

University of British Columbia—School of Kinesiology
KIN 161 Leisure and Sport in Society
Winter II 2019

Lectures: Tuesday & Thursday, 9:30-11:00 am • Woodward 1 (Instructional Resources Centre—IRC)

INSTRUCTOR INFORMATION

Instructor: Dr. Moss E. Norman
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 Office Hours: By appointment

TUTORIAL LEADERS

Name	Email	Tutorial Section	Tutorial Location
Moss Norman	moss.norman@ubc.ca	T1	Neville Scarfe 202
Elizabeth Pritchard	libbie.pritchard@ubc.ca	T2	Neville Scarfe 204
Deana Kanagasingam	deana.kanagasingam@ubc.ca	T3	Neville Scarfe 206

INTRODUCTION TO KIN 161

Former British Prime Minister, Margaret Thatcher, famously stated that “there is no such thing as society: there are individual men and women, and there are families”. Contrary to the individualist imperative that characterizes contemporary times, this course aims to bring “society” back into the conversation through an interrogation of how social, cultural and historical factors shape physical activity, leisure and sporting practices. We examine how ideas or knowledge about gender, social class, sexuality, age, body shape and size, and racial identity are embedded within intersecting relations of power that inform how individuals move, play and recreate. A range of teaching tools (e.g. lectures, guest speakers, film, tutorial activities, course readings and independent writing) will provide students with a sociological toolbox to pry open the myth of the society-less world and, in the process, expose human movement as an irreducibly social phenomenon.

“We should not view this [the murder of Tina Fontaine] as a sociological phenomenon. We should view it as a crime. It is a crime against innocent people, and it needs to be addressed as such”

Former Prime Minister Stephen Harper in response to calls for a public inquiry into missing and murdered Aboriginal women.

COURSE DESCRIPTION

Introduction to the political, economic and social basis of leisure and sport, concepts, theories and problems.

COURSE OBJECTIVES & INTENDED LEARNING OUTCOMES

Through this course, students will:

- Develop an understanding of basic sociological theories;
- Apply sociological theories to everyday practices of sport, physical activity and human movement;
- Develop a critical sociological understanding of how power relations play out in sport, physical activity and human movement;
- Engage and work collaboratively with peers to critically examine sociological issues related to physical activity and sport;
- Develop research, writing and oral communication skills.

COURSE FORMAT

The course is comprised of lectures and tutorials. Students are expected to have read the assigned readings prior to the beginning of class and tutorial.

EVALUATION

Evaluation and assessment	% of grade	Due Date
Tutorial Activities	10%	Schedule to follow
Body Analysis Paper (Part I & II)	5% (Part I)	January 22 nd
	30% (Part II)	March 19 th
Midterm	25%	February 28 th
Final Exam	30%	Final Exam Schedule

Policy Regarding Late Submissions: With the exception of approved extensions, late assignments will be penalized 5% per day (e.g. 8.5/10=85% - (one day late) 5%=80% or 8/10), up to ten days, after which they will not be graded. Assignments are due at the **beginning** of class (January 22nd & March 19th). Essays submitted after the beginning of class will be graded late.

1. Tutorial Activities (10%)

Intended Learning Outcomes
1. Application of sociological theory to everyday sport, physical activity and human movement contexts;
2. Develop oral communication skills;
3. To collaborate with peers in examining, and developing solutions to, sociological issues and controversies related to sport, physical activity and human movement.

On select Thursdays throughout the semester (see Tutorial Dates chart below) students will split into their assigned tutorial groups. In tutorial, students will discuss and apply course material to issues and controversies related to sport and physical activity. To prepare for tutorial activities, please read assigned course readings (see Schedule of Readings).

- a. Some tutorial activities will require internet access, so students are asked to bring computers, tablets, or smart phones. If students do not have these devices, they can be shared with other members of the tutorial.
- b. At the beginning of each tutorial, students will be randomly divided into small groups (approx. 5-7 students per group).
- c. Each group will engage in an interactive learning activity. Upon completion of the activity each group will complete a worksheet or related assignment. This worksheet will ask each group to document the results of the activity and answer questions connecting the group's findings to the assigned readings/lectures. One member of the group will type up the completed worksheet and email it to the tutorial leader. It is helpful to the other members of the group if they are attached on the email to the tutorial leader so they know the worksheet has been submitted. At the latest, the worksheet should be emailed to your tutorial leader by **12:30 pm on the day of the tutorial**.
- d. Evaluation: Each student in the group will receive **a mark out of 5** for the worksheet. All members of the group will receive the same grade out of 5. At the end of the term, each student's worksheet grades will be totaled and converted into a grade out of 10, which will be the final grade for tutorial activities. Evaluation will be based on the following criteria:

Tutorial Activities	
1. Level of engagement/analysis in the activity (demonstrated through presentation of results)	2 marks
2. Succinct yet thoughtful answers to questions	2 marks
3. Connections to readings and lectures	1 marks

NOTE: Students who miss tutorial for legitimate reasons (e.g. varsity athletics or medically documented illness) will be required to do supplementary work. To the degree possible, students should notify their tutorial leader in advance of their absence and make arrangements to submit supplementary work to their tutorial leader in a timely fashion (2-3 days after the absence).

