
SOCIAL DIMENSIONS OF CANADIAN SPORT AND PHYSICAL ACTIVITY

Edited by

JANE CROSSMAN
Lakehead University

JAY SCHERER
University of Alberta

PEARSON

Toronto

Acquisitions Editor: Matthew Christian
Marketing Manager: Lisa Gillis
Program Manager: Madhu Ranadive
Project Manager: Susan Johnson
Developmental Editor: Christine Langone
Production Services: Kailash Jadli, iEnergizer Aptara, Inc.
Permissions Project Manager: Kathryn O'Handley
Photo Permissions Research: Krystyna Sperka Borgen
Text Permissions Research: Varoon Deo-Singh
Cover Designer: Bill Gillis, iEnergizer Aptara, Inc.
Cover Image: Steve Kingsman/Dreamstime

Credits and acknowledgments for material borrowed from other sources and reproduced, with permission, in this textbook appear on the appropriate page within the text.

If you purchased this book outside the United States or Canada, you should be aware that it has been imported without the approval of the publisher or the author.

Copyright © 2015 Pearson Canada Inc. All rights reserved. Manufactured in Canada. This publication is protected by copyright and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. To obtain permission(s) to use material from this work, please submit a written request to Pearson Canada Inc., Permissions Department, 26 Prince Andrew Place, Don Mills, Ontario, M3C 2T8, or fax your request to 416-447-3126, or submit a request to Permissions Requests at www.pearsoncanada.ca.

Library and Archives Canada Cataloguing in Publication

Crossman, Jane, author

Social dimensions of Canadian sport and physical activity / Jane Crossman,
Lakehead University, Jay Scherer, University of Alberta.

Includes bibliographical references and index.

ISBN 978-0-13-344446-9 (pbk.)

1. Sports—Social aspects—Canada. I. Scherer, Jay, author II. Title.

GV706.5.C76 2014

306.4'830971

C2014-905540-4

10 9 8 7 6 5 4 3 2 1 [WC]

PEARSON

ISBN 978-0-13-344446-9

This book is dedicated to Paulene, Heather and Emma.

Contents

Preface ix

Acknowledgments xiii

Contributors xiv

1 Perspectives on the Social Dimensions of Sport and Physical Activity in Canada 1

Jane Crossman and Jay Scherer

Sociology as a Social Science 5

Origins of Sport Sociology 7

Defining Sport: Power at Play 10

Ways of Looking at Social Phenomena 11

The Sociological Imagination 12

Social Structure 14

Agency and Power 14

Hegemony 15

Conclusions 16

Critical Thinking Questions 17

Suggested Readings 17

References 18

2 Sociological Theories of Sport 19

Ian Ritchie

Understanding Sociological Theory: General Themes and Historical Contexts 19

Social Facts: Émile Durkheim and Structural Functionalism 22

Class and Goal-Rational Action: Karl Marx, Max Weber, and Conflict Theory 25

Understanding Everyday Experiences: George Herbert Mead and Symbolic Interactionism 31

Critical Social Theories: Cultural, Feminist, and Critical Race Studies 33

Conclusions 40

Critical Thinking Questions 40

Suggested Readings 41

References 41

3 Canadian Sport in Historical Perspective 43

Don Morrow

Doing History 44

Sporting Traditions in Early Canada 46

First Nations Games and Contests 46

French Conquests 47

British Traditions 47

Horseracing and the Garrisons 49

Industrialization and Technological Changes 50

Sporting Equipment Evolution 52

Montreal: The Cradle of Organized Sport 53

Amateur Idealism 54

Transitions to Commercial Mass Sport 56

Entrepreneurial Interests 56

The Hero/Star in Sport 57

State Sport 60

Conclusions 61

Critical Thinking Questions 62

Suggested Readings 62

References 62

4 Sport and Social Stratification 64

Rob Beamish

Sport and Social Stratification: Some Preliminary Terms 65

Social Inequality: The Canadian Profile 67

The Top 1% 68

Factors Contributing to Economic Inequality 69

Stratification in Canadian Sport: Early Studies 71

Class and Social Inequality: Early Theories 73

Karl Marx 74

Max Weber 75

Class and Social Inequality: Contemporary Theories 76

Anthony Giddens 77

Pierre Bourdieu 78
 Class Analysis under Giddens and Bourdieu 79
Class and Sport: Current Patterns of Engagement 81
 The Escalating Cost of Sport 83
 Conclusions 85
 Critical Thinking Questions 86
 Suggested Readings 87
 References 87

