

*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

Sport, "Race" and Popular Culture in Canada

Course: HH/KINE 4340

Term: Winter 2019

Time/Location: Friday: 12:30pm – 2:20pm Location: 222 Stong College

Course Instructor:

Tammy George, Ph.D.
319 Stong College
Email: georget@yorku.ca
Office Hours: Tuesday at 12:30-2pm or by appointment

Course Description:

What is race? How do we understand race and racialization in the contemporary moment? Can the present moment be described as "postracial"? How do the realms of sport and health 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 health 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 their relationship to gender and sexuality and how they operate both in sport and health, 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.
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.

Organization of the Course:

The course involves formal lectures by the CD and invited guests, supplemented with films and videos 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.

Course Text/Readings:

Reading is an important aspect of this course. It provides the foundation or what we will be covering on a week to week basis. **Most readings are available in electronic format through York University's Library (YUL).** At times 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.

Key Questions to think about while reading

The following are several key questions or issues students should think about during the development of this course. These should be considered in the process of reading, writing and presenting your ideas:

- What is race?
- What is racism? What are the different manifestations of racism?
- How and through what processes has the concept of race been constructed?
- How and through what processes has the racial 'other' been constructed?
- How and through what processes has racial identity been constructed?
- What is the 'other' and what is its role/function in the construction of one's own identity?
- Why is the 'other' such a threat?
- How has the concept of race changed from the colonial period to the present?
- If race is constructed through and contingent upon social, political, historical and cultural forces and processes, is it still a viable as a biological concept?
- How can race be understood in relation to other socio-political identifications and divisions such as nationality, class, gender, ethnicity and religion?
- How can we understand race as both a negatively constructed and attributed category/identification and as a site of positive political identification and resistance?
- Do the concepts of tolerance and multiculturalism address the issue of racial inequality? Does the concept racial equality address the issue of racial difference?
- Is a non-racialized society possible or desirable?
- Is race still a central or important issue in Canadian society and politics? Why or why not?
- How does sport and popular culture deal with the concept of race and racialization?
- Is sport a site for resistance or are racial inequalities reproduced in sport?

Course Evaluation:

<i>Assessment Item</i>	<i>Percentage of Final Grade</i>	<i>Due Date</i>
Critical Response Paper I	20%	Friday, January 25 th , 2019
Critical Response Paper II	20%	Friday, March 1 st , 2019
Critical Response Paper III	20%	Friday, March 22 nd , 2019
Mid-Term Test	20%	Friday, February 15 th
Final Take Home Test	20%	Friday, April 6 th , 2019 by 5pm

Assignment Submission and Lateness Penalties:

Assignments are due in lecture on their due dates and you are required to hand in your assignment by the beginning of lecture on the due date. E-mailed assignments will NOT be accepted unless otherwise negotiated with the instructor.

An assignment is considered LATE if handed in after 2:30pm on the due date. Late assignments will be penalized with a 5% grade reduction per day, unless they are accompanied by a doctor's or court-date note, or by other official documentation detailing a serious matter. Be aware that doctor(s) must complete York University's Physician Statement to be found in on York's Registrar site. Documentation must be attached to the assignment and the assignment must be handed in as soon as possible.

Missed Exams:

Students with acceptable documentation (see above) must request permission from the Course Director to attend a make-up exam. Make-up exams are **NOT** guaranteed. Complete documentation or correct York University forms must accompany requests for make-up exams.

KINE 4340 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 Breach of Academic Honesty and Integrity, Access/Disability, the Ethics Review process and Student Code of Conduct.

Course Assignments

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

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 18th, for instance, your paper must be turned in that same day before I begin the lecture and also submitted onto Turnitin via Moodle.**

Reflection Due Dates:

Due Dates: Critical Response Paper I – Friday, January 25th, 2019
Critical Response Paper II – Friday, March 1st, 2019
Critical Response Paper III – Friday, March 22nd, 2019

Mandatory Format Requirements for Written Work:

Unless specified otherwise, all written work must:

- Include a Title Page with Student Name and Number
- Be double-spaced
- Use 12pt Times New Roman font
- No underline or boldface
- Use one inch margins all around
- Have pages numbered
- Use paragraphs (point form notes are not acceptable)

Use APA formatting for in-text citations and referencing (see APA Publication Manual, 5th Ed.)

