 1A (ENGL-1000) in addition to this course.**

REQUIRED TEXTS

Books (available at the UW Bookstore)

Abdou, Angie. *The Bone Cage*. Edmonton: NeWest, 2007.
Murakami, Haruki. *What I Talk About When I Talk About Running*. Toronto: Anchor, 2011.
Lemire, Jeff. *The Complete Essex County*. Marietta, GA: Top Shelf Productions, 2009.
Rankine, Claudia. *Citizen*. Minneapolis: Graywolf Press, 2014.

Articles (available via Nexus)

Chertoff, Emily. "The Racial Divide on... Sneakers." *The Atlantic* August 20, 2012. Online.
Wiebe, Jamie. "Psychology of Lululemon: How Fashion Affects Fitness." *The Atlantic* December 12, 2013. Online.

RECOMMENDED TEXTS

Students should have access to a style guide that provides details on proper MLA formatting and documentation. The 8th edition of the *MLA Handbook for Writers of Research Papers* by Joseph Gibaldi is the authoritative resource for all questions of style, format, and documentation. A legitimate online source of information regarding MLA documentation is Purdue University's Online Writing Lab: <https://owl.english.purdue.edu/>

For a helpful guide on writing on film, please consult Timothy Corrigan's *A Short Guide to Writing on Film*. Corrigan's book is now in its ninth edition, but earlier editions are just as useful in providing a good overview of the formal conventions and technical vocabulary associated with writing on film.

ASSIGNMENTS

Diagnostic Essay (500-750 words)	September 28, 2016	10%
Short Essay (1000 words)	October 24, 2016	20%

Argumentative Essay (1500-2000 words)	December 5, 2016	30%
Final Exam	December 2016	30%
Participation		10%

PARTICIPATION RUBRIC

Participation is based on attendance, but more importantly on the quality of your contributions to class discussion and demonstrated evidence that you have read and thought about the material in advance of class. The rubric below is freely adapted from the guidelines provided by the University of Winnipeg's Senate Curriculum Committee.

Outstanding (9.0-10): Consistent on-time attendance and participation in class discussions and activities that demonstrate thorough preparation for the class. Collegial interaction with peers and professor that builds expertly and insightfully on discussion and formulates new and original questions about the course material. Demonstration of exceptional in-class ability.

Excellent (8.0-8.9): Consistent on-time attendance and participation in class discussions and activities that demonstrate thorough preparation for the class. Collegial interaction with peers and professor that builds on discussion and formulates interesting questions about the course material. Demonstration of excellent in-class ability.

Very Good (7.5-7.9): Consistent on-time attendance and participation in class discussions and activities that demonstrate strong preparation for the class. Collegial interaction with peers and professor that shows the ability to contribute to discussion and to formulate interesting comments and questions about the course material.

Good (7.0-7.4): Consistent on-time attendance and participation in class discussions and activities that demonstrate satisfactory preparation for the class. Collegial interaction with peers and professor that shows the ability to contribute to discussion and offers some insights into course material.

Fair (6.5-6.9): Inconsistent on-time attendance and participation in class discussions and activities that suggest partial or inadequate preparation for the class. Collegial interaction with peers and professor, but characterized by some level of disengagement or the inability to grasp, communicate, or formulate questions about fundamental aspects of the course material. Occasional distracting behavior (mobile phone use, inattention) that takes away from the collegial atmosphere and collective work of the course.

Poor (6.0-6.4): Inconsistent on-time attendance and participation in class discussions and activities. Participation marked by a disengagement with the course material resulting in infrequent or irrelevant contributions to class discussions. Frequent distracting behavior (mobile phone use, laptop or tablet use, other forms of inattention or misbehaviour) that takes away from the collegial atmosphere of the classroom and compromises the collective work of the course.

Very Poor (5.0-.5.9): Inconsistent on-time attendance or extended absences that compromise ability to participate fully in the work of the course. Frequent distracting behavior (mobile phone use, laptop or tablet use, other forms of inattention or misbehaviour) that takes away from the collegial atmosphere of the classroom and compromises the collective work of the course.

