

York University, Faculty of Health
School of Kinesiology and Health Science
Sport, “Race” and Popular Culture in Canada, Winter 2023
HH/KINE 4340



Professor: **Dr. Sachil Singh**

Email: sachil@yorku.ca

Office hours: By appointment (327B Norman Bethune College or Zoom)

Class Time/Location: 10-11.20am, Tuesdays and Thursdays (HNE 401)

Teaching Assistant: **Lensa Hassan**

Acknowledgement of Indigenous Peoples and Traditional Territories

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. 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 HuronWendat. 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.

Course Outline

Course Description

In the contemporary moment much resistance against racial injustice is operating within the arena of sport and popular culture. Athletes locally and globally are leading the charge against racism. What is race? How do we understand race and racialization in the contemporary moment? How do the realms of sport and popular culture grapple with the concept of race and racialized subjectivities? This course examines how the concepts of “race” and racialization operate in sport and popular culture. We will approach various themes from an anti-racist, feminist analytic in addition to examining the ways in which class, gender and sexuality intersect with race inequality from both historical and contemporary perspectives. Drawing on popular culture and case studies in the arenas of sport and popular culture both locally and globally, we will examine how racial categories become naturalized and dehistoricized. In doing so, this will allow us to explore how social categories and relations are organized, in order to think about strategies for social change.

Course Objectives:

1. To interrogate race and racialization and how they intersect with other markers of identity and operate both in sport and physical activity, but also in our everyday lives.
2. To develop students’ knowledge and understanding of the concept and construction of race, the history and development of racial conflict and race relations in modern history and in the contemporary moment in Canada.
3. To analyze and interrogate systems of power, inequality and inequity in the sport culture and in society more generally.
4. To develop our abilities to think critically and to read, write and communicate effectively.

Course Evaluation

Required Work	Percentage of Final Grade	Due Date/Time	Submission instructions/Location
Critical Response 1	10%	Fri, Self-determined*/10pm	eClass
Critical Response 2	10%	Fri, Self-determined*/10pm	eClass
Critical Response 3	10%	Fri, Self-determined*/10pm	eClass
Race and Equity Assignment	20%	Wed, Feb 15/10pm	eClass
Weekly Group/ Individual Work	10%	In class	eClass/in person
Movie Assignment	14.5%	Wed, Mar 29/10pm	eClass
In-class written test/ Oral test*	25.5%	Thurs, Apr 6	HNE 401

* Please ensure that you understand the conditions of choosing your own deadlines/test format by carefully reviewing the detailed assignment instructions in eClass.

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received by the due date specified for the assignment.

Lateness Penalty: Assignments received later than the due date will be penalized one-half letter grade (1 grade point) per day that the assignment is late. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Professor but this is not guaranteed.

Grading Scheme

GRADE	GRADE POINT	PERCENT RANGE	DESCRIPTION
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	Marginally below 50%	Marginally Failing
F	0	Below 50%	Failing

What you should know about a return to in-person teaching-learning

- All York students and instructors share responsibility for the safety and well-being of the community while on York's campuses. All students should continue to check [YU Better Together](#) for the latest information on health and safety. This website provides easy to access, up-to-date information on York University policies and procedures; it will always be the best resource for York's COVID-19 response information.
- Should public health conditions change and/or if government directives require a change in health and safety approaches, the University will pivot to remote delivery of its operations to ensure the health and safety of its community members. Decisions will be made with the approval of the Senate Executive Committee.
- Helpful resources:
 - Reducing Virus Spread, from [Toronto Public Health](#)
 - [York Fact and Information Sheet](#) (June 28, 2022)
- [Campus vaccine clinics](#) are open and accessible, with booster doses available to eligible individuals:
- Masks continue to be available for sale at a nominal cost through vending machines and the Campus Bookstore, and mask-wearing is strongly encouraged when indoors or where appropriate physical distances can't be maintained.
- Self-screening is everyone's responsibility and recommended. The [YU Screen](#) is available to help, at and will guide individuals as to safe public health procedures if they are feeling ill.
- Rapid-test kits continue to be available to the York community at no cost (will be asked to provide a York email address), with an ample supply of individual tests available for the 2022-23 year.
- [Case management services](#) continue to be provided to community members who fail screening, advising community members on self-isolation protocols based on public health guidance.

