**York University**

**Faculty of Liberal Arts and Professional Studies**

**School of Human Resource Management**

**AP/SPRT 2050 3.0 – Development of Canadian Sport**

**Fall 2025**

**Course Director:**

**Email:**

**Office Hour:**

**Lecture Time and Location:**

\*Please note that I will **not** be recording lectures, which means that attendance is essential to doing well in this course. If you miss a lecture, try and get notes from another student.

**Course Description**

In this course we will examine the history of the development of sport in Canada. Starting with sport as it existed in Indigenous communities, we will trace the development of sport through Canada’s history of settler colonialism and nation building. We will focus on the political, economic and social factors which helped shape how sport has been produced and experienced. Utilizing a ‘history from below’ approach, we will centre the experiences of everyday people. This means considering issues of exclusion, focusing on ‘race,’ class, gender and sexuality. This also involves analyzing how people have resisted exclusion in the world of sport. Some related topics we will cover include the development of sport media, and the role of capitalism, industrialization, urbanization and government policy on the development of sport in Canada.

**Course Specific Learning Outcomes**

* To develop knowledge of key social science concepts and theories related to the development of sport in Canada.
* To introduce students to empirical studies on the development of sport, and the different methodologies used to examine this history.
* To assist students in developing a critical analysis of common ideas and assumptions about sport.
* To help students develop effective communication skills about sport using the analytical tools introduced in lectures, films, readings and class discussions.
* To require students to think about sport within historical, economic, political and cultural contexts, paying attention to the relationship between sport and class, gender, sexuality and race.
* To get students to apply what they learn in class to their own experiences with sport.

**Assignments and Grading**

Test #1 – Oct 2 (In-class) 25%

Test #2 – Nov 6 (In-class) 25%

Test #3 – Nov 27 (In-class) 20%

Group Project 15%

Participation 15%

**Participation Mark**

Attendance and participation are crucial to doing well in this course. Please come to class prepared having done the weekly readings, and ready to ask questions and discuss the week’s topics. Please note that participation is evaluated more on quality rather than quantity. This means that your questions and comments in class should reflect an active engagement with the course readings and topics.

**Absence Due to Illness or Death in the Family**

If you miss a test due to illness or a death in the family, you will need to provide a doctor’s note or death certificate in order to write the make-up test. Students who miss a test and do not provide this documentation will receive a zero grade on the test.

**Email Policy**

In general, questions should be asked in lecture or during my office hour. If you have to email me, please note that I will do my best to respond within 48hrs, but this can’t always be guaranteed.

**Academic Honesty**

It is the responsibility of students to familiarize themselves with York University’s Senate Policy on Academic Policy. You can find this at the following address:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

There is also a tutorial on academic integrity at this address:

<http://www.yorku.ca/tutorial/academic_integrity/>

**Course Policy on Students’ Use of Generative Artificial Intelligence (AI)**

In this course, all work should be completed by you and you alone. As such, you are expressly prohibited from using generative artificial intelligence (AI), such as ChatGPT, to help you complete any of your work for this course (e.g. tests; assignments; presentations; essay outlines, etc.) If you do not know whether an online resource or tool can be used in this course, please contact me for guidance. Any use of generative AI in this course will be considered a breach of the Senate Policy on Academic Honesty. More specifically, using text-generating tools (such as ChatGPT) would be considered to be cheating (Senate Policy, section 2.1.1) and using image-generating tools (such as DALL-E) would be considered to be plagiarism (Senate Policy, section 2.1.3). For more information, please review AI Technology and Academic Integrity: Information for Students: https://www.yorku.ca/unit/vpacad/academic-integrity/ai-technology-academic-integrity/

**Recording Lecture**

Students may not create audio, video, or camera recordings of classes with the exception of those students requiring accommodation for a disability. Those who have obtained permission are not authorized to disseminate their recordings. Students creating unauthorized recordings of lectures violate an instructor’s intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Student Code of Conduct and Discipline.

**Sharing/Selling Academic Work**

Please do not post any course material from this course to any other websites. Students creating unauthorized audio recordings of lectures, or copies of assigned work, violate an instructor's intellectual property rights, and the Canadian Copyright Act. Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York’s Code of Student Rights and Responsibilities, the Senate Policy on Academic Honesty, and/or legal consequences for copyright violations. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor’s express permission. Course materials should only be used by students enrolled in this course.

**Students Requiring Accommodations**

For students who require assistance please notify me at the beginning of the course. Follow this link for York University’s policy regarding academic accommodation for students with disabilities.

<http://www.yorku.ca/secretariat/policies/document.php?document=68>

**York Policy on Religious Accommodations**

Please notify the course director at the beginning of the course if any of the tests or assignment due dates conflict with important dates in your religion. An alternative time will be worked out with students according to their individual needs.

