

### **Acknowledgement of Indigenous Peoples and Traditional Territories:**

York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish With One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region. For more information, and to help inform approaches to land and this agreement, see this Treaty Map of Canada, created by the University of Alberta (available via <https://guides.library.ualberta.ca/first-nations-metis-inuit/treaty-map-of-canada>) as well as work produced by the Land Back Institute (website, <https://redpaper.yellowheadinstitute.org>).

Faculty of Health, School of Kinesiology and Health Science

### **Sport Policy and Politics**

HH/KINE 3490 3.0 (Section A)

<b>Course Director:</b>	Dr. Lyndsay Hayhurst Email: <a href="mailto:lhayhurs@yorku.ca">lhayhurs@yorku.ca</a>
<b>Course Type:</b>	Remote Delivery (No on campus activities)
<b>Course Website:</b>	Accessed via eClass (formerly Moodle): <a href="https://eclass.yorku.ca/eclass/course/view.php?id=12738">https://eclass.yorku.ca/eclass/course/view.php?id=12738</a>
<b>Term:</b>	Fall 2021, September 8 <sup>th</sup> -December 7 <sup>th</sup> , 2021
<b>Date/Time/Location:</b>	Tuesdays/Thursdays, 10:00am -11:30am EST <b>**REMOTE LEARNING**</b> Weekly lecture materials will be posted on eClass <b>Students will also be expected to attend a live, online synchronous learning session/mini-tutorial (approximately 45 minutes) once a week on Thursdays [except for Thursday September 16<sup>th</sup>, Thursday</b>

October 28<sup>th</sup> and Thursday November 11<sup>th</sup>]. See Learning Schedule on eClass and detailed lecture schedule on p.10 of syllabus].

**Teaching Assistant:** Jessica Nachman  
Email: [jessnach@yorku.ca](mailto:jessnach@yorku.ca)  
Email to schedule virtual appointment

**Instructor Office Hours:** You will need to make an appointment to book office hours. You can email me at [lhayhurs@yorku.ca](mailto:lhayhurs@yorku.ca) to set up an individual meeting. Please email at least two business days in advance to schedule your meeting.

### **MENTAL HEALTH IN CHALLENGING TIMES**

We are all still dealing with a tremendous amount of stress, anxiety, fear, and uncertainty as a consequence of the COVID-19 pandemic. There are a number of online free resources available to help support you in these difficult times. If you need help, the following list of websites (this is not an exhaustive list) may be a good place for you to start:

<https://good2talk.ca/>

<https://counselling.students.yorku.ca/>

<https://coronavirus.info.yorku.ca/>

<https://yorkinternational.yorku.ca/>

### **MORE STUDENT RESOURCES LISTED HERE on ECLASS:**

<https://eclass.yorku.ca/eclass/mod/wiki/create.php?wid=1217&group&uid=6745&title=Helpful%20Course%20Resources>

### **COURSE POLICIES [PLEASE REVIEW]**

**Learning Expectations and Environments** Although most of us have experienced online learning this past year, it still feels challenging to navigate the current moment. I have learned lots of tips and tricks of online learning, but I am not an expert. Through some trial and error, and respect for each other, I think we can have a wonderful term learning together. As the course instructor, I intend to model the mutual respect demanded of the room and remind us of the enjoyment, rest, and renewal that is

critical at this time. Should an issue arise, please never hesitate to communicate with me, directly, and I will do my humanly best to assist and support. There are also a number of resources available to you (virtually) as a student. I have listed these on our eclass page here.

**Statement of Policy on Free Speech** York University reaffirms its commitment to provide an environment conducive to freedom of enquiry and expression where all members of the community may learn, teach, work and live, free from prejudice, inequality and discrimination based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, religion, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

**Disruptive and/or Harassing Behaviour in Academic Situations Policy** York is committed to policies that support the teaching and learning of controversial subject matter. Students and instructors are, however, expected to maintain a teaching and learning environment that is physically safe and conducive to effective teaching and learning for all concerned, and to be civil and respectful at all times within the learning environment, including within classrooms, laboratories, libraries, study halls and other places where academic activities are conducted and in areas proximate to those where academic activities are taking place.

#### **Email Policies:**

1. Please use eClass discussion boards to seek information from other students before emailing me. There is a good chance that your peers have the same question or know the answer to your question. I can also observe if many students are asking the same question on the eClass board – this is often a cue for me that I likely need to communicate the answer with the entire class. This is especially important for questions regarding online learning and course materials for 2021.
2. I will try to respond to emails within two business days; no email response on weekends. **I will not respond to emails received after 5:00 PM on weekdays. Please include KINE 3490 in the subject line of the email.**
1. Please keep your e-mails brief and to the point (i.e. one or two questions that can be answered in 1 or 2 sentences each). More complex discussion must take place during dedicated office hours.