II. 20% Midterm Test and Final exam 20%

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 may be distributed during designated review days.**

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.

An assignment is LATE if submitted after 3:00 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. Participation Grades cannot be appealed.

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 4485 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

<i>Date</i>	<i>Lecture Schedule and Required Reading(s)</i>
Week 1: Jan. 4	Welcome to the Course! Introductions and Expectations
Week 2: Jan. 11	Theoretical Underpinnings: Ways of Seeing Welcome to Summer Term/Course Introduction and Overview <ul style="list-style-type: none"> • Abdel-Sheid, G. & Kalman-Lamb, N. (2011). <i>Out in Left Field: Social Inequality and Sport</i>. (pp. 1-9). Winnipeg, MB: Fernwood Publishing. (Available on Moodle) • 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. [Available Online and YUL and as an electronic source through Google] • Hylton, K. (2010). How a turn to critical race theory can contribute to our understanding of 'race', racism and anti-racism in sport. <i>International Review for the Sociology of Sport</i>, 45(2), 335-354. (Available on YUL)
Week 3: Jan. 18	Theoretical Underpinnings: Race and Racialization <ul style="list-style-type: none"> • Abdel-Sheid, G. & Kalman-Lamb, N. (2011). <i>Out in Left Field: Social Inequality and Sport</i>. (pp. 22-31). Winnipeg, MB: Fernwood Publishing. (Available on Moodle) • Smith, A. (2006). "Heteropatriarchy and the three pillars of white supremacy: Rethinking women of color organizing" In <i>Color of violence: The INCITE! Anthology</i> (pp. 66-73). Cambridge: MA: South End Press. (Available through a Google search) • Joseph, J., S. Darnell, Y. Nakamura. (2012). Preface and Introduction. In <i>Race and Sport in Canada: Intersecting Inequalities</i>. (pp. ix-xii, 1-12, 17-29). Toronto, ON: Canadian Scholars Press. Also accessible on line http://www.cspi.org/sites/default/files/Race%20and%20Sport%20in%20Canada%20excerpt_0.pdf
Week 4: Jan. 25	Colonial Violence and the Canadian Nation State <ul style="list-style-type: none"> • 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. (Available on YUL) • 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. (Available on YUL) • 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. (Available on YUL) <p style="text-align: center;">*First Critical Response Paper Due *</p>
Week 5: Feb. 2nd	Understanding Whiteness and the Structure of White Supremacy <ul style="list-style-type: none"> • Gillett, J., White, P. & Young, K. (1996). The prime minister of Saturday night: Don Cherry, the CBC and