**Student Conduct**

All students are expected to familiarize themselves with the university student conduct policies. Follow this link for additional information.

<http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm>

**Readings**

**\*All readings can be found on the eClass site for this course.**

**Sept 4 Course Introduction**

**Sept 11 Indigenous Sport Pre-Colonisation**

Te Hiwi, Braden. “Indigenous Peoples’ Cultures and Physical

Activities.” *Sport and Recreation in Canadian History,* edited by

Carly Adams, Human Kinetics, 2021, pp. 37-56.

Downey, Alle. “Prologue: The Creator’s Game.” *The Creator’s*

*Game: Lacrosse, Identity, and Indigenous Nationhood*, UBC

Press, 2018, pp. 3-12.

**Sept 18 White Settler Colonialism and Nation Building**

Poulter, Gillian. “Snowshoeing and Lacrosse: Canada’s Nineteenth-

Century ‘National Games’.” *Culture, Sport, Society.* vol.6, no. 2-3,

2003, pp. 293-320.

Robidoux, Michael A.. “Imagining a Canadian Identity through

Sport: An Historical Interpretation of Lacrosse and Hockey.” *The*

*Journal of American Folklore*, vol. 115, no. 456, 2002, pp. 209-

225.

**Sept 25 Capitalism, Industrialization and Urbanisation**

Cronin, Mike. “Modern.” *Sport: A Very Short Introduction*, 2014.

*Sport: A Very Short Introduction*. Oxford University Press, 2014.

Kidd, Bruce. “The State of Play.” *The Struggle for Canadian Sport*,

University of Toronto Press Inc, 1996, pp. 12-43.

**Oct 2 Test #1**

**Oct 9 The Production and Commodification of Canadian Sport**

Robidoux, Michael A.. “Producing the ‘Self’ in Professional

Hockey.” *Men at Play: A Working Understanding of Professional*

*Hockey*, McGill-Queen’s University Press, 2001, pp. 16-31.

Humphreys, Brad R. and Moshe Lander. “The Business of Sport.”

*Social Dimensions of Canadian Sport and Physical Activity*,

edited by Jane Crossman and Jay Scherer, Pearson, 2015, pp.

277-299.

**Oct 16 Fall Reading Week**

**Oct 23 Government Policy and Programs**

Paraschak, Victoria. “Aboriginal Peoples and the Construction of

Canadian Sport Policy.” *Aboriginal Peoples and Sport in Canada:*

*Historical Foundations and Contemporary Issues*, edited by

Janice Forsyth and Audrey R. Giles, UBC Press, 2013, 95-123.

Harvey, Jean. “Sport, Politics and Policy.” *Social Dimensions of*

*Canadian Sport and Physical Activity*, edited by Jane Crossman

and Jay Scherer, Pearson, 2015, pp. 257-276.

**Oct 30 Major Sporting Events and Stadiums**

Fresco, Estee. “Commercializing Reconciliation and Indigenous

Cultures in the 2010 Vancouver Olympics*.”* *Red Mitten*

*Nationalism: Sport, Commercialism, and Settler Colonialism in*

*Canada*, McGill-Queen’s University Press, 2022.

Scherer, Jay, et al. “A Few Weeks in Dirty City: Sport Related

Gentrification, Mobilizing Resistance and the Art of Failure in

Edmonton, Alberta.” *Journal of Sport and Social Issues*, vol. 46,

no. 6, 2022, pp. 499-523.

**Nov 6 Test #2**

**Nov 13 Canadian Sport Media**

Pardy, Brett. “The White Settler Imagination of Hometown Hockey.”

*Canadian Ethnic Studies*, vol. 53, no. 3, 2021, pp. 103-120.

Scherer, Jay. “Sport, Media and Ideology.” *Social Dimensions of*

*Canadian Sport and Physical Activity*, edited by Jane Crossman

and Jay Scherer, Pearson, 2015, pp, 230-256.

**Nov 20 Resistance in Canadian Sport**

McQuarrie, Fiona A.E.. “The Struggle Over Worker Leisure: An

Analysis of the History of the Workers’ Sports Association in

Canada.” *Canadian Journal of Administrative Science*, vol. 27,

2010, pp. 391-402.

Christianakis, Mary and Malek Moazzam-Doulat. “Hijab, Girl’s

Sports, and the Ongoing Effects of Colonial Feminism.” *Girlhood*

*Studies*, vol. 16, no. 3, 2023, pp. 103-119.

Fields, Russell. “The New ‘Culture Wars’: The Vancouver 2010

Olympics, Public Protest, and the Politics of Resistance.” *Playing*

*for Change: The Continuing Struggle for Sport and Recreation*,

2016, pp. 67-93.

**Nov 27 Test #3**