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

Student Guide to eclass	https://lthelp.yorku.ca/student-guide-to-eClass
Computing for Students Website	https://student.computing.yorku.ca/
Student Guide to eLearning at York University	http://elearning-guide.apps01.yorku.ca/
Learning Skills Services	https://www.yorku.ca/scl/learning-skills/
Zoom@YorkU User Reference Guide	http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf
Zoom@YorkU Best Practices	https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf

Organization of the Course

The course involves formal lectures by the Professor combined with active learning and multimedia strategies. Weekly lectures are integrated with small group discussions that serve to enrich, clarify, and illustrate crucial issues from the assigned readings. While developing reading and writing skills is an important part of the course, students are given opportunities to demonstrate their learning through different assessment mechanisms.

Course Text/Readings

Reading is an important aspect of this course. It provides the foundation for what we will cover on a weekly basis. All the assigned readings are available to you in electronic format in eClass. There is no textbook or reading pack that you need to purchase for this course.

Missed Test

Students with a documented reason for missing the test, such as illness, compassionate grounds, etc. may request accommodation from the Professor. For more information on rescheduling an exam for students currently registered with Student Accessibility Services or as a Religious Accommodation please visit: <https://altexams.students.yorku.ca/reschedule-your-exam>. Please note that permission to reschedule is at the discretion of the Professor and is not guaranteed.

Course Requirements

Please see the detailed assignment requirements in eClass; the below descriptions are only overviews of the full requirements.

i) Critical Responses #1-3

You are required to write three critical responses of 600-800 words each. These responses are based on the assigned material from three weeks of your choosing (see eClass for the conditions of your selections). For example, if you select Week 5 for one of your critical responses, you will incorporate both Pardy (2021) and Krebs (2012) in your assignment and submit this no later than the Friday in Week 5. You must give equal space in each assignment to the assigned items in a given week.

Note: Weeks 1, 3 and 8 may not be used for any of the Critical Responses.

Due date/time: 10pm on the Friday of the week in which the readings are assigned. No retroactive submissions are allowed so plan your weeks accordingly!

The response is not a summary but an analytical engagement with the readings that compares and contrasts the main ideas, concepts and theories.

ii) Race and Equity Assignment

This assignment takes the form of experiential education whereby students apply social concepts and theories to their own lives. Students are required to write 600-800 words that reflect on their answers to a list of questions about social identity and social experiences. This assignment includes a voluntary 'active' component that will take place in the Tait McKenzie Centre.

iii) Movie Assignment

A movie will be screened in class in Week 8. Students consider the movie alongside assigned texts and write a critical essay of 1,500 words in response to an assigned question.

iv) Weekly Group Work

Students are given the opportunity every week to grapple with assigned social problems that relate to the week's theme. Group contributions will be a mixture of discussion and individual/group responses (written).

v) Final Test

Each student is given choices for the type of test that they wish to have: either (1) an in-class test where students prepare answers to pre-assigned questions but only a selection appears in the test, or (2) a verbal test with the Professor that follows the same format as (1).

Appeals Process

You may ask for a grade reassessment on an assignment within five calendar days of grades being posted. This request is not an ordinary occurrence but an exception. If you believe that your assignment has been wrongly graded, explain why in a one-page typed letter to the Professor. Keep in mind that your grade may go up, down, or remain the same.

Important Course Information for Students

York University seeks to provide for equal rights and opportunities without discrimination for all students. The overall aim is a climate of understanding and mutual respect for the dignity and worth of each community member so that each person feels a part of York University and is able to fully participate in university life.

The following information describes some of your important rights and responsibilities as students, along with the supports, accommodations and services made available to you by York.

