

School of Kinesiology
Faculty of Health Sciences
University of Western Ontario

Course Outline
SPORT, THE BODY AND CULTURE
KIN 9066B Winter 2023

COURSE LEADER P. David Howe (david.howe@uwo.ca)

Teaching Room:

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Office Hours: By Appointment

This is a socio-cultural course and as such students are expected to have experience in this field prior to taking this course. In other words, the expectation is that students have taken course(s) in the social science or humanities at the senior undergraduate level.

INTRODUCTION TO COURSE

The course is designed to enhance and develop our understanding of the cultural meaning and significance of the interrelationship between which sport, the body and culture. This understanding will be based on a social scientific perspective. Students will be expected to utilise a range of sociological concepts and ideas and to refer to these in their analysis of specific issues and topics. Throughout the module reference will be made to a number of competing perspectives. Students will be expected to demonstrate both a sound knowledge of these and the ability to critically evaluate their contribution to explaining the relationship between sport, the body and (dis)ability in society.

ORGANISATION

The course is organised around a three-hour lecture/seminar session, supported by independent reading. The course will involve a discussion-based approach to learning. That is, it is vital that students come well prepared to review, consider, and critique what they have read. The success of each session, and the course, depends on this diligent approach being adopted and maintained. The assessment will be linked to the readings and issues covered.

GOALS AND KEY SKILLS

The core goals are: to extend the student's understanding of how sport and the body interfaces with broader social processes; to further develop the student's critical sociological imagination; to consider how sports-related 'problems' may best be intervened on (i.e., approached, modified, resolved). Additional key skills include developing oral and written proficiency and confidence (e.g., in presentations and debates and on written assignments), and advanced level understanding of the link between theory and methods.

Learning Outcomes

Upon completion of this course, students will be able to:

1. understand the key theoretical approaches in the study of the body, sport culture and identify the principal researchers/writers associated with them;
2. critically discuss, evaluate and compare the approaches and their contribution to the study of sporting bodies at elite and leisure levels;
3. know and understand the key issues how some sporting bodies are seen as deviant and others are not.
4. know and understand the central concept of embodiment and the impact it can have on a social understanding of difference when it comes to the study of the sport, the body and culture.

Diversity Statement:

In the Faculty of Health Sciences at Western University, an important part of our mission is to nurture the creativity, curiosity, and critical thinking of tomorrow's global leaders through education and knowledge mobilization. To achieve this, we commit to creating and fostering an inclusive and equitable learning environment for all students in our diverse student body. We acknowledge we are all individuals with intersecting sociocultural identities that influence our worldview through lenses of relative privilege and oppression, and we encourage all our instructors to practice reflexivity when designing and revising course materials in order to ensure adequate representation of traditionally excluded voices and philosophies in university curricula. We are committed to the decolonization and Indigenization of our course materials and we invite our students to become active participants in this endeavour through open dialogue. If you have any concerns about course materials and/or the learning environment, please let Professor Howe know as soon as possible. There will be opportunities to do this anonymously.

TIMETABLE DETAILS

POTENTIAL OUTLINE OF COURSE PROGRAM

Please note the first two or three weeks will be led by David with the rest of the program up for discussion in the first week of class.

LECTURE/SEMINAR THEME		
WEEK		
1	Jan 9	Introduction: Reading, Thinking and Writing in the 'new' world
2	Jan 16	Sport, the Body, Identity, Self and Other
3	Jan 23	Sociology of the Body, Health and Illness
4	Jan 30	Sport, the Body and Race
5	Feb 6	Feminist Perspectives on Sport and the Body
6	Feb 13	Technology and the Body
7	Feb 27	Sexually 'Deviant' Bodies
8	March 6	Physically 'Deviant' Bodies
9	March 13	Pain and Injury
10	March 20	Risk Culture: counting the cost
11	March 27	Drugs: the future of Sport?
12	April 3	Recap: Making Sense of Sport, the Body and Culture

Course Evaluation Summary:

1. Journal Article Review 10%

Please select an academic, peer-reviewed, research article to review in a less 3-5 page essay. The Weldon Library has numerous subscriptions to relevant journals, in both physical and digital form. If you're having trouble with your search, ask the reference librarian for assistance. There are many things to consider when critiquing your article. Do not make the mistake of simply regurgitating and summarizing the article. Your introduction should include a brief biographical overview of the lead author (where do they work, what have they published, what positions of note do they hold, etc.). Most of the review should be spent critiquing your chosen article. Here are some prompts to get you started:

- Who is the author's intended audience?
- What is the author's thesis statement or purpose? What do they hope to accomplish with their article?
- Is the author's writing clear? Would the target audience understand the terminology?
- What are the author's conclusions? Are supported by their research?
- What methods or theories does the author employ?
- Does the article flow properly or is it burdensome to read?
- What were the author's strengths? What were their weaknesses?

2. Issue Based Seminar Presentation/ Discussion 25%

Based on a 'type of body' that you choose, you (and potentially a partner- this will depend on the number of students taking the class) will be responsible for the assignment of readings, presentation, and discussion for **one entire** class.

Don't worry – it's not as daunting as it sounds, you will have lots of help from me and the class.