5 Ethnicity and Race in Canadian Sport 90

Victoria Paraschak and Susan Tirone
Ethnicity and Sport in Canada 91
 The Concept of Ethnicity 91
 Diversity Theories 92
 Immigration Trends 94
 Ethnic Minority People and Sport in Canada 96
 Ethnicity, Poverty, and Access to Sport 97
 Discrimination 98
Race and Sport in Canada 99
 The Concept of Race 99
 Racial Patterns in Canadian Sport 100
 Race and Ethnic Relations 103
 Whitestream Sport 104
 Doing Race, Doing Racism 107
 Race-Structured Sport Systems 108
 Conclusions 110
 Critical Thinking Questions 111
 Suggested Readings 112
 References 112

6 Sex, Gender, and Sexuality 116

Mary Louise Adams
Clarifying Our Terms 117
Social Construction: A Framework for Thinking About Gender Norms 119
Is Sport Really a Male Thing? 120
 Female Athletes in Sport Media 122
Sex and Gender Differences in Sport 123
 Separate Events for Men and Women 124
 Sex Testing in Sport 125
 Transgender and Transsexual Athletes in Sex-Segregated Sport 126
 Sport Typing 127

Gender-Based Rules in Sport 128
 Lesbian and Gay Issues 129
Feminism and Women's Sport 130
 The Transformation of Women's Sport 132
 Conclusions 134
 Critical Thinking Questions 134
 Suggested Readings 135
 References 135

7 Children, Youth, and Parental Involvement in Organized Sport 138

Ralph E. Wheeler, Jay Scherer, and Jane Crossman
Socialization 141
The Organization of Minor Sport 143
 Publicly Funded Community Sport and Recreation Organizations 143
 Local Sports Clubs 144
 Service Agencies and Special-Interest Groups 145
 School-Based Sports 145
 Other Youth Sport Organizations 145
Factors Determining Children's Involvement in Sport 146
Controversies and Issues in Children's Sport 148
 Ethics and Fair Play in Youth Sport: Is Winning Everything? 148
 Sport Specialization 150
 Dropout and Withdrawal from Sport 151
 Risk of Injury in Children's Organized Sport 152
 Parental Interference 153
 The Role Coaches Play in Youth Sport 155
 Conclusions 158
 Critical Thinking Questions 159
 Suggested Readings 160
 References 160

8 Sport Deviance 163

Jason Laurendeau
Conceptualizing Deviance 165
Deviance and Otherness 166
 Deviantized Bodies and Embodiments 168
Social Control 169
Deviance on the "Field of Play" 171
 Drugs in Sport 173

Deviance Off the Field of Play 175
Deviantized Sports and Sporting Identities 177

Conclusions 178
Critical Thinking Questions 179
Suggested Readings 179
References 180
Endnotes 182

9 Violence 183

Stacy L. Lorenz

Theories of Violence 184
Violence and Masculinity: A Historical Perspective 187
Contemporary Sporting Violence 190
A Framework for Understanding Violence in Sport 193
Crowd Violence 197

Conclusions 199
Critical Thinking Questions 200
Suggested Readings 201
References 201

10 Sport and Physical Activity in Canadian Educational Systems 205

Tim Fletcher and Duane Bratt

The Nature and Purposes of Physical Education in Canadian Schools 206
A Glimpse at the Past 208
Curriculum 209
Learners and Learning 211
Teachers and Teaching 213
History of Canadian University Sport 215

Gender Equity 216
Athletic Scholarships 216
Doping 217
Hazing 218
The Challenge of the NCAA 219
Alumni Funding Model 221
Academic Achievement 222
Student-Athlete Life 223

Conclusions 224
Critical Thinking Questions 225
Suggested Readings 225

References 225
Endnotes 229

11 Sport, Media, and Ideology 230

Jay Scherer

The Canadian Sports-Media Complex 235
The Early Days of Canadian Television 235
A New Sport Broadcasting Order? 238
The End of “Viewing Rights” for Canadians? 240
The Ideological Role of the Media 241

(Re)presenting Sport 241
Gender and Sexuality 243
Militarism and Nationalism 246
Race and Ethnicity 247
Sports Journalism and New Media 248