Academic Honesty and Integrity: York students are required to maintain the highest standards of academic honesty and they are subject to the Senate Policy on Academic Honesty (<https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/>). The Policy affirms the responsibility of faculty members to foster acceptable standards of academic conduct and of the student to abide by such standards. Comprehensive information about academic honesty, along with information about how to find resources at York to help improve your research and writing skills and cope with University life, can be found at: <https://www.yorku.ca/unit/vpacad/academic-integrity/>.

Conduct in Academic Situations: Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect. It is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom and other academic settings, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class in keeping with the Senate Policy and Procedures on Disruptive and/or Harassing Behaviour in Academic Situations (<https://www.yorku.ca/secretariat/policies/policies/disruptive-andor-harassing-behaviour-in-academic-situations-senate-policy/>). Please also see the **Code of Student Rights and Responsibilities:**

<https://www.yorku.ca/secretariat/policies/policies/code-of-student-rights-and-responsibilities-presidential-regulation/>

Religious 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 your course syllabus pose such a conflict for you, contact the Professor within 14 days of the date for which accommodation is sought. Other procedures are outlined in the York University policy, guidelines and procedures on Academic Accommodation for Students' Religious Observances (<https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-religious-observances-policy-guidelines-and-procedures/>). Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete a Religious Accommodation Agreement, which can be found at: registrar.yorku.ca/pdf/exam-accommodation.pdf

Accessibility Services: Student Accessibility Services (accessibility.students.yorku.ca/) provides academic accommodations and supports for students with temporary and permanent disability including physical, sensory, medial, learning, and mental health disabilities. Students who had an Individualized Education Plan (IEP) in high school are eligible for support. Please note that registering with disabilities services and discussing your needs with your professors is necessary to avoid any impediment to receiving the necessary academic accommodations to meet your needs. Please also visit these links: <https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-with-disabilities-policy/> and <https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-with-disabilities-guidelines-procedures-and-definitions/>

Academic Skills Support: York University Libraries (<http://www.library.yorku.ca>) and the Learning Commons (learningcommons.yorku.ca/) provide students with academic support for their course assignments and research requirements. The Libraries offer an array of supports, services, workshops, resources and people available to help ensure continued success during a student's academic career.

Centre for Human Rights, Equity, and Inclusion: The Centre for Human Rights, Equity and Inclusion (rights.info.yorku.ca/) facilitates confidential processes to discuss allegations of discrimination and harassment by York Community members. There are also robust training opportunities and workshops available to the community year round.

Counselling, Health and Well Being: Student Counselling, Health & Well Being (counselling.students.yorku.ca) supports students in realizing and developing their personal potential in order to maximally benefit from their university experience and manage the challenges of university life. Services include: peer-led workshops, certificate training programs, support groups, same-day and appointment-based counselling, short-term therapy, and more.

Sexual Violence Response and Support: The Centre for Sexual Violence Response, Support and Education (thecentre.yorku.ca) facilitates support, services and accommodations for those who have experienced sexual violence. The support offered is based on the needs and wishes of the person disclosing/reporting.

Student Community Relations: The Office of Student Community Relations (oscr.students.yorku.ca/) supports students impacted by critical incidents, facing personal crises or multiple complex issues, such as, but not limited to, critical illness or injury of a student, student death, attempted suicide and sexual assault. OSCR provides advice, referrals, alternate dispute resolution methods and judicial processes (local adjudication, tribunals).

Ethics Review Process for research involving human participants:

<https://www.yorku.ca/research/human-participants/>

Calumet and Stong Colleges' Student Success Programming

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) supports the academic success and resourcefulness of students in core program courses through in-class announcements.
- [Peer-Assisted Study Sessions \(PASS\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by well-trained Peer Tutors.
- Please connect with your Course Director about any specific academic resources for this class.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [Career Exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
- For additional resources/information about Calumet and Stong Colleges' Student Success Programs, please consult our websites ([Calumet College](#); [Stong College](#)), email scchelp@yorku.ca, and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#).
- Are you receiving their weekly email (Subject: "Calumet and Stong Colleges - Upcoming events")? If not, please check your Inbox and Junk folders, and if it's not there then please contact ccscadm@yorku.ca, and request to be added to the listserv. Also, make sure to add your 'preferred email' to your [Passport York personal profile](#) to make sure you receive important news and information.