I will make every effort to respond promptly; however, please do not expect immediate responses to your emails. The online 'classroom' is a safe environment for all. Therefore, racist, sexist, homophobic, and/or aggressive comments will not be tolerated – please remember that this pertains to email, too.

**Access/Disability:** While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The university encourages students with disabilities to register with Student Accessibility Services to discuss

their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA). **Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.** Sufficient notice is needed so that reasonable steps for accommodation can be discussed.

Additional information is available at [www.yorku.ca/disabilityservices](http://www.yorku.ca/disabilityservices) or from disability service providers:

- Office for Persons with Disabilities:
  - N108 Ross, 416-736-5140, [www.yorku.ca/opd](http://www.yorku.ca/opd)
- Learning and Psychiatric Disabilities Programs - Counselling & Development Centre:
  - 130 BSB, 416-736-5297, [www.yorku.ca/cdc](http://www.yorku.ca/cdc)
- Atkinson students - Atkinson Counselling & Supervision Centre:
  - 114 Atkinson, 416 - 736 - 5225, [www.yorku.ca/atkcsc](http://www.yorku.ca/atkcsc)
- Glendon students - Glendon Counselling & Career Centre:
  - Glendon Hall 111, 416 - 487 - 6709, [www.glendon.yorku.ca/counselling](http://www.glendon.yorku.ca/counselling)

**Religious Observance Accommodation:** York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (i.e., December), students must complete an Examination Accommodation Form, which can be obtained from Student Client Services online at [http://www.registrar.yorku.ca/pdf/exam\\_accommodation.pdf](http://www.registrar.yorku.ca/pdf/exam_accommodation.pdf) (PDF)

Please familiarize yourself with [Academic Accommodation for Students with Disabilities Policy](#). Students with or without disabilities can visit [Student Counselling and Development](#) located in room N110 of the Bennett Centre for Student Services for personal counseling regarding emotional/psychological issues that may interfere with academic performance.

**eClass:** Throughout the semester, I will be using eClass to provide you with course lectures as well as information about the course/assignments/tests etc. It is your responsibility to consult eClass on a regular basis to ensure that you receive all relevant course documentation and information. This is particularly important during the Fall 2021 term as there will be no in-person contact through which I can communicate with you. Make sure the email address you have linked with eClass is the email

address you use regularly so that you can receive regular updates. "I did not know because I was not online" or "because I did not check eClass" are not excuses that will be accepted under any circumstances for the course.

## EXPANDED COURSE DESCRIPTION:

*"We are in rare territory in terms of the collision of politics and sports" – Dave Zirin*

This course provides the key concepts and practical skills for undergraduate students who are looking to become more experienced and fluent in understanding sport politics with a particular emphasis on sport politics, critical sport policy-making, development and analysis. We will also consider how political systems and public policies shape sport, race, gender relations, gender-based inequalities, sexuality, class and other social categories. Furthermore, the course will play a key role in deconstructing the role of sport and politics in community building, social justice sensibilities and knowledge translation skills. The goal is to enable students to think critically about the potential for sport to connect to public policies that enhance equality and by what means. This course will assist students with developing proficiencies in: 1) connecting policy and praxis in the areas of sport and politics; and 2) navigating their roles as policy-makers in the areas of physical culture, social justice and health in their communities.

### Objectives:

The objective of this course is to provide students with an introduction to socio-cultural perspectives on sport, politics and policy-making.

After taking this course, students will be able to:

1. Critically reflect on sport and politics in a global context and the determinants and contingencies underpinning policy-making using an interdisciplinary perspective.
2. Develop a critical understanding of the relationship between sports, politics and the policy development process, with specific attention to the social, political, and cultural factors embedded in and framing sport, politics and policy-making.
3. Review and synthesize interdisciplinary studies on sports, politics, policy and apply skills for a critical evaluation of the strengths and weaknesses associated with the construction of sport as a site of social justice and social change.

4. Create a policy briefing note that succinctly discusses an issue pertaining to sport and politics: introducing the issue, explaining what existing research shows about this issue; what the possible ways forward are; and what your recommendation is.
5. Advance a collective argument pertaining to sport, inequality, politics, and social justice.
6. Develop and apply skills for critical evaluation, written expression, and oral discussion.

