Western University
Faculty of Health Sciences
School of Kinesiology

KIN 4301G: Race, Indigeneity, and Sport
Winter 2025

Instructor: Adam Ali **Office:** Room 2225B, 3M **Email:** aali45@uwo.ca **Phone: 519-661-2111** **Office Hrs:** By Appointment (either in-person or via Zoom) **TAs:**	**Lectures: TBA** **Winter 2024** **Instruction Mode**: In-Person

NOTE: All course information including grades, assignment outlines, deadlines, etc. are available via OWL Brightspace. Download the Brightspace Pulse App to stay up-to-date on course communication and enable your notification settings within "Communications" in the top toolbar. Check the website regularly for course announcements.

Calendar Course Description (including prerequisites/anti-requisites): This course explores the relationship between sporting cultures and processes of racism and colonialism in Canada. It will examine sport as a contested terrain where ideas about race are reproduced, resisted, contested, and subverted within various sporting cultures, institutions, and discourses.

Prerequisite(s): One of Kinesiology 2250A/B, Kinesiology 2263F/G, Kinesiology 2276F/G, Kinesiology 2292F/G, Kinesiology 3362F/G, Kinesiology 3463F/G, Kinesiology 3388A/B, Kinesiology 3476F/G, Kinesiology 3490F/G.

You are responsible for ensuring that you have successfully completed all course pre-requisites, and that you have not taken an anti-requisite course.

Statement on Prerequisite Checking

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites

NOTE: If you wish to enroll in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.

My Course Description

This course explores the relationship between sporting cultures and processes of racism and colonialism in Canada. This course examines sport as a contested terrain where ideas about race are reproduced, resisted, contested, and subverted within various sporting cultures, institutions, and discourses. Utilizing critical theory, we will explore a variety of topics related to sport and physical activity that demonstrate the ways in which such ideas are steeped within complex assemblages of power and oppression. These include: the relationship between Indigenous representation and self-determination in Canada; the experiences and representations of Black, Asian, Muslim, Immigrant, and Diasporic sporting communities; and the connections between Whiteness, White privilege, and Canadian identity. Students will engage with a variety of texts throughout the course in order to develop anti-racist and social justice perspectives on the Canadian sporting landscape.

Learning Outcomes
Upon completion of this course, students should be able to:

1. Demonstrate a working knowledge of the relationship between sport, colonialism, and racism.
2. Understand how racialized and Indigenous communities navigate Canadian sporting structures.
3. Understand how to apply a reflexive framework to implicate themselves within sporting cultures and institutions.
4. Utilize critical theories of race and/or post-colonial theory to analyze current issues and/or controversies within the sport landscape.

Required Course Material: Required Readings Available in Course Readings Tab on OWL Brightspace.

Course Schedule:

DATE	TOPIC	REQUIRED READINGS (COMPLETE BEFORE TUESDAY CLASS)
Week 1	Introductions/Course Review Race, Intersectionality, and Reflexivity	Course Outline Walcott, R. (2012). "Preface: Thinking Race in Canada: What the Critique of Race and Racism in Sport Brings to Anti-racism Studies". In Joseph, J. Darnell, S. & Nakamura, Y. (Eds.). *Race and sport in Canada: Intersecting inequalities*. Canadian Scholars' Press. Joseph, J. Darnell, S. & Nakamura, Y. (2012). "Introduction: The Intractability of Race in Canadian Sport". In Joseph, J. Darnell, S. & Nakamura, Y. (Eds.). *Race and sport in Canada: Intersecting inequalities*. Canadian Scholars' Press.
Week 2	Canadian Racial Nationalism I Reflexivity Assignment Instructions	Krebs, A. (2012). Hockey and the Reproduction of Colonialism in Canada. In Joseph, J. Darnell, S. & Nakamura, Y. (Eds.). *Race and sport in Canada: Intersecting inequalities*. Canadian Scholars' Press. Boylorn, R. M. (2011). Gray or for colored girls who are tired of chasing rainbows: Race and reflexivity. *Cultural Studies? Critical Methodologies*, *11*(2), 178-186.
Week 3	Canadian Racial Nationalism II Tutorial #1: Canadian Sport and Race Discussion	Ali, A. E. (2022). Economies of Mourning, Canadian Nationalism, and the Broncos: An Affective Reading of TSN's 29 Forever. *Sociology of Sport Journal*, *1*(aop), 1-9. Szto, C. (2016). # LOL at multiculturalism: Reactions to hockey night in Canada Punjabi

