WINTER 2019
Instructor: Professor Tracy J. Trothen
Mondays, 2:30-5:30
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Course Description: This course will provide an overview of the relatively new and expanding body of research that examines the relationship between sport, spirituality, and religion. Topics including play, games, flow, ritual, prayer, sports stars as role models, doping, fandom, and miracles in sport will be explored.

Course Objectives:
1. To develop an understanding of the intersections of religion with sports;
2. To develop an understanding of the intersections of spirituality with sports, including flow experiences;
3. To explore multiple ways that spiritual or religious-like experiences occur in sport, and to ask critical questions about these experiences; and
4. To develop an understanding of some of the ethical issues raised through these intersections.

Intended Student Learning Outcomes:
To complete this course students will demonstrate their ability to:
1. comprehend some of the issues raised by the intersections of sport, religion, and spirituality;
2. critically discuss the application of spiritual and religious perspectives to a variety of sporting contexts; and
3. identify and discuss ethical issues arising out of these intersections of sport, religion, and spirituality in a variety of sporting contexts.

General Statement on Academic Integrity:
Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community
will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities 

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 
http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1), on the Arts and Science website (see 
http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Accommodations for Disabilities
Queen’s University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see 
https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen’s Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/

Academic Consideration for Students with Extenuating Circumstances
Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time, not to exceed three months. Students receiving academic consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved at Senate in April, 2017 (see 
http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf) Each Faculty has developed a
protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:
Instructor/Coordinator Name: Professor Tracy J. Trothen
Instructor/Coordinator email address: trothent@queensu.ca

Copyright of Course Materials: Course material distributed in-class and online is copyrighted and is for the sole use of students registered in RELS 239. This material shall not be distributed or disseminated to anyone other than students registered in these courses. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement.

Electronic Devices in the Classroom: It is important that we maintain an atmosphere of respect and focus on learning in the classroom. The use of electronic devices in the classroom can be disruptive both to the instructor and to other students. The use of laptops is permitted, but their use is restricted to taking notes and following up course material as requested by the instructor. The use of recording devices for lectures is not allowed unless you have requested and been given the express permission of the instructor. Non-course related use of electronic devices (e.g. playing games, watching movies, social networking, texting, telephone calls), including smartphones, tablets and laptops, is particularly disruptive to others in the classroom; if you feel you must use class time for these pursuits please do so outside of the classroom.

NOTE: Google Chrome is the recommended browser when using onQ. Use Google Chrome AND check that your browser and operating system are up to date. To find out if your Google Chrome is running the latest version, visit the WhatIsMyBrowser.com site. Don’t have Google Chrome on your computer? No problem! Visit the Google Chrome site to download it now.

Required Texts:

Trothen, Tracy J. 2018. *Spirituality, Sport, and Doping: More than Just a Game.* SpringerBriefs Sport and Religion Series. New York: Springer Publishing Co. (available at the campus book store and from the Queen’s library system online)

Required Articles and Chapters from anthologies are posted on the onQ course site and can be accessed via this link, which can also be found under the e-reserves tab on the onQ course site. [https://ereserves.library.queensu.ca/ares/ares.dll?Action=10&Form=60&Value=20130](https://ereserves.library.queensu.ca/ares/ares.dll?Action=10&Form=60&Value=20130)

**Course Requirements and Evaluation:**

1. Short Essay 30%
2. In-Class Mid-Term Test 20%
3. Essay on *Understanding Sport as a Religious Phenomenon—An Introduction* 30%
4. Two Quizzes 20%

**Details of Assigned Work:**

**Important Introduction:** Students are responsible for reading the assigned material carefully and critically and for coming to the class prepared for discussion of that material. Class attendance is required. Material taught in-class and required readings will be tested.

**NOTE:** Please do NOT hand in assignments enclosed in a covering (e.g., binder, plastic sleeve); just place a staple in the top left corner.

**1. Short Essay**

Using the CRAAP rubric as presented to you by research librarian Gillian Akenson, identify a very good-excellent webpage (evaluate) that discusses sport in relation to religion(s) or spirituality. (NOTE: You CANNOT use a university or scholarly website such as a university database or the website of a scholarly journal.) Use no more than half a page to summarize the incident or issue that you choose to explore from this webpage (125 words). Use another half page (125 words) to evaluate (using narrative, not the grid) the website using the CRAAP rubric.

Discuss the incident or issue using the required readings. Draw on as many of the required readings from classes 1, 2, 3, and 4 as possible, integrating them in your response.

This short essay will be 5-6 pages long (double spaced, 12-point font, standard 1” margins) with a total word count of 1250-1500 words, and will include the half page description of the incident or issue. Do not include a formal bibliography but do add internal references for the required readings as (author/s, p.#) and include the link for the incident or issue. Do NOT include a title page.

This short essay is due in **Class 5, February 4 in class.**

**2. Mid-term Test**
The mid-term in-class test will be 90 minutes long and graded out of 40 points. The test will include all course material covered up to and including class 6. The course material includes assigned readings and in-class content. The mid-term test is worth 20% of your final grade. The format will be short answer and longer answer essay questions.