Tutorial Dates

Tutorial	Date
1.	January 17 th
2.	January 31 st
3.	February 14 th
4.	March 7 th
5.	March 21 st
6.	April 4 th

2. Body Analysis Paper (35%)

Intended Learning Outcomes
1. Develop skills in writing a sociological essay
2. Develop skills in using the American Psychological Association (APA) referencing style
3. Apply sociological theory to examine a relevant issue related to physical activity, sport and the body.

The body analysis paper is broken into two parts—the body narrative and the analysis of the body narrative.

Part I Body Narrative (5%)

Due: Tuesday January 22nd at the **beginning of class (9:30am)**. Papers received after the beginning of class will be graded late. Online submissions will not be accepted.

Purpose: The purpose of this assignment is to get you thinking about the various ideologies that we use on a daily basis for talking about bodies.

Overview: In the School of Kinesiology we dedicate considerable attention to the body. Whether it is the sick or unhealthy body, the young or older adult body, the sporting body, or the physically literate body, the body is central to our academic program, as it is to the profession of kinesiology. In much of this discussion, however, the body is understood as a natural or biological entity that exists outside of social, historical and cultural context. In this assignment, you will use your own body as a site to examine the socio-cultural relations that construct how we understand and experience how we live our bodies.

Instructions: In this assignment you are going to write a description of your body. You may want to describe your body in action (e.g., in some sort of sport or physical activity) or you may want to provide a straightforward physical description of your body. There are also a number of styles you can use to describe your body. For example, you may want to use anthropomorphic measurements, anatomical descriptions, narrative prose, poetry or some combination of the above. Recognizing that talking about our own bodies can be a very personal exercise, it is important that you only include what you are comfortable sharing with others (keep in mind that your tutorial leader will be reading and grading your body descriptions).

Format:

- Two typed pages, double spaced.
- 12 point font
- One inch margins
- Title page with appropriate information (course name, course number, a relevant title, assignment title, name of course instructor, tutorial leader name, seminar section (e.g., T1, T2, T3), student name and number).

Grading Criteria

Although there is no ‘right way’ to describe your body, assignments will be evaluated based on the following criteria:

Part I: Evaluation	
Overall narrative flow, including sentence structure, paragraph organization, use of topic and transitional sentences, smooth introductory and concluding paragraphs. Vivid and engaging use of language. Creative and unique title.	3 marks
Grammatically correct, proper spelling, and limited typographical errors.	1 marks
Title page, formatting requirements, stapled document.	1 marks

Part II: II. Analysis of Body Narrative (30%)

Due: Tuesday March 19th at the **beginning of class (9:30am)**. Papers received after the beginning of class will be graded late. Online submissions will not be accepted

Purpose: This assignment is designed to get you to apply course theory to your own body and bodily movement practices (i.e., sport, physical activity and exercise). Specifically, you will be asked to use course theory to unpack the various ideologies that you use—often unknowingly—on a daily basis in constructing your moving body. Through this assignment, you will:

- Apply theory to your own everyday lived practices;
- Understand the relationship between power, movement and the body;
- Develop critical thinking and writing skills.

Overview: A central theme of this course has been that “movement practices are embedded in (often invisible) social, cultural and political relations of power”. In building this argument, we have examined how structural conditions of possibility (e.g., social stratification) interlock with ideologies—or webs of socially and historically constructed ideas about, for example, gender, social class, sexuality, race, ethnicity, body shape and size—in shaping *how* we do movement and, in so doing, producing more or less powerful (or privileged) bodies. For this assignment, you are going to try and render those “often invisible” power relations visible by discussing the structural and ideological relations that were at play in your own body narrative (Written Assignment #1). As we have argued in this course, these structural and ideological relations shape how you think about and experience both your own body as well as the bodies of others. In this way, these power relations will shape how you engage with bodies and bodily movement practices when you move into your professional careers as, for example, health professionals, physical educators, recreation providers, fitness trainers, coaches and so on. Developing an understanding of how these power relations operate is fundamental to engaging in an ethically responsive relationship with those you work with in your professional careers.

Instructions: For this assignment, you will do the following:

- 1) Using course content (i.e., lectures, seminars, class discussions, films and course readings—no additional research is required), identify the various ideologies you used in the description of your body in the first written assignment (Written Assignment #1). In so doing, think about the multiple ways we have talked about the body throughout the course, including through gender, social class, race, ethnicity, body size and shape and so on. Closely read your own body description for both the overt as well as the “invisible” assumptions that shaped how you wrote about your body and your bodily movements. For example, you may want to consider how social class shapes the sports you do or do not do.
- 2) Once you have identified the structures and ideologies that shaped your body narrative, analyse and explain how they operate in your everyday life. In other words, talk about how whiteness or gender, for example, enabled some movement practices, while constraining others.
- 3) Discuss how an understanding of these power relations will influence you in your future professional practice. In other words, speculate on how the notion of the socially constructed body will influence how you relate to and work with others (i.e., teach, coach, counsel, prescribe etc.).
- 4) This is not an opinion paper. You are expected to clearly connect course theory to your own body narrative. Personal examples are welcome, but they must be examined in relation to course theory.
- 5) The paper should have a clear introduction that outlines the key points you will be making in your paper and a conclusion that summarizes your overall paper.