Conclusions 252
Critical Thinking Questions 253
Suggested Readings 253
References 253
Endnotes 256

12 Sport, Politics, and Policy 257

Jean Harvey

Sport as a Site for Political Resistance 258
Government Involvement in Sport 261
Defining Some Key Concepts 262
Reasons for State Intervention in Sport 264
The Sport–Policy Context 266
Recent Policies and Programs 267

Sport Support Program 269
The Athlete Assistance Program 271
The Hosting Program 272
Other Policies, Programs, and Regulations 272

Issues and Controversies in Canadian Sport Policy 273

Conclusions 275
Critical Thinking Questions 275
Suggested Readings 276
References 276

13 The Business of Sport 277

Brad R. Humphreys and Moshe Lander

The Structure of Professional Team Sports 278
Professional Team Sport Leagues in Canada 278

League Structure	280
League Functions	283
Teams	285
Pricing	289
Labour Relations	291
Fans	292
Attendance	292
Sports Leagues and Public Policy	293
Facility Subsidies	293
Subsidies for Canadian Teams	294
International Issues: The Olympic Games	295
The Olympics and the IOC	295
Bidding and Costs	296
Legacy Effects	297
Conclusions	298
Critical Thinking Questions	298
Suggested Readings	299
References	299

14 Globalization and Sport 300

David Whitson

Globalization: A Conceptual Overview	301
The New Sporting World Order	305
Professionalization and Globalization in the Sports Labour Market	307
Corporate Strategies: The Promotion of Sports “Product”	311

Fans: Constructing the Global Consumer?	313
Conclusions	314
Critical Thinking Questions	316
Suggested Readings	317
References	317
Endnotes	319

15 Sport and the Future 320

Brian Wilson

Drivers of Social Change and Implications for the Future of Sport and Society	321
Governance	322
Globalization	327
Technology	332
Environment	334
How Sociologists and Others Can Drive Social Change	337
Strategies for Change	337
Conclusions	338
Critical Thinking Questions	339
Suggested Readings	339
References	339
<i>References</i>	343
<i>Index</i>	358

Preface

Many of our students who study the social dimensions of sport and physical activity inevitably bring their own perceptions of what these popular practices are all about. Yet, in many instances, after completing one or two sociocultural and historical courses, their perceptions change quite remarkably. For example, students learn that the opportunities to participate in sport aren't equitable; that the control of sport is in the hands of a minority, many of whom are white males of affluence; that racism in sport still exists today even though it may not be readily apparent when watching a contest on television or reading about it online; that powerful economic and political forces shape what sport is today and what it might look like in the future; and that the mass media act as a filter of what we see and how we see it.

Although *Social Dimensions of Canadian Sport and Physical Activity* has a deliberately distinctly Canadian focus, we live in a world that has never been more interconnected. Indeed, what happens in the world of sport *outside* our borders influences sport *inside* our borders. Canadians have, historically, embraced a wide range of local sport and athletic heroes, in addition to consuming copious amounts of sports content from our American neighbours via the mass media. Today, more and more Canadians follow not only the major leagues of North American sport, but teams and leagues from around the world, including the most popular European soccer leagues. For generations, meanwhile, immigrants have been bringing their sports and their ways of doing physical activity to Canada. As such, we are not simply a carbon copy of another country or an amalgamation of countries. We are uniquely Canadian and, over time, we have shaped our own cultural ideologies and our own ways of interpreting and playing sport, sometimes in competing and contradictory ways.

THE CONTENT OF THE TEXT

Social Dimensions of Canadian Sport and Physical Activity contains 15 chapters. Because the chapter sequence has been purposely coordinated, we recommend that the chapters be read consecutively. However, since their content is so distinctive, it is possible to read the chapters in an altered order. Each chapter concludes with relevant Critical Thinking Questions, Suggested Readings, and References.

In the first chapter, Drs. Jane Crossman and Jay Scherer provide an introductory foundation for understanding the social dimensions of sport and physical activity from a Canadian perspective. They describe how pervasive sport is in Canadian society and outline terms that will be used throughout the text, such as *sociological imagination*, *agency*, *social structures*, *power*, *ideology*, and *hegemony*.

In the second chapter, Dr. Ian Ritchie presents a rich overview of sociological theories that set the foundation for understanding the social world, and more specifically for our purposes the world of sport. Since it is impossible to present a complete inventory of the myriad sociological theories, he focuses on four major ones: Durkheim's *functionalism*, Marx's *conflict theory*, Mead's *symbolic interactionism*, and *critical social theories* (cultural, feminist, and critical race studies).