### Organization of the Course:

This course is normally offered face-to-face but due to the COVID-19 pandemic will be delivered remotely. There will be no in-class interactions or activities on campus. The lecture components are pre-recorded lectures and PowerPoint slides, including links to films and videos which students are required to view. **Students are expected to have read the assigned readings before the lecture**. In lieu of in-class participation, discussions between the CD and students will be held via Zoom, Chat function in eClass, and Discussion Forum function in eClass. **Zoom sessions will be recorded and uploaded onto eClass.**

The course is offered with both synchronous and asynchronous elements. This means students will be expected to 'attend' class (via Zoom or eClass) during the scheduled time and can also engage in class work outside of the scheduled class time. A condensed summary of the key synchronous/asynchronous components can be found on eClass here:

[https://eclass.yorku.ca/eclass/pluginfile.php/2859830/mod\\_resource/content/1/KINE%203490.Term%20schedule.pdf](https://eclass.yorku.ca/eclass/pluginfile.php/2859830/mod_resource/content/1/KINE%203490.Term%20schedule.pdf).

In general, the specific organization of the class is **\*\*usually\*\*** as follows:

### Course Materials/Readings:

1. Lecture material will be posted to eClass. All lecture material will be viewed on your own time. It is recommended that you use available class time (Monday and Wednesday 10:00-11:30am EST) to review lectures so that you do not fall behind in the material. We will not meet 'live' on Tuesdays so you might dedicate that time for reviewing course material. A good rule of thumb for reviewing lectures and taking notes is that it should take you about three times the lecture length to review. For example, a 20 minute lecture should take you about 60 minutes to review.

2. Live (synchronous) sessions will take place on Zoom most (not all – see lecture schedule) Thursdays at 10am EST. These sessions will include Q and A discussions, guest speakers and other activities. Material covered during the live sessions will be included on assignments. I will communicate with you regularly about the live activities each week.
3. Weekly readings will be posted on eClass. There are required readings throughout the course and the readings will serve to enrich, clarify, and illustrate crucial issues from the lectures. Required readings are available in electronic format through York University's Library (YUL). In addition, persistent links to download the readings are provided through eClass. In the event that the links to the readings are not working properly, it is the student's responsibility to access the YUL system and retrieve the required reading.

### Tuesdays:

**First 45 minutes (10:00-10:45):** Pre-recorded (asynchronous) Zoom lectures (except where indicated; see lecture schedule below); CD available via Chat on eClass to answer students' questions related to the lecture at the end of the hour until 11:30am. **(Asynchronous)**

**Last 45 minutes (10:45-11:30):** I will be available during this time on eChat to discuss any questions or concerns. **(Synchronous).**

On Tuesdays (Sept 14<sup>th</sup>, 21<sup>st</sup> & 28<sup>th</sup>) I will post a pre-recorded Zoom lecture no later than 10:00am EDT/EST. Starting October 5<sup>th</sup>, we will have seven pre-recorded Zoom student-led group presentations on Tuesdays (to be posted no later than 10:00am (October 5<sup>th</sup>, October 19<sup>th</sup>, October 26<sup>th</sup>, November 2<sup>nd</sup>, November 9<sup>th</sup>, November 16<sup>th</sup>, November 23<sup>rd</sup>). The detailed lecture schedule is featured on page 10 for clarity. **Students will also be expected to attend a live, online synchronous learning session/mini-tutorial (approximately 30-45 minutes) once a week on Thursdays [except for Thursday September 16<sup>th</sup>, Thursday October 28<sup>th</sup> and Thursday November 11<sup>th</sup>].** During these sessions, I will provide guidance for assigned activities and tasks.

**Technical requirements for taking the course:** Several platforms will be used in this course (e.g., eClass, Zoom, etc.), through which students will interact with course materials, the course director, as well as with one another. Please review the syllabus to determine how the class meets (in whole or in part), and how office hours will be conducted. Students will be expected to watch videos (pre-recorded lectures, films, videos), and participate in discussions via video conferencing through Zoom and eClass Chat. Students will therefore require:

- Stable, higher-speed internet connection;
- Computer with microphone, and/or a smart device with these features
- A way to determine Internet connection and speed: there are online tests, such as Speedtest, <https://www.speedtest.net/> that can be run.
- Students shall note the following:
- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. **In other words, a session cannot be recorded without you knowing about it.**

Useful links describing computing information, resources and help for students:

