

*Faculty of Health
School of Kinesiology and Health Science*

Acknowledgement of Indigenous Peoples and Traditional Territories:

York University recognizes that many Indigenous nations have longstanding relationships with the territories upon which our campuses are located that precede the establishment of York University. We acknowledge our presence on the traditional territories of the Mississaugas of New Credit, the Huron-Wendat, the Haudenosaunee Confederacy and the Métis Nation of Ontario.

Canadian Culture and Physical Activity

Course:	KINE 3430 3.0 Section M		
Course Website:	Accessed via Moodle < https://moodle.yorku.ca >		
Term:	Winter Term 2019		
Time/Location:	T	10:00-11:20 am	(Vari Hall 1152A)
	Th	10:00-11:20 am	
Course Director (CD):	Dr. Tammy George Email: georget@yorku.ca Office: 319 Stong College Office Hours: Tuesday 12:30-2:00PM or by appointment.		

Certain groups have (and continue to be) marginalized from mainstream, elite, and professional sport participation in Canada. Through a historical and sociocultural lens, students will explore the sociology of Canadian sports, physical activity and health. The central purpose of this course is to examine selected issues in the sport, physical activity and recreation systems in Canada and in doing so grapple with how participants negotiate construct identity and community. Students will receive an exposure to, and critical analysis of, the theoretical, conceptual and methodological phases of research in Canadian studies. Selected topics to be explored from a critical sociocultural lens include: the cultural significance of Canadian sport, Indigenous perspectives on sport, sport and gender in Canada, national belonging in sport and physical activity and the Canadian media (print and electronic).

Learning Objectives:

1. Students will develop a critical understanding of the construction national belonging and Canadian identity in sport, health and physical activity.
2. Students will be able to employ a range of sociological theoretical frameworks to the study of sport and physical activity in Canada.
3. Students will be able to engage with issues of inequity in sport, health and physical activity.
4. Students will acquire a critical awareness of contemporary problems related to sport in Canada.

5. Students will build on research, writing, and presentation skills.

Organization of the Course: The course involves formal lectures by the CD and invited guests, supplemented with films, videos and social media where appropriate. The required readings are central to the course. The lectures will serve to enrich, clarify, and illustrate crucial issues from the assigned readings. Discussion will be incorporated into all of the lectures; students will be expected to be able to discuss the required readings cogently. All material is examinable.

Course Text/Readings:

Reading is an important aspect of this course. It provides the foundation of what we will be covering on a week to week basis. Most readings are available in electronic format through York University's Library (YUL). Persistent links to download the readings are provided through Moodle. Please see below in the course reading schedule where to locate the readings for the assigned week. I will let you know if and when a reading needs to be accessed through other means.

Course Evaluation:

<i>Assessment Item</i>	<i>Percentage of Final Grade</i>	<i>Due Date</i>
Critical Response Paper I	20%	Due: Thursday, January 17 th
Critical Response Paper II	20%	Due: Thursday, February 7 th
Critical Response Paper III	20%	Due: Thursday, March 14 th
Midterm Test	20%	In class midterm: February 14 th
Final in Class Test	20%	In Class Final Test: Tuesday, April 2 nd

Course Policies

Unless specified otherwise, all written work must:

- **Be submitted in class and uploaded to Moodle as a Word document through Turnitin.**
- Include a Title Page with Student Name and Number
- Be double-spaced
- Use 12pt Times New Roman font
- Use one inch margins all around
- Have numbered pages
- Use paragraphs (point form notes are not acceptable)
- Use APA formatting for in-text citations and referencing (see APA Publication Manual, 5th Ed.)

Important Course Information

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 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/2013-2014/academic/grades/>)

Assignment Submission and Lateness Penalties

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, you are required to submit your assignments at the beginning of class on the due date. Electronic copies will not be accepted unless prior arrangements have been made. Please note that all of your assignments in this course must be submitted in person and through Turnitin.

An assignment is LATE if submitted after 12:30 PM on the due date. Late assignments will be penalized 5% per day, unless they are accompanied by an Attending Physician Statement (see www.registrar.yorku.ca/index.php), court-date note, or by other official documentation detailing a serious matter.

Appeals Process

You may ask for a grade reassessment on an 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 maximum one-page, typed letter or email and submit to the CD **by the next lecture date**. Your grade may go up, down, or remain the same. Grade reassessment decisions are final.