In Chapter 3, Dr. Don Morrow condenses Canadian sport history from the 15th century to the present day. He highlights the people who have influenced our sport history (First Nations, French, British), as well as the existing social conditions, power relations, and developments that have had such a profound effect on shaping the development of sport in Canada. Highlighted are industrial and technological changes, the evolution of sporting equipment, transitions to commercial mass sport, and the impact of the entrepreneurial spirit.

Dr. Rob Beamish, author of Chapter 4, addresses the inequalities of condition and opportunity that exist in sport today. Theories of social inequality are outlined as well as current patterns of class and sport. He points out that in Canada we endorse an unequal, performance-based rewards system. Success is linked, for example, to proximity to facilities, gender, social class, and physical ability.

In Chapter 5, Drs. Victoria Paraschak and Susan Tirone explore issues of racial and ethnic discrimination in Canadian sport. They point out that sport provides opportunities to feel pride in one's own cultural heritage. Unfortunately, the system is structured so that some individuals—that is, those of white European heritage—feel more pride than others. Poverty and access are key components that prevent ethnic minority people from fully participating in sport in Canada. The need to create equal opportunities in sport for all Canadian people (e.g., through race-structured sport systems) is a fundamental message in this chapter.

In Chapter 6, Dr. Mary Louise Adams helps us understand the current issues relevant to gender, sexuality, and sport and poses the question: Is sport really a male thing? Adams does not shy away from controversial topics such as separate events for men and women, sex testing in sport, and sport typing (certain sports are “male only”). Issues for athletes who are transgender, transsexual, gay, or lesbian are also discussed.

In Chapter 7, Drs. Ralph Wheeler, Jay Scherer, and Jane Crossman outline the current sport system in Canada for children and youth, including school, community, and private agencies. Critical issues and concerns related to organized sport for children and youth are described and include reasons for the high rate of dropout, ethical issues, sport specialization, risk of injury, parental interference, and coaches' influence. Solutions to remedy the problems posed are offered.

Chapter 8 by Dr. Jason Laurendeau focuses on sport deviance. He describes how deviance is conceptualized and differentiates deviance on and off the field of play. He covers timely topics such as drug use in sport and risk sports and points out that deviance arises out of an overly enthusiastic adoption of a set of expectations that characterizes particular activities.

Dr. Stacy Lorenz, author of Chapter 9, addresses the fact that sport is replete with violence. Theories of violence are explained along with a historical overview of how violence in sport has grown in our society. Who encourages sport violence is a question he broaches to help the reader better understand contemporary trends in sport violence committed by both players and fans. He also discusses gender and gender relations as they relate to violence.

In Chapter 10, Drs. Tim Fletcher and Duane Bratt consider the relationship between sport and educational institutions in Canada. They describe the nature and purposes of physical education in the public school system and how the curriculum has evolved. The challenges and issues inherent in Canadian interuniversity sport are outlined and include

gender equity, athletic scholarships, doping, hazing, challenging the NCAA, alumni funding, and academic achievement.

In Chapter 11, Dr. Jay Scherer explains the influence, extent, and power the media have in shaping what we know and how we think. He outlines the historical development of the televised sports-media complex in Canada and points out that sports media are replete with symbols of nationalism and militarism and other gender and racial ideologies. Sport journalism and new media technologies that will change how we view and interpret sport are also included.

Dr. Jean Harvey, in Chapter 12, focuses on the marriage between politics and sport. He provides a historical overview and reasons for the Canadian government's intervention in sport. The author outlines current federal sport policies that include programs such as the Athlete Assistance Program, Hosting Program, and the Children's Fitness Tax Credit. Also included is the controversial topic of funding for high-performance sport versus mass participation sport.

Chapter 13, written by Dr. Brad Humphreys and Professor Moshe Lander, delves into the ever-changing and multifaceted business of sport. They cover the structure and functioning of professional leagues such as the NHL, CFL, MLB, NBA, NFL, and MLS. Under the auspice of these cartels, they address a host of issues such as the costs and revenues to the owners, reserve clauses, free agency, collective bargaining agreements, work stoppages, payroll caps, ticket pricing, revenue sharing, and facility subsidies. A discussion about the costs to bid on and subsequently host the Olympic Games concludes this chapter. Students with an interest in the economic side of professional sport will find this chapter a fascinating read.