		from the twitterverse. *Sociology of Sport Journal*, *33*(3), 208-218.
Week 4	Immigration and Sport Reflexivity Assignment Check-In	Chapter 6: Hockey Hurdles and Resilient Subjects. In Szto, C. (2020). *Changing on the Fly: Hockey through the voices of South Asian Canadians*. Rutgers University Press. Gender, Immigration, and Physical Activity: The Experiences of Chinese Immigrant Women. Huang, X., Frisby, W., & Thibault, L. (2012). In Joseph, J. Darnell, S. & Nakamura, Y. (Eds.). *Race and sport in Canada: Intersecting inequalities*. Canadian Scholars' Press.
Week 5	Blackness and Diaspora ***NO CLASS – REFLEXIVITY PAPERS DUE @ 5:00 PM***	Joseph, J. (2012). An Intersectional Analysis of Black Sporting Masculinities. In Joseph, J. Darnell, S. & Nakamura, Y. (Eds.). *Race and sport in Canada: Intersecting inequalities*. Canadian Scholars' Press. Joseph, J. (2014). Culture, community, consciousness: The Caribbean sporting diaspora. *International Review for the Sociology of Sport*, *49*(6), 669-687.
Week 6	Orientalism, Whiteness and Sport for Development Tutorial #2: Reflexivity Papers Discussion	Darnell, S. C. (2014). Orientalism through sport: towards a Said-ian analysis of imperialism and 'Sport for Development and Peace'. *Sport in Society*, *17*(8), 1000-1014. Darnell, S.C. (2012). "Managing Whiteness in Sport for Development and Peace Internships." In Joseph, J. Darnell, S. & Nakamura, Y. (Eds.). *Race and sport in Canada: Intersecting inequalities*. Canadian Scholars' Press.
READING WEEK (FEBRUARY 15 – 23)		
Week 7	Muslim Sporting Subjects Media Analysis Instructions	Ali, A. E., & King, S. (2021). "He Could Be Dangerous": Orientalism, Deradicalization, and the Representation of Refugee Muslim Boxers in TSN's Radical Play. *Sociology of Sport Journal*, *1*(aop), 1-10. Samie, S. F., & Sehlikoglu, S. (2015). Strange, incompetent and out-of-place: Media, Muslim sportswomen and London 2012. *Feminist Media Studies*, *15*(3), 363-381.

Week 8	Indigenous Sport in a Colonial Canada I Tutorial #3: Indigenous Sport Discussion	Introduction and Chapter 1. Forsythe, J. (2020). *Reclaiming Tom Longboat: Indigenous Self-Determination in Canadian Sport*. University of Regina Press. Chapter 2 and Chapter 3: In Forsythe, J. (2020). *Reclaiming Tom Longboat: Indigenous Self-Determination in Canadian Sport*. University of Regina Press
Week 9	Indigenous Sport in a Colonial Canada II Media Analysis Assignment Check-In/Topic Approval	McKee, T., & Forsyth, J. (2019). Witnessing painful pasts: Understanding images of sports at Canadian Indian residential schools. *Journal of Sport History*, *46*(2), 175-188. Holmes, A., Giles, A. R., & Hayhurst, L. (2023). 'I keep forgetting them': Lacrosse, Indigenous women and girls and reconciliation in Canada. *International Review for the Sociology of Sport*, (aop).
Week 10 March 19 March 21	Indigenous Sport in a Colonial Canada III Tutorial #4: Indigenous Sport Discussion	McGuire-Adams, T. D., & Giles, A. R. (2018). Anishinaabekweg Dibaajimowinan (stories) of decolonization through running. *Sociology of Sport Journal*, *35*(3), 207-215. McDonald, M. G. (2020). Once more, with feeling: Sport, national anthems, and the collective power of affect. *Sociology of Sport Journal*, *37*(1), 1-11.
Week 11	Indigenous Sport in a Colonial Canada IV ***NO CLASS – MEDIA ANALYSIS DUE @ 5:00 PM***	Rathwell, M., Henry, R., & McKegney, S. (2021). Opportunities Denied: The Divergent Resonance of Opportunity for Indigenous and Non-Indigenous Hockey Players With the Now-Disbanded Beardy's Blackhawks. *Sociology of Sport Journal*, *1*(aop), 1-8. Dubnewick, M., Hopper, T., Spence, J. C., & McHugh, T. L. F. (2018). "There's a cultural pride through our games": Enhancing the sport experiences of Indigenous youth in Canada through participation in traditional games. *Journal of Sport and Social Issues*, *42*(4), 207-226.
Week 12	Course Review/Exam Instructions Exam Jam	No Readings