Student Guide to eClass	<a href="https://lthelp.yorku.ca/student-guide-to-moodle">https://lthelp.yorku.ca/student-guide-to-moodle</a>
Computing for Students Website	<a href="https://student.computing.yorku.ca/">https://student.computing.yorku.ca/</a>
Student Guide to eLearning at York University	<a href="http://elearning-guide.apps01.yorku.ca/">http://elearning-guide.apps01.yorku.ca/</a>
Learning Skills Services	<a href="https://lss.info.yorku.ca/online-learning/">https://lss.info.yorku.ca/online-learning/</a>
Zoom@YorkU User Reference Guide	<a href="http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf">http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf</a>
Zoom@YorkU Best Practices	<a href="https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf">https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf</a>

**Course Text/Readings:**

Required readings are available in electronic format through York University's Library (YUL). In addition, persistent links to download the readings are provided through eClass. In the event that the links to the readings are not working properly, it is the student's responsibility to access the YUL system and retrieve the required reading.



### Grading:

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.) . For a full description of York grading system see the York University Undergraduate Calendar <http://calendars.registrar.yorku.ca/2010-2011/academic/index.htm>.

**Group Work:** This class has group work. A total of 25% of your grade will be based on group work. Please consult the [Student Guide to Group Work](#) to set yourselves up for success. Ensure that the expectations and responsibilities of group members are clearly outlined from the beginning of your work/project. If there are any group work discrepancies, the procedure we use to address this is as follows:

- The group has to meet to discuss the issue and they've submitted meeting minutes to me.
- Please provide drafts of all your work with notations of who contributed what meet with the group, and bring evidence for the work each contributed.
- I am unable to address any issues that arise after the fact

**In short:** if you experience any difficulties with your group, please approach the CD as soon as possible to discuss before any assignments have been submitted.

### COURSE DROP DATE

The last date to drop this course without receiving a grade is November 12<sup>th</sup>, 2021.

### COURSE EVALUATION & ASSIGNMENT DUE DATES:

<i>Assessment Item</i>	<i>Percentage of Final Grade</i>	<i>Due Date</i>
A) The 'Get Involved' Assignment OR Blog Post	15%	September 30 <sup>th</sup> @ 10:00amEST
B) "Be the Instructor": - Critical Annotated Bibliography Assignment (individual) - Class Facilitation on Zoom (using Power Point, Prezi, etc.) (group)	15% 10%	Submitted via email the day you present Presentation dates will be assigned
C) Group Policy Briefing note	15%	November 30 <sup>th</sup> @ 10:00am EST

D) Group Policy Digital Poster Presentation	10%	Presentation dates: December 2 <sup>nd</sup> & 7 <sup>th</sup> [submit poster to Lyndsay/Jess by 10:00am EST December 2 <sup>nd</sup> ]
E) Learning Journal Entries (x 8)	25%	Ongoing
F) Class Participation (assessed through Zoom, eClass Chat)	10%	Ongoing

**KINE3490 adopts a zero-tolerance policy with regard to Breach of Academic Honesty.** Please refer to the York University Secretariat website <<http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>> for Senate Policy on Academic Honesty as well as to the Faculty of Health's Academic Integrity Tutorial webpage <<http://health.yorku.ca/current-student-information/academic-integrity-tutorial/>>. Please note that the buying and selling of any course material (including lecture slides, evaluation items, etc.) may constitute an infringement of intellectual property rights and/or a breach of Academic Honesty. You can find out more about reusing teaching material from courses here: <https://copyright.info.yorku.ca/students-reuse-of-teaching-materials-from-york-courses-2/>. Additional information on Student Rights and Responsibilities can be found at <<http://www.yorku.ca/oscr/pdfs/CodeofRightsandResponsibilities.pdf>>. Course materials should only be used by students enrolled in this course. As a student in this course, you may not publish, post on an Internet site, sell, or otherwise distribute any of this work without the instructor's express permission. Unauthorized or commercial use of these materials is strictly prohibited. Online sharing of course material with people outside of the course may lead to a charge of misconduct under York's Code of Student Rights and Responsibilities and the Senate Policy on Academic Honesty. **Unless otherwise indicated by the CD, Zoom sessions CANNOT be recorded by students.**

*"Students must make every effort to arrange adequate Internet connection, especially for presentations. If a student has any specific concerns about their Internet connection, they should seek all available options for writing their exam in a location with a stable internet connection. In the event that a student is not confident they can access a reliable internet connection, they should communicate their concerns to their TA/instructor well in advance of the presentation. "*

#### Assignment Submission and Lateness Penalties:

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments are on their due dates and you are required to upload your assignment to eClass by the beginning of lecture on the due date. E-

mailed assignments will not be accepted. An assignment is considered LATE if handed in after 10:00 am EDT/EST on the due date (see details below in course outline). Late assignments will be penalized with a **10% grade reduction** per day, unless they are accompanied by a doctor's, court-date note, or by other official documentation detailing a serious matter.