The focus of the seminar is the issues that arise from the *body type* that you have chosen. You will refine your topic and decide on how the class should be organized in conjunction with me based on the Issue and topics you wish to address. I will provide potential ideas should you need assistance which includes questions and areas for discussion, but you are to go above and beyond the issue for an in-depth exploration of the topic area. In addition to the Issue reading, you are to choose 3 scholarly articles for the other members of the class at least one week prior to your seminar. You must be prepared to lead a thorough discussion of the topic and readings remembering that we have students from many disciplines in the course. Each group may structure the seminar in any manner they see fits their topic (for example – you may wish to assign each student a particular task or additional reading for your seminar). The intention is not for students to do a lecture/presentation for the entire class, but rather to engage students in discussion of the topic and critically reflect upon the readings. You must be mindful of the topics and theoretical lenses for this course and be prepared to thoroughly critique, question, and discuss the literature on your chosen topic area. You are encouraged to meet with me frequently prior to your seminar to discuss your preparation. You will want to consider the following questions:

1. What research questions arise from the 'body issue' that is the focus of the presentation discussion? How would you approach these research questions?
2. What *theoretical lenses* could we use to address the issue and the research questions? How do/will these different lenses inform the way we approach research and scholarly activities?
3. What methodological tools might we employ to address the issue and the research questions to understand more about the particular topic?

Learning objectives:

- a) Develop students' communication skills
- b) Enhance students' critical reflection skills
- c) Encourage students' to actively engage research literature
- d) Encourage students' to explore own areas of interest
- e) Foster students' ability to synthesise and articulate research ideas

3. Research Paper 45%

Based loosely on the topic used for the seminar presentation, each student will prepare a research paper (25-pages maximum excluding references). The format and topic for this paper is somewhat flexible to allow students to pursue their particular areas of interest, and to allow those interested in submitting an abstract or paper for publication to begin this process. I will note some relevant deadlines for conferences and journal special issues that might be of interest. You are required to submit a formal outline of your paper to me **BEFORE the end of February**. The paper is due **April 14, 2023**

Learning objectives:

- a) Develop students' ability to connect with the research literature
- b) Foster students' ability to articulate and defend opinion
- c) Encourage synthesis and reflection of literature
- d) Improve students writing skills

4. Class Participation/Discussion 20%

Each student is expected to *actively* contribute to all class discussions. In person attendance is required, unless extenuating circumstances apply. Students are encouraged to read widely beyond the readings specifically assigned for class and bring own readings and experiences into the class discussions. Students are encouraged to keep a research journal and to bring the journal to class to aid in discussions. It is expected that each student will critically reflect upon the readings and be prepared to debate, defend, and critique the readings and the case studies.

You will **also** be expected to come to each class prepared to instigate and participate in a discussion of the day's assigned reading(s). This means that you should be prepared to offer a *very brief synopsis* of the main points of the article/chapter, an analysis of its connections to, and/or departures from, previous readings, **and** a critical analysis of its strengths and weaknesses.

Learning Objectives:

- a) Encourage students to articulate knowledge and ideas
- b) Develop communication skills
- c) Foster ability to engage in theoretical debates

- d) Develop student's ability to use theoretical knowledge in practical cases

Course Policies

"I like students to think about the class as a COMMUNITY. The class is a place to promote dialogue and mutual understanding in all aspects of the course. My goal is to continue to challenge students to think critically about the various social, cultural, historical, and managerial approaches to understanding sport, recreation, leisure, health, and physical activity. As such, my expectation is that students respect the community and all members of this community to promote a mutually beneficial learning environment."

1. Lateness/Absences: Assignments are due at the beginning of class on the assigned due date and will not be accepted late, except under medical or other compassionate circumstances. Submitting a late assignment without appropriate documentation will result in a zero (0) grade. Appropriate documentation for assignments worth less than 10% should be submitted to the instructor. A missed mid-term examination without appropriate documentation will result in a zero (0) grade. The course policy is not to allow make-ups for scheduled midterms, presentations or final exams, nor to assign a grade of Incomplete without acceptable and verifiable medical (or equivalent compassionate) reasons. Acceptable reasons might include hospital stays, serious illness, family emergencies (like serious accidents or illness, death) or similar circumstances. Written documentation stating specific reasons and dates is required.
2. Where possible assignment objectives and rubrics will be posted on OWL. Should you have a concern regarding the grade you received for an assignment or feel that it is unfair in any way, you must wait 24 hours from the receipt of the assignment to approach the instructor. In doing so, please make an appointment and prepare in writing, with evidence, why you feel your grade is inappropriate. Please be aware that in requesting a grade reassessment, your grade could go up/down/or stay the same. Note that calculations errors (which do occur!) should be brought to my attention immediately.
3. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf
4. Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge

their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar). All required papers might 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 for such checking 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 The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)

5. Formatting: APA 6th style is the approved style of writing for all assignments produced for this course. Please refer to the University of Western Ontario Library webpage for information on citation style and format or consult the APA publication manual: Publication manual of the American Psychological Association (6th ed.). (2009). Washington, DC: American Psychological Association.