The test will occur during Class 6, February 11.

3. Essay on Required Text
The critical book review will be written on Understanding Sport as a Religious Phenomenon—An Introduction. Your mark on this assignment will be worth 30% of your final grade in the course.

Identify the author’s aim in compiling this book. What are themes and issues running throughout the chapters? (I am not looking for a summary of each chapter. Rather, I want you to discern common themes and issues that connect the chapters. The discernment of these themes and issues is the most important and largest task of this critical book review.)

Ask yourself how the aims of the book were addressed. What was missing (no book addresses everything) that would be relevant to the text and interesting to you? What theme made the biggest impact on you and why? While keeping the focus on Understanding Sport as a Religious Phenomenon—An Introduction, consider a few questions or responses (to themes or issues in Understanding Sport as a Religious Phenomenon—An Introduction) that other required course readings might suggest. Throughout, include some brief concrete examples from Understanding Sport as a Religious Phenomenon—An Introduction to support your points.

You will need to write concisely in order to cover the material and show how you are thinking critically. Note: Thinking critically does NOT mean making a harsh assessment of the text. Thinking critically means that you engage constructively with the text and use the knowledge you are developing in this course to understand and identify the themes and issues.

This critical book review will be 5-6 pages in length (double spaced, 12-point font, standard margins) with a total word count of 1250-1500 words. Do not include a formal bibliography but do add internal references for the required readings as (author/s, p.#).

The book review is due in Class 9, on March 11.

4. Two Quizzes
Each of two quizzes will be worth 10% of your final grade, for a total of 20%. These two short multiple-choice tests are cumulative and will include questions from the required readings and in-class content. Each quiz that will include material up to and including the class in which the quiz is given.
Quiz #1 will be on Mar. 18 (during class 10) and Quiz #2 will be on April 1 (during class 12).

NOTE: “We strongly recommend that you use Google Chrome especially when taking a Quiz in onQ. Use Google Chrome AND check that your browser and operating system are up to date. To find out if your Google Chrome is running the latest version, visit the WhatIsMyBrowser.com site. Don’t have Google Chrome on your computer? No problem! Visit the Google Chrome site to download it now.” – OnQ Bulletin

Outline of Classes:
January 7
Class 1—Introduction to the Course: Religion & Sport
Required Readings:
Bain-Selbo and Sapp, chapter 1 p.1-8
Alpert, pp. 1-9

January 14
Class 2—Sport & Religion: some more history & the case of baseball
Required Readings:
Bain-Selbo and Sapp, chapter 2 pp. 9-39
Alpert, pp. 9-16

January 21
Class 3—Moral Exemplars, Perfection and Hope
Required Readings:
Bain–Selbo and Sapp ch. 3
Alpert, Case 14—Jack Taylor's 138 Points—is running up the score Christian?, pp. 171-179.

Suggested Reading:

*Guest Speaker: Gillian Akenson, library (Ms. Akenson will give you information that is required to complete the short essay assignment which is due Feb. 4)

January 28
Class 4—Religious Diversity and Sport: Religious Dress, NFL Kneeling, & Tebowism
Required Readings:
Alpert, pp. 28-29
Alpert Case 9—Mahmoud Abul-Rauf and the National Anthem Ritual in the NBA, pp. 127-133. [https://www.youtube.com/watch?v=SZoYTmb76bY](https://www.youtube.com/watch?v=SZoYTmb76bY) (50mins)

Alpert, Case 10—Judo and Hijab at the Olympics, pp.134-140.


Jack Jenkins (Oct 2017), “Kneeling During the National Anthem is a Religious Issue” in *ThinkProgress*.

[https://thinkprogress.org/kneeling-during-the-national-anthem-is-a-religious-issue-c69f58c507c5/](https://thinkprogress.org/kneeling-during-the-national-anthem-is-a-religious-issue-c69f58c507c5/)

Seth Wispelwey (June 2018), “The NFL is a Fundamentalist Church. And the Anthem is its Worship Song.” *Sojourners*.


Suggested Readings:


**Part B—Introducing Spirituality, Flow, and Sport**

**Required Reading:**


**Film—Trout Grass (to be viewed in class)**

**February 4**

**Class 5—Spirituality, Flow, and Sport**

**Required Readings:**

Trothen chapter 1

Bain-Selbo and Sapp: ch 4 pp.55-73 (boundlessness)


**Film: Sacred Stick (57 mins) (to be viewed in class)**

**Suggested Reading:**

**SHORT ESSAY DUE**

**February 11**
**Class 6—Community and Relationships: Hockey Night in Canada**
**Required Readings:**
Bain-Selbo and Sapp, chapter 5
**Case: Humboldt Strong**

**MIDTERM TEST**

**February 18 – READING WEEK**

**February 25**
**Class 7—Social Justice, Religion and Sport**
**Required Readings:**
Bain-Selbo and Sapp, chapter 7, pp. 111-123
Alpert, pp. 29-32, 141-142.
Alpert, Case 11—Caroline Pla and CYO Football: Should Girls Be Allowed to Compete with Boys?, pp. 143-150.
Alpert, Case 13—The Florida State university Seminoles’ Osceola and Renegade, pp.159-170 (think about the NHL’s Chicago Black Hawks... Is there a difference?)