Course Evaluation:

Participation	**Value: 15%**	**Date: Every Week**

Active participation is central to building a strong class culture and a vibrant seminar discussion. As such, you are expected to come to class well-prepared, having completed, and taken notes on, the weekly readings.

Quality contributions demonstrate a deep familiarity with the readings, both on their own merit and in connection with broader course and themes, as well as a respect and open-mindedness for different perspectives. You are encouraged to grapple with the readings, "think out loud", generate ideas for feedback, and to provide generous and gentle responses to others' ideas that meaningfully advance the discussion, while avoiding polemic stances.

I will provide mid-term (unofficial) grades/feedback to each of you by Reading Week.

Study Cards (optional)	**Value: None**	**Date: Start of Classes**

To encourage you to read carefully and critically, students will be given the opportunity to complete a study card on each of our readings. Study cards are three-by-five postcards on which students will write their name, Adam's name, and the full citation for the reading on one side and an outline of the argument, key definitions, and any other material you deem important on the other side.

Students must hand in their cards for the readings at the beginning of our first class of the week.

After class, Adam will check the cards to ensure they are legible *(please don't squash too much information onto each card)*, meet the formatting requirements, and contain relevant material. Both typed and handwritten cards are acceptable.

You will not receive feedback and your work will not be graded but your cards will be distributed at the final exam and will be considered permitted exam aids. Cards that do not conform to the size and formatting requirements will not be included in students' exam packages.

Article Facilitation	**Value: 15%**	**Date: Once per Term**

Students will, in small groups, plan and run an engaging 30-minute facilitation for one of the mandatory readings during the term.

Keep in mind that you are not "presenting" the reading to the class but are rather charged with engaging your peers and I in a meaningful discussion about the reading and its connection to course themes.

You will also connect the assigned reading to a ***media source*** for the class to analyze and discuss and utilize one ***active learning strategy*** to engage with your peers**.**

We will form groups, create a schedule, and discuss expectations during the first two weeks of class.

Reflexive Paper	**Value: 15%**	**Date: TBA**

You will write a 750-word reflexive paper that challenges you to think deeply about your positionality in relation to the course material.

The objective of this assignment is to develop your writing skills and make a meaningful

connection with the course material. We will discuss the concepts of reflexivity and positionality during the first week of class.		
Media Analysis	**Value: 25%**	**Date: TBA**
You will conduct a media analysis on a topic of interest that is related to sport and race/Indigeneity. Topics will be reviewed and approved during Week 9 classes. The paper will be no more than 2,000 words and strictly follow APA formatting and referencing guidelines.		
Final Exam	**Value: 30%**	**Date: TBD – Exam Period**
The final exam will consist of written questions that will evaluate students' comprehension and application of the course material. We will discuss the final exam in greater detail towards the end of the course.		

Late Assignment Penalty
Late assignments will lose 15% for every 24 hours that pass after the due date (including weekends). After five (5) business days, assignments not submitted will be graded as zero (0%). Students are responsible for keeping back-up copies of all written work and assignments for this class.

Accommodations for late assignments will be considered on a case-by-case basis. Acceptable accommodation requests, in addition to those submitted through Accessible Education (see Course/University Policies Section 4 below), include hospital stays, serious illness, family emergencies, bereavement, or similar circumstances.

Assignment Feedback Policy
Students must adhere to the following procedure for seeking additional feedback and/or making a regrade request:

1. Students must wait a **minimum of 48 hours** after return of work or grade review to contact the primary grader regarding their submission evaluation
2. Students **must be specific in their request**. Simply asking for more feedback is not an acceptable request. As such students should closely review the assignment rubric and/or instructions before contacting the primary grader.