In the penultimate chapter, Dr. David Whitson lends a keen eye to how globalization affects sport along cultural, political, and economic lines. He discusses both the upside and downside to globalization, homing in on the power of transnational corporations and the global sports labour market. He points out that, thanks to electronic media, professional sport is now marketed and consumed around the globe in fascinating and contradictory ways.

Dr. Brian Wilson frames the final chapter on the future of sport on four overarching categories that have been associated with major social changes: governance, globalization, technology, and the environment. He makes 11 predictions based on the social trends from the above four categories and describes ways to use research and theory to inform intervention.

On behalf of all the contributors, we hope you enjoy reading this book—and furthermore that it provides you with a sound basis for understanding the social dimensions of sport and physical activity from a uniquely Canadian perspective.

Jane Crossman and Jay Scherer

SUPPLEMENTS

Test Item File (978-0-13-344160-4) The Test Item File includes chapter-relevant questions to help instructors create quizzes, exams, homework, and practice handouts. There are approximately 400 questions in multiple-choice format that address factual, applied, and conceptual material from the textbook. It is available from the Pearson online catalogue to instructors who adopt the textbook at <http://catalogue.pearsoned.ca>.

CourseSmart for Instructors (978-0-13-344158-1) CourseSmart goes beyond traditional expectations—providing instant, online access to the textbooks and course materials you need at a lower cost for students. And even as students save money, you can save time and hassle with a digital eTextbook that allows you to search for the most relevant content at the very moment you need it. Whether it's evaluating textbooks or creating lecture notes to help students with difficult concepts, CourseSmart can make life a little easier. See how when you visit www.coursesmart.com/instructors.

CourseSmart for Students (978-0-13-344158-1) CourseSmart goes beyond traditional expectations—providing instant, online access to the textbooks and course materials you need at an average savings of 60%. With instant access from any computer and the ability to search your text, you'll find the content you need quickly, no matter where you are. And with online tools like highlighting and note taking, you can save time and study efficiently. See all the benefits at www.coursesmart.com/students.

Pearson Custom Library For enrolments of at least 25 students, you can create your own textbook by choosing the chapters that best suit your own course needs. To begin building your custom text, visit www.pearsoncustomlibrary.com. You may also work with a dedicated Pearson Custom Editor to create your ideal text—publishing your own original content or mixing and matching Pearson content. Contact your local Pearson representative to get started.

peerScholar Firmly grounded in published research, peerScholar is a powerful online pedagogical tool that helps develop students' critical and creative thinking skills through creation, evaluation, and reflection. Working in stages, students begin by submitting written assignments. peerScholar then circulates their work for others to review, a process that can be anonymous or not, depending on instructors' preferences. Students immediately receive peer feedback and evaluations, reinforcing their learning and driving development of higher-order thinking skills. Students can then re-submit revised work, again depending on instructors' preferences.

Contact your Pearson representative to learn more about peerScholar and the research behind it.

Acknowledgments

The completion of this text would not have been possible had it not been for the willingness of the contributors to share their expertise. To each of them we extend our sincere gratitude and we trust that readers will appreciate their knowledge, insights, and wisdom.

The authors and contributors greatly appreciate the advice and guidance of our colleagues in their review of the text and the manuscript:

Marc Belanger, *Vanier College*
Graham Fletcher, *University of the Fraser Valley*
Susan L. Forbes, *Lakehead University*
Peggy Gallant, *St. Francis Xavier University*
Fred Mason, *University of New Brunswick*
Barbara Ruttenberg, *Concordia University*
Susan M. M. Todd, *Langara College*

Also, we thank Pearson for their willingness to publish this first edition. Specific thanks go to Matthew Christian, Pearson's acquisitions editor who kick-started this project; Christine Langone, our ever-cooperative and motivating developmental editor; and Leanne Rancourt, our thorough, attention-to-detail copy editor.

We are grateful for the ever-present support of our families in Canada and New Zealand, without whom this book simply would not have been possible.

Jane would like to thank Dr. Brent Rushall for his mentorship and cheerleading through her career and Dr. John Vincent, her research partner, who, through his deft research and writing skills elevated the quality of their published papers. She extends special gratitude to Paulene McGowan for her feedback and constant encouragement.