**Film: 42 (Jackie Robinson baseball) or Invictus (to be viewed in class)**

**March 4**
**Class 8—Morality, Doping, and Sport**
**Required Readings:**
Bain-Selbo and Sapp, chapter 6
Trothen, Ch. 2
Alpert, pp. 32-33

March 11
Class 9—Enhancements and Sport
Required Readings:
Alpert, pp. 33-35
Trothen, Ch. 3 and Ch. 4

ESSAY ON REQUIRED TEXT DUE

March 18
Class 10—Curses and Miracles
Required Readings:
Alpert Case 4: O God of Players—Prayer and Women’s Basketball at a Catholic College, pp. 70-74.
Alpert Case 5: Juju—Witchcraft and African Football, pp. 75-84.

QUIZ #1 – IN CLASS

March 25
Class 11—Sport and Religion: Why the Relationship is Limited
Required Readings:
Alpert pp. 16-28
Alpert Case 3: Zen and Archery in Japan, pp. 57-69.
Alpert Case 6: Jewish Umpires and Baseball Chapel, pp. 85-93.
Film Clip: Chariots of Fire – Eric Liddell (Sabbath)

April 1
Class 12
Part 1 — Ecojustice, Sport, and Spirituality & Religion
Required Reading:
Alpert Case 12: Should the RC Church Condemn Bullfighting in Spain?, pp. 151-158.
Peace, Thomas G.M. “Journeying by Canoe: Reflections on the Canoe and Spirituality.”

Part 2 – Rising Secularism: The Meaning of Sport
Bain-Selbo and Sapp, Ch. 8 and Epilogue

QUIZ #2 – IN CLASS

MARKING AND GRADING
All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
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<tr>
<td>B+</td>
<td>77-79</td>
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<td>B</td>
<td>73-76</td>
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<td>B-</td>
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<td>C+</td>
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<td>D</td>
<td>53-56</td>
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<td>D-</td>
<td>50-52</td>
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<tr>
<td>F</td>
<td>49 and below</td>
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</tbody>
</table>

Using the categories above, the grades are determined as follows: (Adapted with Permission from Dr. R. Ascough)
Evaluation of Content

90-100 A+. Publishable. Assignment is of sufficient substance and style to be submitted to a refereed journal for publication.

85-89 A. Outstanding. Superior understanding of the subject matter. Evidence of original thinking and an extensive knowledge base. Careful, concise, critical analysis with a clear and well argued hypothesis based on the material. Shows a capacity to analyze, synthesize, and evaluate material. Shows a grasp of all the scholarly issues involved. Shows evidence of learning being extended beyond the initial learning situation. Clear thesis and conclusion. Well-researched and documented. Stylistically flawless.

80-84 A-. Excellent. Superior understanding of the subject matter. A careful analysis with some precision and attention to the details of the material. Shows some critical capacity and analytic ability and some original thinking. Needs a bit of fine-tuning of the details. Clear thesis and conclusion. Good research and documentation. Stylistically flawless.

77-79 B+. Very Good. Solid understanding of the subject matter. Good analysis and some critical reasoning. Reasonable understanding of relevant issues and familiarity with the material. Demonstrates a solid understanding of the relationship or connections among the basic concepts. Needs to be more concise or precise in details and more careful in forming arguments. Stylistically sound.

70-72 B- and 73-76 B. Good. Generally accurate account of the subject matter with acceptable analysis and some critical reasoning. Some interaction with relevant material. Demonstrates some understanding of the relationship or connection among the basic concepts. Needs more precision and attention to details and greater precision in the use of arguments. Some careless stylistic errors.

67-69 C+. Fine. Generally accurate description of the subject matter and an adequate grasp of the critical issues and ideas involved. Demonstrates rudimentary understanding of the relationship or connection among the basic concepts. Needs more attention to detail and better use of arguments. Some careless stylistic errors.

60-62 C- and 63-66 C. Average. Acceptable treatment of the subject matter. Demonstrates an understanding of the basic facts, vocabulary, details, and elemental concepts. Shows an ability to deal with simple issues arising out of the material. Needs to explore the subject matter more fully and formulate ideas more clearly. Closer attention should be given to stylistic elements including sentence structure and paragraph organization.

57-59 D+. Adequate. Generally acceptable treatment of the subject matter and issues. Demonstrates an awareness of the basic facts, vocabulary, details, and elemental concepts. Impressionistic or vague at points. Shows that the learning
experience was profitable. Lacks clarity in formulating the issues and shows little or no evidence of critical reflection on the issues or data. Closer attention should be given to grammar, spelling, and punctuation.

50-52 D- and 53-56 D. Minimally Acceptable. Adequate understanding and treatment of the data and issues, but imprecise, impressionistic or vague. Lacks clarity in expressing the issues and shows no evidence of critical reflection on the issues or data. Major problems related to issues of style.

0-49, F, Inadequate. Sloppy, imprecise or careless discussion of the material with little or no evidence of critical reflection. Stylistically flawed.