Assignment Regrading Policy
Students are **highly encouraged** to request a meeting with the primary grader of the submission before making a formal regrade request to the instructor. As stated above, students must request additional feedback on a specific aspect(s) of their submission.

To request a regrade of their submission, students must:

1. Ask the instructor for a re-evaluation **within two weeks of the return of work or review opportunity**. For example, if grades are released to all students on October 14, they have until October 28 to submit a regrade request. No requests will be considered beyond two weeks of return of work.
2. The request must explicitly state the part(s) of the evaluation where you think additional marks are warranted.
3. If the request is granted, the instructor will re-evaluate the work. Keep in mind that the re-evaluation can result in a raised mark, a lowered mark or no change.
4. The instructor will communicate the result of the appeal directly to you.

5. Once an appeal is submitted the course instructor will not consider further appeals for the same piece of term work.

Course/University Policies

1. The website for Registrarial Services is http://www.registrar.uwo.ca.

In accordance with policy, the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner.

2. **Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, in the Academic Calendar (westerncalendar.uwo.ca).

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (www.turnitin.com).

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on Multiple Choice Exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

3. **Use of Electronic Devices**

During Exams: Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

During Lectures and Tutorials: Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

Personal Response Systems ("clickers") may be used in some classes. For those classes in which we use this technology, it is your responsibility to ensure that the device is activated and functional. You must speak with the course instructor immediately, if you have any concerns about whether or not your clicker is malfunctioning.
You must use only your own clicker. For all components of this course in which clicker records are used to compute a portion of the grade:

- The use of somebody else's clicker in class constitutes a scholastic offence;
- The possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offense

4. Academic Considerations and Absences from Lectures and Assessments

Religious Accommodation

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic counsellors in their Home Department. Additional information is provided in the Western Multicultural Calendar.

Academic Accommodation

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact Accessible Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found here.

Academic Consideration

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic counsellors in their home units, at their earliest opportunity. Academic counsellors may refer students to Accessible Education for ongoing academic

accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic counsellors within five (5) business days of their return to academic responsibilities. Any such documents will be retained in the student's file, and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy. Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic counseling, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student "was seen for a medical reason" or "was ill.").

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

Examination Conflicts

A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as "heavy load" conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request academic considerations with their academic counselling unit prior to the deadline to drop a course without academic penalty

In the case of online tests and examinations, use of a "Conflict Room," wherein student can write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

5. ***Contingency Plan for an In-Person Class Pivoting to 100% Online Learning***

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

6. **Online Proctoring**

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: https://remoteproctoring.uwo.ca.

7. **Grades**

Where possible assignment objectives and rubrics will be posted on OWL.
Generally, students can expect some form of feedback on their performance in a course before the drop date.

- November 12th, 2024 (for first term half-courses)
- December 2nd, 2024 (for full-year courses)
- March 7th, 2025 (for second term half-courses)

A+	90-100	*One could scarcely expect better from a student at this level*
A	80-89	*Superior work that is clearly above average*
B	70-79	*Good work, meeting all requirements and eminently satisfactory*
C	60-69	*Competent work, meeting requirements*
D	50-59	*Fair work, minimally acceptable.*
F	below 50	*Fail*

Rounding of Grades (for example, bumping a 79 to 80%):
This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or 'giving away' of marks. Please don't ask me to do this for you; the response will be "please review the course outline where this is presented".

Appealing a Grade Within this Course

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student's control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Department Chair (submission of written request)
3. The Dean of the Faculty (submission of written request)

In the case of perceived procedural unfairness, steps 2 and 3 are carried out within the Department and Faculty offering the course. In the case of extenuating

medical or compassionate circumstances that impact on a grade, steps 2 and 3 are carried out within a student's Home Department and Faculty.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31st (for first-term half courses) or June 30th (for second-term half courses or full-year courses

8. **Support Services**

Health and Wellness:

Information regarding health and wellness-related services available to students may be found at http://www.health.uwo.ca/.

Students who are in emotional/mental distress should refer to Mental Health@Western (http://www.health.uwo.ca/) for a complete list of options about how to obtain help.

There are various support services around campus and these include, but are not limited to:
Student Development Centre -- http://www.sdc.uwo.ca/ssd/
Ombudsperson Office -- http://www.uwo.ca/ombuds/

9. **Student Code of Conduct**

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit https://www.uwo.ca/univsec/pdf/board/code.pdf