

**KIN2250B - Social Foundations of Sport and Physical Activity
 Winter 2023**

<p>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)</p> <p>TAs:</p> <ul style="list-style-type: none"> • Nevada Cooke (ncooke3@uwo.ca) • Denise Kamyuka (dkamyuka@uwo.ca) • Riley Nowokowski (rnowokow@uwo.ca) • Nicole Radin (nradin@uwo.ca) • Kayden Thornton (kthornt6@uwo.ca) 	<p>Lectures: M, W, F 1:30 – 2:30 p.m.</p> <p>Winter 2023 Instruction Mode: In-Person</p>
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NOTE: All course information including grades, assignment outlines, deadlines, etc. are available via OWL. Check the website regularly for course announcements.

<p>Calendar Course Description (including prerequisites/anti-requisites): An introduction to the sociological analysis of sport and physical activity; social development through sport; basis for involvement; consequences of success and failure.</p> <p>Prerequisite(s): Registration in Kinesiology.</p>
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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 introduces the sociological analysis of sport and physical activity. It introduces a framework for the critical reflection on the social factors that influence our experiences in sport and that shape our sports biographies. The framework relates societal institutions (media, the economy, politics, etc.) that influence sports, to individual factors, for example, gender, social status, race, and ethnicity. The application of this framework to our everyday experiences in sports allows us to reflect on sport as a socially constructed practice which may change over time.

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

1. explain the relationships between various societal institutions and sport (knowledge);
2. explain how various social determinants and biographical factors affect sports practices (comprehension);
3. critically reflect on the ways in which social construction provides a way of thinking about how we are shaped through our sports practices (reflection);
4. analyze pertinent issues in contemporary sports from a sociological perspective (application / reflection).

Required Course Material: Scherer, J. & Wilson, B. (Eds.) (2020) *Sport and Physical Culture in Canadian Society (2nd Edition)*. North York, ON: Pearson Canada.

Class Schedule:

DATE	TOPIC	READINGS/SOURCES
Week 1		
January 9	Introductions/Course Outline Review	Course Outline
January 11	Sport as <i>Contested</i> Terrain	Chapter 1 (Scherer & Wilson, 2020)
January 13	Meet your TAs/ Article Comprehension Assignment Instructions	No Readings
Week 2		
January 16	What is Critical Theory?	Chapter 2 by Ian Ritchie (Scherer & Wilson, 2020)
January 18	A Brief History of Canadian Sport	Chapter 3 by Carly Adams (Scherer & Wilson, 2020)
January 20	Virtual Open Office Hours (with Adam)	No Readings
Week 3		
January 23	Sport and Social Stratification	Chapter 4 by Rob Beamish (Scherer & Wilson, 2020)
January 25	Race, Indigeneity and Sport I	Preface and Introduction Chapters in: Joseph, J., Darnell, S., & Nakamura, Y. (Eds.). (2012). <i>Race and sport in Canada: Intersecting inequalities</i> . Canadian Scholars' Press.
January 27	Workshop #1: Engaging with Sociology of Sport Literature Worksheet #1 due at end of class	Worksheet #1 (on OWL)

Week 4		
January 30	Race, Indigeneity, and Sport II	Chapter 5 by Victoria Paraschak, Matias Golob, Janice Forsythe and Audrey G. Giles (Scherer & Wilson, 2020)
February 1	The Sexual Politics of Sport I	Chapter 6 by Mary Louise Adams and Sarah Barnes (Scherer & Wilson, 2020)
February 3	Virtual Open Office Hours (with Adam)	No Readings
Week 5		
February 6	The Sexual Politics of Sport II	Burns, K. (Jan 25, 2017). No, Trans Women Athletes Do Not Have Unfair Advantages. <i>Everyday Feminism</i>. Swea, S. (2020). Let's Talk About Bioessentialism and Transphobia. <i>Women's Republic</i>.
February 8	Disability and Ableism in Sport	Chapter 8 by Jason Laurendeau and Danielle Peers (Scherer & Wilson, 2020)
February 10	Article Comprehension Assignment Check-In (with TAs)	No Readings
Week 6		
February 13	Deviancy and Otherness	Chapter 8 by Jason Laurendeau and Danielle Peers (Scherer & Wilson, 2020)
February 15	First Half Review Article Comprehension Assignment (30%) due at 5:00 p.m.	No Readings
February 17	No Class: Enjoy Reading Week!	
READING WEEK (FEBRUARY 20 – 24)		
Week 7		