Fail (0.0-4.9): Frequent absences and consistently poor preparation that compromise required classroom contributions. Frequent distracting behavior (mobile phone use, laptop or tablet use, other forms of inattention or misbehaviour) that takes away from the collegial atmosphere of the classroom and compromises the collective work of the course.

GRADING SCALE

A+	90 - 100%	GPA 4.50	C+	65 - 69%	GPA 2.5
A	85 - 89%	GPA 4.25	C	60 - 64%	GPA 2.0
A-	80 - 84%	GPA 4.0	D	50 - 59%	GPA 1.0
B+	75 - 79%	GPA 3.5	F	Below 50%	GPA 0
B	70 - 74%	GPA 3.0			

FACULTY OF ARTS/ENGLISH DEPARTMENT NOTES

1. This course outline should be considered a guideline only. Time constraints and other unforeseen factors may require that some of the above topics be omitted or covered in less detail than indicated.
2. Work submitted for evaluation must be either typed or text processed.
3. Cellular phones and other electronic devices **MUST** be turned off during classes.
4. It is the student's responsibility to retain a photocopy or digitized copy of **ALL** assignments submitted for grading; in the event of loss or theft, a duplicate copy is required.
5. Students are advised to read the pertinent pages of the current course calendar for the rules regarding Registration, Voluntary Withdrawals, Academic Misconduct including plagiarism, and Appeals. **Concerning plagiarism, please note** that as a general rule, an F in the course will be the penalty recommended by the English Departmental Review Committee to the Senate Committee on Academic Misconduct, for plagiarism on major assignments in English Department courses.
6. Accessibility Services:
Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., access to volunteer note-takers) are encouraged to contact Accessibility Services (AS) at 786-9771 or email accessibilityservices@uwinnipeg.ca to discuss appropriate options. Specific information about AS is available on-line at <http://www.uwinnipeg.ca/accessibility>. All information about a student's disability or medical condition remains confidential.
7. The University of Winnipeg promotes a scent-free environment. Please be respectful of the needs of fellow classmates and the instructor by avoiding the use of scented products while attending lectures. Exposures to perfumes and other scented products (such as lotion) can trigger serious health reactions in persons with asthma, allergies, migraines or chemical sensitivities.
8. Students facing a charge of academic or non-academic misconduct may choose to contact the University of Winnipeg Students' Association (UWSA) where a student advocate will be available to answer any questions about the process, help with building a case, and ensuring students have access to support. For more information or to schedule an appointment, visit our website at www.theuwsa.ca/academic-advocacy or call 204-786-9780.
9. Please note that registering in this course commits you to the date and time of the course final examination. If you are aware of possible conflicts with that date, please see me immediately during the first week of the course, in case you need to register in another

course to accommodate the conflict. For appeals for deferred exams, please see the Calendar.

10. **Tuesday, November 1st, 2016** is the final date to withdraw without academic penalty from courses that begin in September 2016 and end in December 2016 in the 2016 Fall term.
11. **Late Assignment Penalties:** 10% will immediately be deducted from any assignment handed in late. A further 5% will be deducted for each additional day late, including weekends. No late assignments will be accepted more than 7 days after the due date has passed unless official documentation (ie. a medical or legal note) is provided.
12. The English Department wishes to ensure your right to privacy regarding handing in and getting back assignments is protected. Most assignments will be handed in and handed back in class or at the Instructor's office. If assignments are to be handled in another way and you are concerned about others having access to your work, you should attach to your assignment a self-addressed envelope that can be sealed. If this is not done, it is assumed that you have waived your concerns in this area.
13. Students may be asked for identification when writing a test or examination.
14. No unauthorized material or equipment may be brought with you to the final exam.
15. Students registered for this course are expected to demonstrate competency in English appropriate to the first-year level. Students needing additional assistance may contact the Writing Centre at http://rhetoric.uwinnipeg.ca/Tutoring_Centre/index.html for writing resources and tutoring services, or contact the English Language Program at <http://www.uwinnipeg.ca/index/elp-information> for classes in English as an Additional Language and related services.
16. Students are advised that the UW Bookstore may run out of textbooks early in the term. Also, the bookstore always ships textbooks back to the publisher if they are not purchased within the first few weeks of term. Students are responsible for communicating directly with the bookstore if they need to order texts or ask for texts to be held for them.
17. For more information regarding the English Department, please refer to our website at <http://www.uwinnipeg.ca/index/english-index>
18. Students who plan to conduct research interview, focus groups, surveys, or any other method of collecting data from any person, even a family member, must obtain the approval of the UHREB before commencing data collection. Exceptions are research activities in class as a learning exercise. See <http://www.uwinnipeg.ca/index/research-human-ethics> for submission requirements and deadlines.
19. All students, faculty and staff have the right to participate, learn and work in an environment that is free of harassment and discrimination. The UW Respectful Working and Learning Environment Policy may be found online at www.uwinnipeg.ca/respect
20. Students may choose not to attend classes or write examinations on holy days of their religion, but they must notify their instructors at least two weeks in advance. Instructors will then provide opportunity for students to make up work examinations without penalty. A list of religious holidays can be found at <http://uwinnipeg.ca/academics/calendar/docs/important-notes.pdf>