	<p>the cultural production of intolerance. In H. Holmes and D. Taras (Eds.) <i>Seeing Ourselves: Media, Power and Policy in Canada</i>. Toronto: Harcourt, Brace & Jovanovich (pp. 59-72). (Available on Moodle)</p> <ul style="list-style-type: none"> • Hall, S. (2003). "The Whites of Their Eyes: Racist Ideologies and the Media." <i>Gender, Race, and Class in Media</i>. Ed. Gail Dines and Jean M. Humez. Thousand Oaks: Sage Publications, pp, 89-93. (Available on Moodle) • Spencer, N. (2011). Sister Act VI: Venus and Serena Williams at Indian Wells: "Sincere Fiction" and White Racism. In David J. Leonard and C. Richard King (Eds.) <i>Commodified and Criminalized: New Racism and African Americans in Contemporary Sports</i>. Lanham, Maryland: Rowman & Littlefield Publishers Inc. (Available on Moodle)
Week 6: Feb. 9	<p>Oh Canada: The Racial State</p> <ul style="list-style-type: none"> • Abdel-Shehid, G. (2005). Running Clean: Ben Johnson and the unmaking of Canada. In, Who da man?: Black Masculinities and sporting cultures. (pp. 67-93). Toronto: Canadian Scholars Press. (Available on Moodle and YUL) • 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 on YUL)
Week 7: Feb. 16	<p>***MIDTERM EXAM***</p>
Week 8: Feb 17-24	<p>WINTER READING WEEK!!</p>
Week 9: March 1	<p>Masculinities: Representation in Popular Culture: Focus on Crime and News Media</p> <ul style="list-style-type: none"> • Butler, J. (1993). "Endangerer/Endangering: Schematic Racism and White Paranoia". In Robert Gooding Williams, Ed. (pp. 15-22) <i>Reading Rodney King/Reading Urban Uprising</i>, New York: Routledge. (Available on Moodle) • Collins, P.H. (2004). Booty Call: Sex, Violence, and Images of Black Masculinity. In <i>Black Sexual Politics</i>. (pp. 149-180). New York, USA: Routledge. (Available on YUL) • Katz, J. (2011). "Advertising and the Construction of Violent White Masculinity: From BMWs to Bud Light". In Dines, G. and Humez, J. M. (Eds.). <i>Gender, Race, and Class in Media: A Critical Reader (3rd ed.)</i>. (pp. 261 – 270) Thousand Oaks, CA. Sage. (Available on Moodle) <p>Film: <i>Tough Guise 2</i></p> <p style="text-align: center;">**Second Critical Reading Response Due**</p>
Week 10: March 8	<p>Femininities, Health and Popular Culture</p> <ul style="list-style-type: none"> • Ducille, A. (1996). Toy Theory: Black Barbie and the Deep Play of Difference. In, <i>Skin Trade</i> (pp. 8-59). Cambridge, Massachusetts: Harvard University Press. (Available on Moodle)

	<ul style="list-style-type: none"> •Glenn, E.N. (2008). "Yearning for lightness: Transnational circuits in the marketing and consumption of skin lighteners." <i>Gender & Society</i> 22(3): 281-302. (Available on YUL)
Week 11: March 15	<p>Colonial Legacies Part I</p> <ul style="list-style-type: none"> • Fausto-Sterling, A. (1995). Gender, race and nation: The comparative anatomy of Hottentot women in Europe, 1815-1817. In J. Terry and J. Urla (Eds.), <i>Deviant Bodies: Critical Perspectives on Difference in Science and Popular Culture</i> (pp. 19-48). Bloomington, IL: Indiana University Press. (Available on YUL and Google) • Barrera, M. (2004). Hottentot 2000: Jennifer Lopez and her Butt. In <i>Sexualities and History: A Reader</i>. (Eds.). Phillips, K.M. & B. Reay. (pp. 407-420). New York: Routledge. (Available on Moodle)
Week 12: March 22	<p>Colonial Legacies Part II</p> <ul style="list-style-type: none"> • Jiwani, Y. (2008). Sport as Civilizing Mission: Zinadine Zidane and the infamous head-butt. <i>TOPIA</i>, 19, 11-35. (Available on YUL) • Lakhani, S. (2008). Sporting the Veil: Representation of Asmahan Mansour in the Canadian Media. <i>TOPIA</i>, 19, 85-98. (Available on YUL) • Young, R. J. C. (2003). The ambivalence of the veil. In <i>Postcolonialism: A Very Short Introduction</i> (pp. 80-92). Oxford: Oxford University Press. (Available on Moodle) <p style="text-align: center;">**Third Critical Response Paper Due**</p>
Week 13: March 29	<p>Race and Resistance</p> <ul style="list-style-type: none"> • Farred, G. (2003). "Muhammad Ali, Third World Contender". In <i>What's My Name: Black Vernacular Intellectuals</i>. Minnesota. USA: University of Minnesota Press. (Available on Moodle) • Martin, L.L. (2018). The Politics of Sports and Protest. Colin Kaepernick and the Practice of Leadership. <i>American Studies Journal</i>. Web. 2 Jan. 2019. DOI 10.18422/64-06. http://www.asjournal.org/64-2018/the-politics-of-sports-and-protest-colin-kaepernick-and-the-practice-of-leadership/ <p>-Take Home Exam Questions Assigned</p>
Week 14: April 5 th	<p>Take Home Exam Due by 5pm</p>