Assignment Deadline Extension and/or Missed Exam

Students with a documented reason for requiring an extension or for missing the exam, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor's letter) may request accommodation from the CD. The length of the extension is up to the discretion of the CD. Students must write a make-up exam within 10 business days of the original exam date. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

KINE 3430 adopts a zero-tolerance policy with regard to Breach of Academic Honesty and Integrity. Please refer to York University Secretariat website <www.yorku.ca/secretariat/> for further information on Senate Policy on Academic Honesty and Academic Integrity, Ethics Review Process, Access/Disability, Student Code of Conduct, and Religious Observance Accommodation. Please also refer to the faculty of Health's presentation on academic honesty

for additional information. <http://health.info.yorku.ca/files/2012/10/Academic-Honesty-Presentation-FINAL-COPY-April-18-2013.pdf>

Email policy

Students are welcome to use email to share comments and concerns not raised in class. However, email communication will be reserved primarily for arranging appointments and/or attending to issues that need to be resolved immediately (i.e., cannot wait until the next lecture). Where possible, consult the course outline prior to emailing since often the information is there. Course material will be reviewed in class or in office hours only. Every effort will be made to respond to emails within one to two business days. **Please note that on weekends I do not check email as frequently and therefore, my responses will be slower.**

Student Accessibility Services (SAS)

SAS provides academic accommodations and support to students with documented disabilities who are enrolled in programs at York's Keele Campus. To register with Student Accessibility Services, students should upload their disability-related documentation to the online registration format: accessibility.students.yorku.ca

Contact Info: By email: sasinfo@yorku.ca OR by Phone: 416.736.5755
SAS is located in N108 Ross Building or N204 Bennett Center for Student Services

Food and Housing Insecurity

When students face challenges securing food and/or housing, it can be difficult and challenging to learn. If you are in this situation and feel comfortable, please let me know, and I will do what I can to connect you with the appropriate resources. Our campus offers various services and supports for students; know that you are alone in dealing with these issues.

Accommodations with Students with Children

Many students have care responsibility for a child in their life, whether as a parent, guardian, and older sibling, cousin etc. If your childcare needs come into conflict with the course schedule, please don't feel as though you need to miss class. I understand that sometimes, plans fall through and should this happen you are welcome to bring your child to class with you. I kindly ask that you bring materials to keep them busy and remain mindful of your classmates. If you have any questions or concerns, please do not hesitate to contact me.

The Centre for Sexual Violence, Response, Support and Education

If you or your colleagues are dealing with issues in relation to sexual violence or require support, The Centre for Sexual Violence, Response, Support and Education can provide you with the support you may need. They can be reached at: 416.736.5211.

Writing Centre

The Writing Centre at York University can be a very useful tool throughout in your academic journey. If you feel that you struggling with your writing, make an appointment with the writing

Centre as soon as possible. They offer online tutoring, on-campus tutoring and writing workshops. They are located in the Ross Bldg. S311, by phone: 416.736.5134 or at: writing-centre.write.laps.yorku.ca OR lapswrit@yorku.ca

Weekly Lecture and Required Reading Schedule

Week 1 January 3 rd	Welcome and Introductions <i>Why study Canadian Culture? What does it say about sport and physical activity in Canada?</i>
Week 2 January 8 th – 10 th	Theoretical Grounding I: Collins. P.H. (1993). Toward a new vision: Race, class, and gender as categories of analysis and connection. <i>Race, Sex, & Class</i> , 1(1), 25-46. <i>[Available Online and YUL and as an electronic source through Google]</i> FemNorthNet. (2016). Colonialism and its Impacts. Resource Development in Northern Communities: Local Women Matter #3. Ottawa: Canadian Research Institute for the Advancement of Women. Retrieved from: http://fnn.criaw-icref.ca/images/userfiles/files/LWM3_ColonialismImpacts.pdf <i>[Available online as an electronic source]</i>
Week 3 January 15 th -17 th	Sport and the Making of the Canadian Nation – Part I Gillett, J., White, P. & Young, K. (1996). "The prime minister of Saturday night: Don Cherry, the CBC and the cultural production of intolerance". In H. Holmes and D. Taras (Eds.) <i>Seeing Ourselves: Media, Power and Policy in Canada</i> . (pp. 59-72). Toronto: Harcourt, Brace & Jovanovich. <i>[Available on Moodle and YUL]</i> Krebs, A. (2012). Hockey and the Reproduction of Colonialism in Canada. In Joseph, J. Darnell, S., Nakamura, Y (Eds.). <i>Race and Sport in Canada: Intersecting Inequities</i> . (pp.81 - 106) Toronto: Canadian Scholars Press. <i>[Available on Moodle and YUL]</i> Szto, C. (2016). #LOL at Multiculturalism: Reactions to Hockey Night in Canada Punjabi from the Twittersverse. <i>Sociology of Sport Journal</i> , 33, 208-218. <i>[Available on YUL as an electronic source]</i> **First Critical Reading Reflection Due in class (Thursday)**
Week 4: January 22 – 24	Sport and the Making of the Canadian Nation - Part II McIntyre, R. B. (1993). Which uniform to serve the war: Hockey in Canada versus military service during WWII. <i>Canadian Journal of History of Sport</i> , 24(2), 68-90. <i>[Available on YUL as an electronic Source]</i> Robidoux. M. A. (2002). Imagining a Canadian Identity through Sport: A Historical Interpretation of Lacrosse and Hockey. <i>Journal of American Folklore</i> 114(456), 209-225. <i>[Available on YUL as an electronic Source]</i>