Jay would like to thank those individuals who have generously shared valuable pedagogical insights and teaching philosophies with him over the years, including: Dave Whitson, Lisa McDermott, Judy Davidson, Steve Jackson, Brian Wilson, and, especially, Vicky Paraschak.

Jane Crossman and Jay Scherer

Contributors

EDITORS

Dr. Jane Crossman is a Professor Emerita at Lakehead University where she held several administrative positions throughout her career including Chair and Graduate Coordinator of the School of Kinesiology. She taught graduate and undergraduate courses in sport sociology, research methods, and mental training. Jane's research, which pertains to the newspaper coverage of sporting events and the psychosocial dimensions of sports injuries, has been published in a number of scholarly journals. She has edited three books: *Coping with Sports Injuries: Psychological Strategies for Rehabilitation* (2001) and *Canadian Sport Sociology*, Editions 1 (2003) and 2 (2007). Jane contributed a chapter to the book *The Sport Scientist's Research Adventures* in which she gave insights into the challenges and gratification of being a researcher. Jane is on the editorial board of the *Journal of Sport Behavior* and regularly reviews for a number of journals and texts in the fields of sport sociology, sport psychology, and research methods. During sabbaticals, Jane has been a Visiting Professor at the Universities of Exeter and Brighton (UK), the University of Otago (New Zealand), Victoria University (Australia), and the University of Ulster (Northern Ireland). Jane enjoys exercising a border collie, golfing, and fiction and nonfiction writing.

Dr. Jay Scherer is an Associate Professor in the Faculty of Physical Education and Recreation at the University of Alberta where he has taught sociology of sport courses since 2005. His primary research interests include cultural studies of sport and leisure; globalization, sport and public policy; and sport and the media. Jay's research has been published in a number of scholarly journals, and his most recent book (with David Rowe) is *Sport, Public Broadcasting, and Cultural Citizenship: Signal Lost?* (2013). Outside of the office, Jay enjoys cycling, running, and cross-country skiing. He is an avid fiction reader and a long-suffering fan of the Toronto Blue Jays and the Edmonton Oilers.

CONTRIBUTORS

Dr. Mary Louise Adams is a Professor in the School of Kinesiology and Health Studies and the Department of Sociology at Queen's University where she teaches courses on sport and culture, the sociology of fitness, and contemporary issues in sexuality. She is the author of *Artistic Impressions: Figure Skating, Masculinity and the Limits of Sport* (2011) and *The Trouble with Normal: Postwar Youth and the Making of Heterosexuality* (1997). She writes on issues related to the history of sexuality, queer and feminist social movements, and on gender and sexuality in sport and physical activity. She has recently started work on two new projects: an oral history with feminist sport activists on the legacies of feminism in contemporary women's sport and a historical cultural study of the meanings of walking.

Dr. Rob Beamish holds a joint appointment in the Department of Sociology and the School of Kinesiology and Health at Queen's University. During that time, in addition to his teaching and research responsibilities, he has served as the Associate Dean (Studies)

and two terms as the Head of the Department of Sociology. Dr. Beamish's research centres on high-performance sport as a form of work and specific issues related to work, labour, and classical social theory. In addition to numerous articles, book chapters, and encyclopedia entries related to social theory and sport sociology in general, and the use of performance-enhancing substances in particular, he is the author of several books, including *Marx, Method and the Division of Labor: Fastest, Highest, Strongest: The Critique of High-Performance Sport* (with Ian Ritchie); *The Promise of Sociology: The Classical Tradition and Contemporary Sociological Thinking*; and *Steroids: A New Look at Performance-Enhancing Drugs*.

Dr. Duane Bratt is a Professor of Political Science and Chair of the Department of Policy Studies at Mount Royal University. He teaches public policy and international politics. While his primary research interests are in nuclear energy and Canadian foreign policy, he also writes on sport policy. This includes a recent research project that led to the inclusion of physical literacy standards in Alberta's daycare accreditation standards. As a sport practitioner, he is the National Resource Person and Chair of the LTAD committee for the Canadian Lacrosse Association.