21. Mid-term Reading Week for Fall term is October 9-15, 2016. No classes.

INSTRUCTOR NOTES

1. **Punctuality:** The work of the course begins promptly at 2.30pm. Arrive in advance of this time so that you are set up, prepared, and ready to go at this time.
2. **Email:** I am most readily reachable by email, but due the volume of email I receive, I may take up to 24 hours to respond. I will answer email received on the weekend on Monday. Please use your University of Winnipeg account as email sent from other accounts, including gmail, often ends up in my junk mail. Please do not send me email through Nexus.
3. **Mobile Devices and Laptops:** Phones, tablets and laptops should be set to silent and inaccessible during course time. The only exception is students who have permission through Accessibility Services to use electronic devices in class and who notified me of this arrangement in advance. You should not send or receive calls or texts while class is in session.

SCHEDULE

Wed, Sept 7	Introduction/Steve Hayward, "August 7, 1921."
Mon, Sept 12	Jeff Lemire, <i>Essex County</i> (Book 1)
Wed, Sept 14	Jeff Lemire, <i>Essex County</i> (Book 2)
Mon, Sept 19	Jeff Lemire, <i>Essex County</i> (Book 3)
Wed, Sept 21	Jeff Lemire, <i>Essex County</i> (Supplementary Material)
Mon, Sept 26	Haruki Murakami, <i>What I Talk About When I Talk About Running</i>
Wed, Sept 28	Haruki Murakami, <i>What I Talk About When I Talk About Running</i>
Mon, Oct 3	Haruki Murakami, <i>What I Talk About When I Talk About Running</i>
Wed, Oct 5	Sneakers, Yogawear and Sports Bras (readings via Nexus)
Mon, Oct 10	Fall Reading Week
Wed, Oct 12	Fall Reading Week
Mon, Oct 17	<i>Zidane, A 21st Century Portrait</i>
Wed, Oct 19	<i>Zidane, A 21st Century Portrait</i>
Mon, Oct 24	<i>Zidane, A 21st Century Portrait</i>
Wed, Oct 26	Angie Abdou, <i>The Bone Cage</i> (Chapters 1-21)
Mon, Oct 31	Angie Abdou, <i>The Bone Cage</i> (Chapters 1-21)
Wed, Nov 2	Angie Abdou, <i>The Bone Cage</i> (Chapters 22-42)
Mon, Nov 7	Angie Abdou, <i>The Bone Cage</i> (Chapters 22-42)
Wed, Nov 9	Claudia Rankine, <i>Citizen</i>
Mon, Nov 14	Claudia Rankine, <i>Citizen</i>
Wed, Nov 16	Claudia Rankine, <i>Citizen</i>
Mon, Nov 21	Claudia Rankine, <i>Citizen</i>
Wed, Nov 23	<i>From Deep</i>
Mon, Nov 28	<i>From Deep</i>
Wed, Nov 30	<i>From Deep</i>
Mon, Dec 5	Review