

**KIN2250A - Social Foundations of Sport and Physical Activity
 Fall 2023**

<p>Instructor: Adam Ali Office: Room 2225B, 3M Email: aali45@uwo.ca Office Hrs: By Appointment Only (in-person or via Zoom) TAs: TBA</p>	<p>Lecture: Monday Instruction Mode: In-Person</p>
---	--

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. Prerequisite(s): Registration in Kinesiology.</p>

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		
September 11	Course Outline Review/ Sport as <i>Contested Terrain</i>	Lecture: Course Outline Lecture: Chapter 1 (Scherer & Wilson, 2020)
September 13	Tutorial #1A: Conducting a Literature Search	Lecture: Chapter 3 by Carly Adams (Scherer & Wilson, 2020) Tutorial: Worksheet #1 (on OWL)
Week 2		
September 18	Sport and Social Theory Social Stratification	Lecture: Chapter 4 by Rob Beamish (Scherer & Wilson, 2020) Lecture: Chapter 5 by Victoria Paraschak, Matias Golob, Janice Forsythe and Audrey G. Giles (Scherer & Wilson, 2020)
September 20	Tutorial #1B: Conducting a Literature Search	Tutorial: Worksheet #1 (on OWL)
Week 3		
September 25	Race, Indigeneity and Sport	Lecture: Joseph, J., Darnell, S., & Nakamura Reading Lecture: Chapter 6 by Mary Louise Adams and Sarah Barnes (Scherer & Wilson, 2020)
September 27	Tutorial #2A: Reading a Journal Article	Tutorial: Worksheet #2 (on OWL)
Week 4		
October 2	The Sexual Politics of Sport	Lecture: Burns, K. (Jan 25, 2017). No, Trans Women Athletes Do Not Have Unfair Advantages. <i>Everyday Feminism</i>.
October 4	Tutorial #2B: Reading a Journal Article	Lecture: Swea, S. (2020). Let's Talk About Bioessentialism and Transphobia. <i>Women's Republic</i>. Tutorial: Worksheet #2 (on OWL)
October 5	TOPIC PROPOSAL DUE @ 5:00 PM	
Week 5		
October 9	Thanksgiving Holiday	No Readings

October 11	Tutorial #3A: APA Referencing	Tutorial: Worksheet #3 (on OWL)
October 12	ARTICLE COMPREHENSION ASSIGNMENT DUE @ 5:00 PM	
Week 6		
October 16	Disability and Ableism in Sport	Lecture: Chapter 8 by Jason Laurendeau and Danielle Peers (Scherer & Wilson, 2020)
October 18	Tutorial #3B: APA Referencing	Tutorial: Worksheet #3 (on OWL)
Week 7		
October 23	Sport Media	Lecture: Chapter 11 by Jay Scherer and Mark Norman (Scherer & Wilson, 2020)
October 25	NO TUTORIALS	Lecture: 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.
October 26	ANNOTATED BIBLIOGRAPHY DUE @ 5:00 PM	
Week 8		
READING WEEK (OCTOBER 30 – NOVEMBER 5)		
Week 9		
November 6	Sport, Violence, and Risk	Lecture: Chapter 9 by Stacy L. Lorenz (Scherer & Wilson, 2020)
November 8	Tutorial #4A: Writing	Lecture: Chapter 10 by Parissa Safai (Scherer & Wilson, 2020) Tutorial: Worksheet #4 (on OWL)
NOVEMBER 13: COURSE DROP DATE		
Week 10		
November 13	Sport Mega Events	Lecture: Chapter 13 by Brad R.