### **Appeals Process:**

You may ask for a grade reassessment on the assignment. This, however, is not an ordinary occurrence, but an exception. Simply wanting a higher grade is not an acceptable reason for requesting a reassessment. If you believe that your assignment has been wrongly graded, explain why in a one-page, typed letter. This letter must be emailed back to the CD **by no later than the beginning of the following class**. Given the short duration of the course, this timeline will be strictly enforced. Your grade may go up, down, or remain the same. Grade reassessment decisions are final. **Please note that participation grades cannot be appealed.**

Challenges to a re-marked assignment or test, or to the final grade must be submitted in writing AT THE END OF THE COURSE (once final grades have been posted) using a formal request for a grade reappraisal from the KINE Undergraduate Office. This request must be submitted to the KINE Undergraduate office within three weeks of the release of the final grades.

### **Grading:**

Final course letter grades may be adjusted to conform to Program or Faculty grades distribution profiles. Although numerical marks are assigned to each piece of work in this course, there should be no assumption that a total number of marks translates directly to a letter grade. Letter grades will be determined by the descriptions in the York University Undergraduate Calendar.

#### **Unless Specified Otherwise, All Written Work Must:**

- Include a title page with student names and numbers
- Be double-spaced
- Use 12pt Times New Roman font
- Use one-inch margins all around
- Have numbered pages
- Use current APA formatting for in-text citations and referencing

### ***Assignment Submission:***

The assignment for the course will be submitted through Turnitin. Assignment details will be shared with students via eClass. Proper academic performance depends on students doing their work not only well, but on time. Accordingly, the assignment for this course must be received on the due date specified. Late assignments will not be accepted. Computer problems will not be accepted as an excuse for late assignments. Plan ahead when preparing to submit your assignment.

Lecture and Required Reading Schedule: **\*\*NOTE: The readings listed under each class are those you should complete BEFORE the Tuesday class of that week\*\***. **Highlighted in green** = Synchronous/Live Zoom learning session; **Highlighted in blue** = Asynchronous/Pre-recorded/Offline learning session.

DATE	TOPIC and REQUIRED READING	FORMAT
Thurs Sept 9	<p><u>Welcome and Housekeeping</u></p> <p>Davis, A.R. (2019). Sixty Years Ago She Refused to Stand for the Anthem. ZORA <a href="https://zora.medium.com/sixty-years-ago-she-refused-to-stand-for-the-anthem-cf443b4e75c7">https://zora.medium.com/sixty-years-ago-she-refused-to-stand-for-the-anthem-cf443b4e75c7</a></p> <p>Fullagar, S. (2020). Recovery and regeneration in community sport What can we learn from pausing play in a pandemic? <a href="https://medium.com/the-machinery-of-government/recovery-and-regeneration-in-community-sport-9a217bd70aef">https://medium.com/the-machinery-of-government/recovery-and-regeneration-in-community-sport-9a217bd70aef</a></p>	<p>Thursday, Sept 9<sup>th</sup>: Synchronous ("Live") Video Lecture (10:00-11:00am EST)</p>
Tues Sept 14 & Thurs Sept 16	<p><u>TOPIC 1: Introduction - Sport, Politics &amp; Policy</u></p> <p>Grix, J. (2015). <i>Sport Politics: An Introduction</i>: London, UK: Palgrave [chapter 1, p. 1-14]. <b>**Read this chapter before viewing lecture on Tuesday**</b> <b>**NOTE: This chapter is attached on the course schedule in eClass**</b></p> <p>The End of Sport Podcast (2021), Episode 74, "Buying Unicorns with Dogecoin at the Tokyo Olympics with Jules Boykoff" (1:03:25 min):</p>	<p>Tuesday, Sept 14<sup>th</sup>, 10:00am EST-10:45am EST: Pre-recorded video Lecture – view during class time; 10:45-11:30: LH available on eClass chat to reply to queries</p>