Week	Theme	
1 Jan 9-13	<p>Introductions and Responsibilities Sociological Lenses on Sport</p> <p><u>Required resource:</u> Sage, G. H. <i>et al.</i> 2019. ‘The Sociological Analysis of Sport in North American Society’, in <i>Sociology of North American Sport</i> (11th ed), Oxford: Oxford University Press, pp.3-23.</p>	
2 Jan 16-20	<p>Intersecting Vectors of Social Inequality</p> <p><u>Required resources:</u> TEDTalks. 2016. ‘The Urgency of Intersectionality’ - Kimberlé Crenshaw https://www.youtube.com/watch?v=akOe5-UsQ2o</p> <p>Adams, M. L. 2006. ‘The Game of Whose Lives? Gender, Race, and Entitlement in Canada’s “National” Game’ in Gruneau. R. S. and Whitson, D. (eds), <i>Artificial Ice: Hockey, Culture and Commerce</i>, Toronto: Broadview Press, pp.71-84.</p> <p>Gabay, D. 2019. ‘Black Women in Canadian University Sports’, in Nichols, Leslie (ed.) <i>Working Women in Canada: An Intersectional Approach</i>, Toronto: Women’s Press, pp.223-246.</p>	
3 Jan 23-27	<p>Games in Canada: Whose Traditions?</p> <p><u>Required resources:</u> Morrow, D. and Wamsley, K. B. 2017. ‘Games and Contests in Early Canada’, in <i>Sport in Canada: A History</i> (4th ed), Oxford: Oxford University Press, pp.7-23.</p> <p>Forsyth, J. 2020. ‘Remembering Tom Longboat’ in <i>Reclaiming Tom Longboat: Indigenous Self-Determination in Canadian Sport</i>, Regina: University of Regina Press, pp.1-18.</p> <p>Dubnewick, M. <i>et al.</i> 2018. “‘There’s a Cultural Pride Through Our Games’”: Enhancing the Sport Experiences of Indigenous Youth in Canada Through Participation in Traditional Games’, <i>Journal of Sport and Social Issues</i>, 42(4): 207-226.</p>	
4 Jan 30-Feb 3	<p>Settler Colonialism, Violence and Assimilation I</p> <p><u>Required resources:</u> Forsyth, J. 2020. ‘Cultivating Civilized Habits: Sport and Assimilation’ in <i>Reclaiming Tom Longboat: Indigenous Self-Determination in Canadian Sport</i>, Regina: University of Regina Press, pp.19-45.</p> <p>Phillips, M. G. <i>et al.</i> 2019. ‘Indigenous Resurgence, Regeneration, and Decolonization through Sport History’, <i>Journal of Sport History</i>, 46(2): 143-156.</p>	<p>Meet in Tait McKenzie Centre on Tues, Jan 31</p>