Week 5 January 29 -31 st	<p>Sport and Canadian Colonial Violence</p> <p>Bourgeois, R. Deceptive Inclusion: The 2010 Vancouver Olympics and Violence Against First Nations People. <i>Canadian Women's Studies Journal</i>, 27(2-3), 39-44. <i>[Available on as an electronic Source]</i></p> <p>Johnson, D. M. (2011). From the Tomahawk Chop to the Road Block: Discourses of Savagism in Whitestream Media. <i>American Indian Quarterly</i>, 35(1), 104-134. <i>[Available on YUL as an electronic Source]</i></p> <p>Robidoux, M. (2001). Narratives of Race Relations in Southern Alberta: An Examination of Conflicting Sporting Practices. <i>Sociology of Sport Journal</i>, 21, 287-301. <i>[Available on YUL as an electronic Source]</i></p>
Week 6 February 5 th – 7 th	<p>Sport and the Media: The Case of Ben Johnson</p> <p>Abdel-Shehid, G., & Kalman-Lamb, N. (2011). Sport and the Nation. In <i>Out of left field: Social inequality and sport</i> (pp. 119-130). Toronto: Fernwood Publishing. <i>[Available on Moodle]</i></p> <p>Abdel-Shehid, G. (2005). Running Clean: Ben Johnson and the unmaking of Canada. In, <i>Who da man? Black Masculinities and sporting cultures</i>. (pp. 67-93) Toronto: Canadian Scholars Press. <i>[Available on Moodle]</i></p> <p><i>Film Excerpts from: ESPN 30 for 30, 9.79*</i></p> <p>**Second Critical Reading Reflection Due in Class**</p>
Week 7 February 12 th -14 th	<p>February 12th - Midterm Test Review</p> <p>February 14th - In Class Midterm Test</p>
Week 8 February 17 th – 24 th	<p>Winter Reading Break!!!</p>
Week 9 February 26 th – 28 th	<p>Recreation, Physical Activity and the Great White North</p> <p>Vander Kloet, M. (2009). A Trip to the Co-op: The Production, Consumption and Salvation of Canadian Wilderness. <i>International Journal of Canadian Studies</i>, (39-40), 231–251. <i>[Available on YUL as an electronic Source]</i></p> <p>White Washing Outdoor Adventures (Online source)</p>
Week 10 March 5 th – 7 th	<p>Sport Participation and the construction of the Other</p>

	<p>Bannerji, H. (2000). Geography Lessons: On Being an Insider/Outsider to the Canadian Nation. In <i>The Dark Side of the Nation: Essays on Multiculturalism, Nationalism and Gender</i>. (pp. 63-85). Toronto: Canadian Scholars Press Inc. [Available online and YUL as an electronic Source]</p> <p>Lakhani, S. (2008). Sporting the Veil: Representation of Asmahan Mansour in the Canadian Media. <i>TOPIA</i>, 19, 85-98. [Available on YUL as an electronic Source]</p>
<p>Week 11 March 12th – 14th</p>	<p>Physical education, physical activity, and culture</p> <p>Choi, W., & Chepyator-Thomson, R. (2011). Multiculturalism in teaching physical education: A review of U.S. based literature. <i>Journal of Research in Health, Recreation, Sport & Dance</i>, 6, 2, 14-20. Retrieved from http://files.eric.ed.gov/fulltext/EJ954492.pdf</p> <p>hooks, b. (2000). Eating the Other. In J. Schor & D.B. Holt's (Eds). <i>The consumer society reader</i>. (pp. 568-594). New York: New Press. [Available on Moodle and YUL]</p> <p>Taylor, T. & A. Doherty. (2005). Adolescent sport, recreation and physical education: Experience of recent arrivals to Canada. <i>Sport, Education and Society</i>, 10(2): 211 -238. [Available on Moodle and YUL]</p> <p style="text-align: center;">**Third and Final Critical Reading Response Due in Class**</p>
<p>Week 12 March 19th -21st</p>	<p>Barriers to sport and physical activity participation</p> <p>Institute for Canadian Citizenship. (2014). Section 4, 6, 7. In <i>Playing together: New citizens, sports and belonging</i>. (pp. 18-27, 35-44). Retrieved from https://www.icc-icc.ca/en/insights/docs/sports/PlayingTogether%20Full%20Report.pdf</p> <p>George, T. (2013). <i>Making Healthy Connections with Racialized Communities: Girls and Young Women's Experiences with Sport, Physical Activity and Healthy Living</i>. Focus Group Report and Recommendations. Canadian Association for the Advancement of Women and Sport and Physical Activity. Ottawa, Ontario. [Available on YUL and on Moodle]</p>
<p>Week 13 March 26th -28th</p>	<p>March 26th – Final Lecture</p> <p>Physical activity, sport and belonging</p> <p>Nakamura, Y. (2016). Rethinking identity politics: The multiple attachments of an 'Exclusive' sport organization. <i>Sociology of Sport Journal</i>, 33, 146-155. DOI:10.1123/ssj.2015-0062 [Available on YUL as an electronic source]</p> <p>March 28th – Final Term Test Review</p>
<p>April 2nd</p>	<p style="text-align: center;">In-Class Term Test</p>
<p>April 4th - 20th</p>	<p style="text-align: center;">Winter 2019 Exam Break</p>