	<p><a href="https://theendofsport.podbean.com/e/episode-74-buying-unicorns-with-dogecoin-at-the-tokyo-olympics-with-jules-boykoff/">https://theendofsport.podbean.com/e/episode-74-buying-unicorns-with-dogecoin-at-the-tokyo-olympics-with-jules-boykoff/</a></p> <p><b>Supplementary:</b>          Thorpe, H. &amp; Wheaton, B. (2021). Alt goes mainstream: how surfing, skateboarding, BMX and sport climbing became Olympic events. Accessed 20 August, 2021, from: <a href="https://theconversation.com/alt-goes-mainstream-how-surfing-skateboarding-bmx-and-sport-climbing-became-olympic-events-164158">https://theconversation.com/alt-goes-mainstream-how-surfing-skateboarding-bmx-and-sport-climbing-became-olympic-events-164158</a>.</p>	<p>Thursday, Sept 16<sup>th</sup>,          10:00-11:30:          Asynchronous: Review          End of Sport podcast and          contribute to discussion          forum questions</p>
Tues Sept 21 & Thurs Sept 23	<p><b>TOPIC 2: Conceptual &amp; Theoretical Perspectives on Sport, Culture and Politics</b></p> <p>Jackson &amp; S. Haigh (2008). Between and beyond politics: sport and foreign policy in a globalizing world. <i>Sport in Society</i>, 11(8), 349-358.</p> <p><a href="https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&amp;package_service_id=5640131410005164&amp;institutionId=5164&amp;customerId=5150">https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&amp;package_service_id=5640131410005164&amp;institutionId=5164&amp;customerId=5150</a></p> <p>**Read this article before viewing lecture on Tuesday**</p>	<p>Tuesday, Sept. 21<sup>st</sup>,          10:00-10:45am:          Pre-recorded Class          presentations – ‘Be the          Instructor’ 10:00-10:45;          (Group #1); 10:45-          11:30am = Asynchronous          learning          activities/contribute to          discussion forum</p> <p>Thursday, Sept 23<sup>rd</sup>,          10:00-11:00am:          Synchronous (‘Live’)          Lecture and Learning          Activities with LH          10:00am-11:30am EST</p>
Tues Sept 28 & Thurs Sept 30	<p><b>TOPIC 2 (continued): Conceptual &amp; Theoretical Perspectives on Sport, Culture and Politics (continued)</b> [guest lecture: Catherine Houston, Doctoral Candidate, Faculty of Kinesiology and Physical Education, University of Toronto]</p>	<p>Tuesday, Sept. 28<sup>th</sup> from          10:00-10:45am: Pre-          recorded video lecture</p>

	<p>Levermore, R. &amp; Beacom, A., (2014). 'Sport and international relations re-examined', in J. Maguire (ed.), <i>Handbook of the social sciences and sport</i>, pp. 219-245, Human Kinetics, Champaign.</p> <p><b>**Read this chapter before viewing lecture on Tuesday**</b></p> <p><b>Supplementary:</b>  Hayhurst, L.M.C., Sundstrom, L., &amp; Waldman, D. (2018). Postcolonial Feminist International Relations Theory and Sport for Development. In J. Cauldwell, L. Mansfield, B. Wheaton and J. Watson, (Eds.), <i>The Handbook of Feminisms in Sport, Leisure and Physical Education</i> (pp. 589-607). London: Palgrave.</p>	<p>view during class time;  10:45-11:30am = LH  available on eChat for questions</p> <p>Thursday, September 30th:  Synchronous ('Live') Learning Activities with Dr. Catherine Houston  10:00am-11:00am EST</p>
<p>Tues Oct 5 &amp;  Thurs Oct 7</p>	<p><b><u>TOPIC 3: What is Policy?</u></b></p> <p>Goodin, R.E., Moran, M., &amp; Rein, M. (2008). The public and its policies. In <i>The Oxford Handbook of Public Policy</i>. Retrieved from  <a href="https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&amp;package_service_id=5640227530005164&amp;institutionId=5164&amp;customerId=5150">https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&amp;package_service_id=5640227530005164&amp;institutionId=5164&amp;customerId=5150</a></p> <p><b>**Read this article before viewing lecture on Tuesday**</b></p>	<p>Tuesday, October 5<sup>th</sup>  from 10:00am-10:45am:  View Pre-recorded Class presentations – 'Be the Instructor' 10:00-10:45; (Group #2); 10:45-11:30: LH available on eChat for questions</p> <p>Thursday, October 7<sup>th</sup> -  Synchronous ('Live') Learning Activities with LH 10:00am-11:00am EST</p>