<p>5 Feb 6-10</p>	<p>Settler Colonialism, Violence and Assimilation II</p> <p><u>Required resources:</u> Pardy, B. 2021. ‘The White Settler Imagination of Hometown Hockey’, <i>Canadian Ethnic Studies</i>, 53(3): 103-120.</p> <p>Krebs, A. 2012. ‘Hockey and the Reproduction of Colonialism in Canada’, in Joseph, J. <i>et al.</i> (eds), <i>Race and Sport in Canada: Intersecting Inequalities</i>, Toronto: Canadian Scholars’ Press, pp.81-100.</p>	
<p>6 Feb 13-17</p>	<p>Settler Colonialism, Violence and Assimilation III</p> <p><u>Required resources:</u> Sage, G. H. <i>et al.</i> 2019. ‘Sport and North American Culture and Values’, in (eds) <i>Sociology of North American Sport</i> (11th ed), Oxford: Oxford University Press, pp.53-67.</p> <p>Billings, A. C., and Black, J. E. 2018. ‘For Whom Does the Indian Stand? For Whom Does the Mascot Stand?’, <i>Mascot Nation: The Controversy over Native American Representations in Sports</i>, University of Illinois Press.</p> <p>Bruyneel, K. 2016. ‘Race, Colonialism, and the Politics of Indian Sports Names and Mascots: The Washington Football Team Case’, <i>Native American and Indigenous Studies</i>, 3(2): 1-24.</p>	<p>Wed, Feb 15: Race and Equity assignment due</p>
<p>Feb 20-24</p>	<p>Reading Week</p>	
<p>7 Feb 27-Mar 3</p>	<p>The Olympics and Land</p> <p><u>Required resources:</u> O’Bonsawin, C. 2019. ‘Free, Prior, and Informed Consent: The Olympic Movement’s International Responsibilities to Indigenous Peoples in Canada and across the Globe’, <i>Journal of Sport History</i>, 46(2): 224-241.</p> <p>O’Bonsawin, C. 2010. “No Olympics on Stolen Native Land’: Contesting Olympic Narratives and Asserting Indigenous Rights Within the Discourse of the 2010 Vancouver Games’, <i>Sport in Society</i>, 13(1): 143-156.</p>	
<p>8 Mar 6-10</p>	<p>In-class Film Screening</p>	
<p>9 Mar 13-17</p>	<p>Racism in Contemporary Sport</p> <p><u>Required resources:</u> Bains, A. and Szto, C. 2020. ‘Brown Skin, White Ice: South Asian Specific Ice Hockey Programming in Canada’, <i>South Asian Popular Culture</i>, 18(3): 181-199.</p> <p>Szto, C. 2020. ‘Racial Taunts or Just Chirping?’ in <i>Changing on the Fly</i>. Rutgers University Press, pp.73-89.</p> <p>Joseph, J. 2017. ‘Diaspora Space’ in <i>Sport in the Black Atlantic</i>:</p>	

	<i>Cricket, Canada and the Caribbean Diaspora</i> . Manchester: Manchester University Press.	
10 Mar 20-24	<p>Cultural Diversity and Sport</p> <p><u>Required resources:</u> Nakamura, Y. and Donnelly, P. 2017. ‘Interculturalism and Physical Cultural Diversity in the Greater Toronto Area’, <i>Social Inclusion</i>, 5(2): 111-119.</p> <p>Szto, C. 2020. ‘Myth Busting: Hockey, Multiculturalism, and Canada’, in <i>Changing on the Fly</i>. Rutgers University Press, pp.14-36.</p> <p>Sheps, S. 2020. ‘The Multicultural Myth: Don Cherry and the Rise of Nationalism in Canadian Hockey’, in Levine-Rasky, C. and Kowalchuk, L. (eds), <i>We Resist: Defending the Common Good in Hostile Times</i>, McGill-Queen’s University Press, pp.135-144.</p>	
11 Mar 27-31	<p>Playing for Change</p> <p><u>Required resources:</u> Broussard, R. 2020. “‘Stick to Sports’ is Gone: A Field Theory Analysis of Sports Journalists’ Coverage of Socio-political Issues’, <i>Journalism Studies</i>, 21(12): 1627-1643.</p> <p>McDonald, M. G. 2020. ‘Once More, With Feeling: Sport, National Anthems, and the Collective Power of Affect’, <i>Sociology of Sport Journal</i>, 37:1-11.</p> <p>Martin, L.L. 2018. The Politics of Sports and Protest. Colin Kaepernick and the Practice of Leadership. <i>American Studies Journal</i>. http://www.asjournal.org/64-2018/the-politics-of-sports-and-protest-colin-kaepernick-and-the-practice-of-leadership</p>	Wed, Mar 29: Movie assignment due
12 Apr 3-7	<p>Apr 4 – Review of course material</p> <p>Apr 6 – In-class test</p>	