November 15	Tutorial # 4B: Writing	Humphreys and Brian P. Soebbing (Scherer & Wilson, 2020) Lecture: Boykoff, J. (2021). Celebration Capitalism, Sports Mega-Events, and the Tokyo 2020 Olympics. <i>Journal of Sport and Gender Studies</i> , 19, 50-66. Tutorial: Worksheet #4 (on OWL)
Week 11		
November 20	Sport for Development	Lecture: Chapter 14 by Simon C. Darnell and Lyndsay Hayhurst (Scherer & Wilson, 2020)
November 22	Tutorial #5A: Olympics Debate	Lecture: Coakley, J. (2011). Youth sports: What counts as “positive development?”. <i>Journal of Sport and Social Issues</i> , 35(3), 306-324 Tutorial: Worksheet #5 (on OWL)
November 23	TERM PAPER DUE @ 5:00 PM	
Week 12		
November 27	Sport, Sustainability, and the Environment Tutorial #5B: Olympics Debate	Lecture: Chapter 15 by Brian Wilson and Brad Millington (Scherer & Wilson, 2020) Lecture: Johnson, J. & Ali, A. E. (2017). Sustainability, greenwashing, and the light green approach to sport environmentalism. In <i>Routledge handbook of sport and the environment</i> (pp. 319-329). Routledge. Tutorial: Worksheet #5 (on OWL)
Week 13		
December 4	Course Review/Exam Instructions	No Readings
December 6	NO TUTORIALS	

Course Evaluation:

Tutorial Workshop Activities	Value: 5%	Date: Bi-Weekly
-------------------------------------	------------------	------------------------

During tutorials, students will be tasked with completing an in-class workshop assignment that is due at the end of the tutorial. These activities are used to prepare students for larger course assignments, and will focus on reading, writing, and critical thinking.

Tutorial attendance is mandatory, but the deadline for completion of each activity can be up to 11:59 p.m. of the tutorial day.

Tutorial Activities #1 – #4 are each worth 1.25%. Attendance will be recorded for Tutorial #5.

Tutorial Activity #1: Conducting a Literature Search

Tutorial Activity #2: Reading a Journal Article

Tutorial Activity #3: APA Referencing

Tutorial Activity #4: Writing

Tutorial Activity #5: Olympics Debate

Article Comprehension Assignment	Value: 15%	Date: October 12 (5:00 p.m.)
---	-------------------	-------------------------------------

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 on the sociology of sport.

Readings will be provided by teaching assistants during the first two weeks of tutorials.

World Cup Social Issue Assignment
--

Students will be asked to write a 1,500-word term paper on a topic related to the FIFA Women's World Cup 2023, which occurred this past summer in Australia and New Zealand.

Students' papers will focus on a **sociological issue** that emerged from the event.

Students will be asked to take a clear position on this issue utilizing **sociological sources** and course concepts.

This assignment will be broken down into three separate elements (see below): a topic proposal (5%), an annotated bibliography (10%), and a final paper (30%).

Topic Proposal	Value: 5%	Date: October 5 (5:00 p.m.)
-----------------------	------------------	------------------------------------

Students will begin their assignment by completing an assignment proposal where they identify their topic and describe its sociological significance. Students will submit their topic proposal to OWL.

(Please Note: students are allowed to change their topics following completion of their topic proposal, if they so choose)

Annotated Bibliography	Value: 10%	Date: October 26 (5:00 p.m.)
-------------------------------	-------------------	-------------------------------------

Students will prepare an annotated bibliography based on their proposal by listing three **sociological** peer-reviewed journal articles they plan to use in their term paper and providing a paragraph summary (150-175 words) of each article.

As part of their submission, students will provide the citation of each source, as well as a direct and indirect quote using proper APA format. Students will submit their annotated bibliography to OWL.

Term Paper	Value: 30%	Date: November 23 (5:00 p.m.)
-------------------	-------------------	--------------------------------------

Students will submit their final term paper to OWL.

Format: 1,500 words <u>maximum</u> , excluding title page, references list, and appendices (if applicable), double-spaced, APA referenced, 12-point font in Times New Roman or 11-point font in Calibri.		
Final Exam	Value: 35%	Date: TBD – final examination period
The final exam will be cumulative and 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 Policy

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 13th, 2023 (for first term half-courses)
- November 30th, 2023 (for full-year courses)
- March 7th, 2024 (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>