Tues Oct 12 & Thurs Oct 14	<b>NO CLASS – READING WEEK</b>	<b>NO CLASS</b>
Tues Oct 19 & Thurs Oct 21	<p><b><u>TOPIC 4: Sport and Policy Analysis</u></b></p> <p>Houlihan, B. (2005). Public sector sport policy: Developing a framework for analysis. <i>International Review for the Sociology of Sport</i>, 40, 2, 163-185.</p> <p><a href="https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&amp;package_service_id=5640322420005164&amp;institutionId=5164&amp;customerId=5150">https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&amp;package_service_id=5640322420005164&amp;institutionId=5164&amp;customerId=5150</a></p> <p><b>**Read this article before viewing lecture on Tuesday**</b></p> <p><u>Supplementary:</u> Chalip, L. (1995). Policy analysis in sport management. <i>Journal of Sport Management</i>, 9,1, 1-13.</p>	<p><b>Tuesday October 19<sup>th</sup>:</b> View Pre-recorded Class presentations – ‘Be the Instructor’ 10:00-10:45; (Group #3); 10:45-11:30: LH available on eChat for questions</p> <p><b>Thursday, October 21<sup>st</sup>:</b> Synchronous (‘Live’) Learning Activities with LH 10:00am-11:00am EST</p>
Tues Oct 26 & Thurs Oct 28	<p><b><u>TOPIC 5: Sport, the Olympics, COVID-19 and the Politics of the Environment</u></b></p> <p>Yoon, L. (2020). Understanding local residents’ responses to the development of Mount Gariwang for the 2018 PyeongChang Winter Olympic and Paralympic Games. <i>Leisure Studies</i>, 39(5), 673-687.</p> <p><b>**Read these articles before viewing lecture on Tuesday**</b></p> <p><u>Supplementary:</u> Yoon, L. &amp; Wilson, B. (2018). <i>Mount Gariwang: An Olympic Casualty</i>.</p>	<p><b>Tuesday, October 26<sup>th</sup>:</b> View Pre-recorded Class presentations – ‘Be the Instructor’ 10:00-10:45; (Group #4) 10:45-11:30: LH available on eChat for questions</p> <p><b>Thursday, October 28<sup>th</sup></b> from 10:00-11:00am: Watch documentary (listed under</p>

		'Supplementary readings') & do Learning Activities
Tues Nov 2 & Thurs Nov 4	<p><b>TOPIC 6: Sport and the Politics of Gender</b> [guest lecture: Ann Peel, Former Canadian Olympic racewalker]</p> <p>Wells, C. &amp; Darnell, S. (2014). Caster Semenya, Gender Verification, and the Politics of Fairness in an Online Track &amp; Field Community. <i>Sociology of Sport Journal</i>, 31, 44-65.  <a href="http://ezproxy.library.yorku.ca/login?url=https://journals.humankinetics.com/view/journals/ssj/31/1/article-p44.xml">http://ezproxy.library.yorku.ca/login?url=https://journals.humankinetics.com/view/journals/ssj/31/1/article-p44.xml</a></p> <p>Peel, A. (2019). The debate in sports over the definition of womanhood is paternalistic – and hypocritical. Accessed 7 July, 2021 from:  <a href="https://www.theglobeandmail.com/opinion/article-the-debate-in-sports-over-the-definition-of-womanhood-is-paternalistic/">https://www.theglobeandmail.com/opinion/article-the-debate-in-sports-over-the-definition-of-womanhood-is-paternalistic/</a></p> <p><b>**Read these articles before viewing lecture on Tuesday**</b></p> <p><u>Supplementary:</u></p> <p>Cooky, C. &amp; Dworkin, S.L. (2013). Policing the Boundaries of Sex: A Critical Examination of Gender Verification and the Caster Semenya Controversy. <i>Journal of Sex Research</i>, 50(2), 103-111.  <a href="https://ocul.yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&amp;package_service_id=5640416080005164&amp;institutionId=5164&amp;customerId=5150">https://ocul.yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&amp;package_service_id=5640416080005164&amp;institutionId=5164&amp;customerId=5150</a></p>	<p><b>Tuesday, November 2<sup>nd</sup>:</b> View Pre-recorded Class presentations – 'Be the Instructor' <b>10:00-10:45;</b> (Group #5) <b>10:45-11:30:</b> LH available on eChat for questions</p> <p><b>Thursday, November 4<sup>th</sup>:</b> <b>10:00-11:30:</b> 'Live' Zoom lecture with Ann Peel</p>
Tues Nov 9 & Thurs Nov 11	<b>TOPIC 7: Sport, Politics, Racism &amp; Social Justice</b>	<b>Tuesday, November 9<sup>th</sup>:</b>