Instructions on Course Evaluation Items

I. 60% Critical Reading Response Paper (20% each. Approximately 3 double-spaced pages, 1000 words maximum not including references)

Due Dates: Critical Response Paper I – Thursday, January 17th, 2019
Critical Response Paper II – Thursday, February 7th, 2019
Critical Response Paper III – Thursday, March 14th, 2019

Each student is required to hand in a **3-page** critical reading response paper. They are each valued at 20% each. For the designated week, you are to write a reading response incorporating a minimum of two of the articles covered for that week. Try not to summarize the readings, but rather engage with the theoretical ideas put forth by the author. Think about the following questions as you read and write: Do you agree with the author? Do you disagree with the author? What is the author trying to convey in the piece? What new insights are offered? What do you believe is missing? Do the readings speak to your own experience? How is it challenging you? Your reading response should a) address the readings in some capacity (I want to know that you have read the pieces) and b) offer a critical engagement with the ideas offered. Engage with the readings. The goal of these critical reflections is not to have any authoritative or definite answers, but to showcase **how** you are thinking and engaging with the material. You may end up having more questions after the readings, which I encourage you to incorporate into your reading reflection. As you write this critical response imagine your audience to be the instructor, your fellow classmates and even the author(s) you are responding to. Consider the following questions to guide you as you critically read and engage with this assignment (you do not need to answer all of these questions in your assignment they are designed to get you thinking about the readings):

- a) What were the main themes or ideas covered in the article or chapter?
- b) What were the author's main thesis, argument, and/or conclusion? Does it resonate with you? Why or why not?
- c) What kinds of evidence did the author use to explain or support his/her thesis, argument or conclusion?
- d) Does this article or chapter support or contradict others that you have read? (Be specific and offer informed evidences/arguments for your thoughts)
- e) What questions or critiques would you raise after reading the article? What are the gaps, inconsistencies and limitations?
- f) What are the implications of the author's argument?
- g) How does this article speak to your own experiences?
- h) How does this article or chapter speak to the course?

****Please note that when responding to readings for week of January 17th, for instance, your paper must be turned in that same day before I begin the lecture and also submitted onto Turnitin via Moodle.**

Mandatory Format Requirements for Written Work:

Unless specified otherwise, all written work must:

- **Be submitted in class and uploaded to Moodle as a Word document through Turnitin.**
- Include a Title Page with Student Name and Number
- Be double-spaced
- Use 12pt Times New Roman font
- Use one inch margins all around
- Have numbered pages
- Use paragraphs (point form notes are not acceptable)
- Use APA formatting for in-text citations and referencing (see APA Publication Manual, 5th Ed.)

And Remember... Proofread your paper carefully for errors in spelling, punctuation and grammar, and stick to the word length limit of the assignment (1000 words maximum). Try to view the paper from the reader's perspective. Will the arguments make sense to a popular audience who do not have a special background on this issue? Did you use technical terms not familiar to the average reader? Use simple, straightforward language with a reasonable tone.

II. 20% Midterm Test – Date: Thursday, February 14th, 2019

Students can expect this midterm to cover at least a minimum of the first five weeks' worth of course material. This test will be composed of short answers and essay questions. Details will be provided later on in the course and will be accompanied with a comprehensive review.

Instructions and sample exam questions will be distributed during designated review days and/or posted on Moodle. It is your responsibility to make sure that you are in class to adequately review the material.

III. 20% End of Term Final Test – Date: Tuesday, April 2nd, 2019

The final term test will be scheduled on: **Tuesday, April 2nd, 2019**. **Students are also reminded that vacation plans are not accommodated and not sufficient justification for final exam absences and should not schedule such events at any point during this test period. Students should also not ask me to write the final term test before it is scheduled to be written by the rest of the class.** The final term test will be from the midterm onwards and will include short answer and essay type questions. It will be very similar to the midterm format. The final will focus on material discussed *after* the in-class midterm test. The focus of the term test will be on the course readings and lectures. I will be providing a comprehensive review before your final. Please be sure you are present for this class.