February 27	Sport and Neoliberalism I	Chapter 9 by Stacy L. Lorenz (Scherer & Wilson, 2020)
March 1	Sport and Neoliberalism II	Chapter 10 by Parissa Safai (Scherer & Wilson, 2020)
March 3	Super Bowl Analysis Assignment Instructions (with Adam)	No Readings
MARCH 7: COURSE DROP DATE		
Week 8		
March 6	Sport Media I	Chapter 11 by Jay Scherer and Mark Norman (Scherer & Wilson, 2020)
March 8	Sport Media II	Razack, S., & Joseph, J. (2021). Misogynoir in women's sport media: Race, nation, and diaspora in the representation of Naomi Osaka. <i>Media, Culture & Society</i> , 43(2), 291-308.
March 10	Workshop #2: Mini-Media Analysis (with TAs) Worksheet #2 due at end of class	No Readings
Week 9		
March 13	Sport Mega Events I	Chapter 13 by Brad R. Humphreys and Brian P. Soebbing (Scherer & Wilson, 2020)
March 15	Sport Mega Events II	Boykoff, J. (2021). Celebration Capitalism, Sports Mega-Events, and the Tokyo 2020 Olympics. <i>Journal of Sport and Gender Studies</i> , 19, 50-66.
March 17	Super Bowl Analysis Check- In/Deadline for Topic Approval (with TAs)	No Readings
Week 10		
March 20	Sport for Development (?) I	Chapter 14 by Simon C. Darnell and Lyndsay Hayhurst (Scherer & Wilson, 2020)

March 22	Sport for Development (?) II	Coakley, J. (2011). Youth sports: What counts as “positive development?”. <i>Journal of Sport and Social Issues</i> , 35(3), 306-324.
March 24	Super Bowl Analysis due at 5:00 p.m.	No Class
Week 11		
March 27	Sport, Sustainability, and the Environment I	Chapter 15 by Brian Wilson and Brad Millington (Scherer & Wilson, 2020)
March 29	Sport, Sustainability, and the Environment II	Henhawk, D., & Norman, R. (2019). Indigenous peoples, sport and sustainability. In <i>Sport, development and environmental sustainability</i> (pp. 163-177). Routledge.
March 31	Virtual Office Hours (with Adam)	
Week 12		
April 3	Course Review/Exam Instructions	No Readings
April 5	Exam Jam I (with Adam and TAs)	
April 7	Good Friday: No Class	

Course Evaluation:

Workshop Activities	Value: 5%	Date: January 27 and March 10 at end of class
<p>During Friday classes on Weeks 3 and 8 (see course schedule), students will be guided through a short activity by their TAs and will be required to submit their completed activities to OWL before the end of class.</p> <p>These activities are used to prepare students for larger course assignments, and will focus on reading, writing, and critical thinking. Each activity is worth 2.5%.</p>		
Article Comprehension Assignment	Value: 30%	Date: Wednesday, February 15 at 5:00 p.m.
<p>Students will be evaluated on their ability to read and understand sociological literature by identifying the important elements of a provided peer-reviewed journal article within the sociology of sport. Readings will be provided by teaching assistants during the first two weeks of class.</p>		
Super Bowl Analysis	Value: 30%	Date: Friday, March 31 at 5:00 p.m.
<p>Students will be asked to write a five-page term paper on a topic related to the Super Bowl, a mega-event that concludes the National Football League season every February. Students’ paper will focus on a sociological issue that emerges from the event. This can include issues leading up to, during, and</p>		

immediately following the Superbowl, which takes place at State Farm Stadium in Glendale, Arizona on February 12.

Students will be asked to take a clear position on this issue utilizing sociological sources and course concepts. More detailed instructions will be given in class and on OWL.

Students must have their topic approved by their teaching assistant before the end of the March 24 class.

Format: Five pages (excluding title page and references), double-spaced, APA-formatted/referenced, 12-point font size, Times New Roman font.

Final Exam	Value: 35%	Date: TBD – final examination period
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The final exam will consist of short and long answer questions that cover the term's content.

We will discuss the content of the final exam in greater detail during the final week of the course.

Late Assignment Penalty

Late assignments will lose 15% for every 24 hours that passes after the due date (including weekends). Students are responsible for keeping back-up copies of all written work and assignments for this class.

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.

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, 2022 (for first term half-courses)
- November 30th, 2022 (for full-year courses)
- March 7th, 2023 (for second term half-or full year courses)

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

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>