	<p>Szto, C., McKegney, S., Dawson, B., &amp; Auksi, M. (2019). Policy Paper for Anti-Racism in Hockey. Accessed 14 July 2020, from: <a href="https://hockeyinsociety.files.wordpress.com/2020/02/policypaper_anti-racisminhockey_execsummary_final.pdf">https://hockeyinsociety.files.wordpress.com/2020/02/policypaper_anti-racisminhockey_execsummary_final.pdf</a></p> <p>The End of Sport Podcast (2020), Episode 12, "Blame Canada" (1:05.11 min): <a href="https://theendofsport.podbean.com/e/episode-12-blame-canada/">https://theendofsport.podbean.com/e/episode-12-blame-canada/</a></p> <p><b>Supplementary:</b></p> <p>Boykoff, J. &amp; Carrington, B. (2019). Sporting dissent: Colin Kaepernick, NFL activism, and media framing contests. <i>International Review for the Sociology of Sport</i>, 1-21. <a href="https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&amp;package_service_id=5640412640005164&amp;institutionId=5164&amp;customerId=5150">https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&amp;package_service_id=5640412640005164&amp;institutionId=5164&amp;customerId=5150</a></p>	<p>View Pre-recorded Class presentations – 'Be the Instructor' 10:00-10:45; (Group #6) 10:45-11:30: LH available on eChat for questions</p> <p>Thursday, November 11<sup>th</sup> from 10:00-10:30am: Pre-recorded Video Lecture: view during class time</p>
<p>Tues Nov 16 &amp; Thurs Nov 18</p>	<p><b>TOPIC 8: Sport Policy and Sport for Development and Peace</b></p> <p>Hayhurst, L.M.C. (2009). The power to shape policy: Charting sport for development and peace policy discourses. <i>International Journal of Sport Policy and Politics</i>, 1(2), 203 – 227.</p> <p>**Read this article before viewing lecture on Tuesday**</p> <p><b>Supplementary:</b></p>	<p>Tuesday, Nov 16<sup>th</sup> from 10:00-11:30am: View Pre-recorded Class presentations – 'Be the Instructor' 10:00-10:45; (Group #7) 10:45-11:30: LH available on eChat for questions</p> <p>Thursday, Nov 18<sup>th</sup> 21<sup>st</sup>: Synchronous ('Live')</p>

	Mosse, D. (2004). Is good policy unimplementable? Reflections on the ethnography of aid policy and practice. <i>Development and Change</i> , 35, 4, 639–671.	Lecture & Learning Activities with LH 10:00am-11:30am EST
Tues Nov 23  & Thurs Nov 25	<p><b><u>TOPIC 9: Indigenous Sport Policy and the Politics of 'Reconciliation'</u></b></p> <p>Canadian Heritage (2005). Sport Canada's policy on Aboriginal peoples' participation in sport. (2005). <a href="https://epe.lac-bac.gc.ca/100/200/301/cdn_heritage/sport_can_policy_aboriginal-e/CH24-10-2005E.pdf">https://epe.lac-bac.gc.ca/100/200/301/cdn_heritage/sport_can_policy_aboriginal-e/CH24-10-2005E.pdf</a></p> <p>Forsyth, J., &amp; Paraschak, V. (2013). The Double Helix: Aboriginal People and Sport Policy in Canada. In Thibault L. &amp; Harvey J. (Eds.), <i>Sport Policy in Canada</i> (pp. 267-293). University of Ottawa Press. Retrieved from <a href="http://www.jstor.org/stable/j.ctt5hjk9x.11">www.jstor.org/stable/j.ctt5hjk9x.11</a></p> <p><b>**Read this article before viewing lecture on Tuesday**</b></p> <p><u>Supplementary:</u></p> <p>The End of Sport Podcast (2020), Episode 26, "#NotYourMascot" (1:25.55 min): <a href="https://www.podbean.com/eu/pb-27qw7-e2f915">https://www.podbean.com/eu/pb-27qw7-e2f915</a></p>	<p>Tuesday, November 23<sup>rd</sup>: View Pre-recorded Class presentations – 'Be the Instructor' 10:00-10:45; (Group #8) 10:45-11:30: LH available on eChat for questions</p> <p>Thursday, November 25<sup>th</sup> from 10:00-11:00: 10:00-11:30: 'Live' Zoom lecture</p>
Tues Nov 30	NO CLASS – WORK DAY ON POLICY POSTER PRESENTATIONS	
Thurs Dec 2 & Tues Dec 7	FINAL GROUP POLICY POSTER PRESENTATIONS	Schedule TBA