Dr. Tim Fletcher is an Assistant Professor in the Department of Kinesiology at Brock University. His teaching and research interests are in physical education pedagogy and teacher education. In particular, his research focuses on ways in which teachers understand the connections between their teaching identities, practices, and student learning. Much of his recent work has used self-study methodology, including the co-edited text *Self-Study of Physical Education: The Interplay of Scholarship and Practice* (forthcoming 2014) with Alan Ovens from the University of Auckland in New Zealand. In 2014 he was awarded a Young Scholar Award from the International Association for Physical Education in Higher Education (AIESEP).

Dr. Jean Harvey is a Professor at the School of Human Kinetics at the University of Ottawa. He is also the founding director of the Research Centre for Sport in Canadian Society. His main areas of research are sport policy in Canada and abroad as well as sport in the context of globalization. Jean has published extensively both in French and in English in multiple refereed journals. He is also the co-editor with Lucie Thibault of *Sport Policy in Canada* (2013) and co-author of *Sport and Social Movements* (2013).

Dr. Brad Humphreys is a Professor in the College of Business and Economics, Department of Economics at West Virginia University. He holds a PhD in economics from Johns Hopkins University. He previously held positions at the University of Illinois at Urbana-Champaign and the University of Alberta. His research on the economics of gambling, the economics and financing of professional sports, and the economics of higher education has been published in academic journals in economics and policy analysis. He has published more than 80 papers in peer-reviewed journals in economics and public policy. He twice testified before the United States Congress on the economic impact of professional sports teams and facilities. His current research projects include an assessment of the informational efficiency of sports betting markets, an examination of the effect of new sports facilities on urban residential construction projects, an assessment of the causal relationship between recreational gambling and health outcomes, and an evaluation of the value Canadians place on Olympic gold medals.

Professor Moshe Lander is a Lecturer at Concordia University. He holds a Masters in Applied European Languages and is a PhD candidate in Economics. He is an award-winning teacher, having spent most of the last two decades teaching economics, statistics, mathematics, and finance at postsecondary institutions in Alberta, Ontario, and Quebec. Moshe is known on campus as much for his unique presentation skills and his appearance as he is for his extremely dry wit and linguistic dexterity. Though he spends much of his time in the classroom teaching, Moshe loves to spend his down time either at his picturesque summer retreat in Haplonia or in Flin Flon, Manitoba, watching the annual migration of fake tootie birds.

Dr. Jason Laurendeau is an Associate Professor in the Department of Sociology at the University of Lethbridge. He received an undergraduate degree in Kinesiology, and Masters and PhD degrees in Sociology from the University of Calgary. His research and teaching interests include deviance and social control, sport and embodiment, gender, risk, fatherhood, and autoethnography. His work has appeared in a number of scholarly journals, including *Deviant Behavior*, *Sociological Perspectives*, *Sociology of Sport Journal*, *Journal of Sport and Social Issues*, and *Emotion, Space and Society*. Jason enjoys a number of sport and leisure pursuits, including cross-country skiing, hiking, backcountry camping, cycling, and swimming. He is also active in his local community and an avid traveller. He dedicates this chapter to the memory of Rosco.

Dr. Stacy L. Lorenz is an Associate Professor in Physical Education and History at the University of Alberta, Augustana Campus. He completed a bachelor's degree in History at Augustana University College, a master's in History at the University of Western Ontario, and a PhD in History at the University of Alberta. He teaches in the areas of sport history, sociocultural aspects of sport and physical activity, sport and social issues, and sport and popular culture. He also coached the men's basketball team at Augustana for eight years. Stacy's research interests include newspaper coverage of sport, media experiences of sport, sport and local and national identities, violence and masculinity, and hockey and Canadian culture. He has written several book chapters and published articles in such journals as *Canadian Journal of History of Sport*, *Journal of Sport History*, *Sport History Review*, *Journal of Canadian Studies*, and *Journal of Sport & Social Issues*. He has also written a number of newspaper articles about issues related to sport, society, and culture.

Dr. Don Morrow is a Professor of Kinesiology at Western University. His academic teaching and research interest areas are Canadian sport history, sport literature, body culture and concepts of exercise history, integrative health/medicine, and health promotion. He is the author of eight textbooks, including the most recent third edition of *Sport in Canada: A History* (2013) and numerous academic journal articles, an award-winning teacher, a past-president of the North American Society for Sport History, and an elected Fellow of the American Academy Kinesiology and Physical Education.

Dr. Victoria Paraschak is a Professor of Kinesiology at the University of Windsor where she teaches sociology of sport, government and sport, social construction of leisure, and outdoor recreation. She received a bachelor's degree from McMaster University in 1977, a master's from the University of Windsor in 1978, and a PhD from the University of Alberta in 1983. The primary focus of her research is Aboriginal peoples in sport and in physical cultural practices more broadly. In 1999 she took a year's leave to work with

seven different Northwest Territories sport and recreation organizations and establish a direction for the new millennium. She looked at the creation of health services for the Canada Games held in Whitehorse, Yukon, in February 2007, examining the interfaces between sport and public health perspectives on such services as part of a health services legacy for these Games. Her work focuses on power relations, social construction, and the creation, reproduction, or reshaping of cultural practices through the duality of structure. She is currently expanding on that framework to incorporate a strengths perspective, which includes fostering practices of hope that enable individuals to work together to achieve broader collective goals.

Dr. Ian Ritchie is Associate Professor in the Department of Kinesiology at Brock University. Ian received his PhD in Sociology from Bowling Green State University, Ohio, where he studied classical and contemporary sociological theory. He teaches courses in sport sociology and sociology of the modern Olympic Games. Ian's research interests include performance-enhancing drug use in sport and the history of anti-doping rules, media, gender, and various aspects of the Olympic Games. In addition to several chapters in edited volumes, he co-authored (with Rob Beamish) the book *Fastest, Highest, Strongest: A Critique of High-Performance Sport* (2006) and is currently writing a manuscript on the history of the modern Olympic Games. A former Canadian varsity rower and coach, Ian now enjoys long distance trail and marathon running, golfing, cycling, curling, and various outdoor travel-related activities such as hiking and camping. Ian lives in Fenwick, Ontario, with his wife and three children.

Dr. Susan Tirone is the Associate Director of the College of Sustainability at Dalhousie University. Her administrative duties involve overseeing the Environment, Sustainability and Society program, a multi-disciplinary undergraduate program with an enrolment of over 600 students each year, and she is the academic leader of the RBC Sustainability Leadership Certificate program offered by the College of Sustainability. She co-teaches a problem-based learning course in the College, drawing upon current and topical sustainability issues in the local community to inform discussions about how people in their various roles as employers, volunteers, consumers, and engaged citizens contend with the sustainability problems we face. Susan is interested in how communities sustain their populations by welcoming new and diverse groups of immigrants. She focuses her studies on the formal and informal social support networks that facilitate a welcoming environment for new immigrants. Some of her research has delved into how sport organizations contribute to welcoming new immigrants to communities in Canada. She is cross-appointed in the Faculty of Health Professions at Dalhousie University where she has taught since 2001.

Dr. Ralph Wheeler is an Associate Professor in the School of Human Kinetics and Recreation at Memorial University. He received his PhD from the University of Alberta in 1998. His research and teaching interests include pedagogy of teaching and curriculum studies. Ralph was a successful varsity and club swim coach and his CIS teams went undefeated in Atlantic University Sport competition for four years and was ranked as high as fifth in the CIS national team rankings. He also served as provincial coordinator for the National Coaching Certification Program. Ralph has served on many provincial and national committees promoting physical education and sport, and in 2006 he was awarded

the Certificate of Honour from the Provincial Physical Education Council for his outstanding contribution to the profession. A passionate fly fisherman, he has been known to “disappear” for weeks into the Labrador wilderness in pursuit of the king of sport fish—the Atlantic salmon.

Dr. David Whitson is a Professor Emeritus in the Department of Political Science at the University of Alberta. He is co-author of *Game Planners: Transforming Canada’s Sport System* (with Donald Macintosh), *Hockey Night in Canada: Sport, Identities, and Cultural Politics* (with Richard Gruneau), and *Writing Off the Rural West: Globalization, Governments, and the Transformation of Rural Communities* (with Roger Epp), as well as numerous articles on global events and the globalization of sport and culture. In retirement, he continues to enjoy cycling and skiing and watching the world of sport.

Dr. Brian Wilson is a sociologist and Professor in the School of Kinesiology at the University of British Columbia. He is author of *Sport & Peace: A Sociological Perspective* (2012) and *Fight, Flight or Chill: Subcultures, Youth and Rave into the Twenty-First Century* (2006) as well as articles on sport, social inequality, environmental issues, media, social movements, and youth culture. His most recent work focuses on how the sport of running is used for peace promotion in Kenya and on responses to golf-related environmental concerns.