Details: The paper should be in accordance with the following requirements:

- Cover page (including all relevant information—sample cover page to follow);
- 5-6 pages (**not** including cover page and reference list), double-spaced, numbered, 12 point font, 1” (2.54cm) margins;
- Include: Introduction, Key Components (Identify, Analyse and Explain, Discuss), Conclusion;
- Sub-headings are permitted, but not required;
- Papers can be written in the first person (i.e., “I argue that...”);
- American Psychological Association (6th Edition) referencing for course readings.

Part II: Evaluation

Rubric to be posted on Connect

3. **Mid-term examination** (Thursday February 28th)
4. **Final examination** (held during exam period)

POLICIES & EXPECTATIONS

Class Attendance

Regular attendance is expected for all classes. Students who neglect their academic work and assignments may be excluded from final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

Academic Accommodation for Students with Disabilities

The University’s goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles. Students with a disability who wish to have an academic accommodation should contact Student Services Access and Diversity without delay.

Expected Behaviours

Students are expected to come to class having read weekly assigned readings and prepared to discuss and apply them in class discussions and activities. Cell phones are **not** to be used during class-time. This includes texting. Lap top computers are permissible **only** for the purpose of course related activities, such as note taking and accessing course-related materials.

Academic Dishonesty

Please review the UBC calendar “Academic Regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty.

Inclusivity Statement

Education is a multidisciplinary field that brings together faculty, students and others from diverse academic and personal backgrounds. UBC’s Faculty of Education is committed to creating a respectful workplace and learning environment that supports inclusion based on the principles of equity, diversity and social justice in order to create an environment that supports its community members’ full participation. The Faculty of Education is committed to providing accessible, usable, and welcoming spaces for faculty, staff, students, and visitors who have disabilities, are members of racialized communities, Indigenous, transgender, two-spirit and gender-diverse people, regardless of their age, sexual orientation, social status, religion, ethno- linguistic, nationality and/or citizenship status.

Faculty of Education courses take place in learning environments that are inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Learners and educators expect to be treated respectfully at all times and in all interactions. Non-sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected in Faculty of Education classes, course content, discussions and assignments.

Please feel welcome to e-mail your instructor your name and pronoun and how you would like these to be used.

REQUIRED READINGS

Required readings include ALL listed chapters, electronic journal articles as well as other sources (i.e., online article and radio documentary). Students are responsible for accessing appropriate materials.

Course Text

Crossman, J. & Scherer, J. (2015). *Social Dimensions of Canadian Sport and Physical Activity*. Toronto, ON: Pearson.

Journal Articles

Available through UBC Library Services on Canvas.

SCHEDULE OF READINGS

Week 1: Jan 3rd—Welcome to KIN 161!

Week 2: Jan 8th & 10th—Introduction: Why Study Sport Sociologically?

Crossman, J. & Scherer, J. (2015). Perspectives on the social dimensions of sport and physical activity in Canada. In J. Crossman & J. Scherer (Eds.) *Social Dimensions of Canadian Sport and Physical Activity* (pp 1-17). Toronto, ON: Pearson [Chapter 1]

- Bautista, J. (2015, April 2nd). The Cycle. *The Players' Tribune*, Retrieved from: <https://www.theplayerstribune.com/en-us/articles/jose-bautista-dominican-baseball-prospects-mlb>
- Week 3: Jan 15th & 17th—Sociological Theories of Physical Activity & Sport**
Ritchie, I. (2015). Sociological theories of sport. In J. Crossman & J. Scherer (Eds.) *Social Dimensions of Canadian Sport and Physical Activity* (pp. 19-42). Toronto, ON: Pearson [Chapter 2]
- Week 4: Jan 22nd & 24th—Historical Context of Sport**
Morrow, D. (2015). Canadian sport in historical perspective. In J. Crossman & J. Scherer (Eds.) *Social Dimensions of Canadian Sport and Physical Activity* (pp. 43-63). Toronto, ON: Pearson [Chapter 3]
- Week 5: Jan 29th & 31st—Social Class, Physical Activity, Sport & Health**
Beamish, R. (2015). Sport and social stratification. In J. Crossman & J. Scherer (Eds.) *Social Dimensions of Canadian Sport and Physical Activity* (pp. 64-89). Toronto, ON: Pearson [Chapter 4]
- Week 6: Feb 5th & 7th—Sex, Gender, Sexuality and Sport**
Adams, M. L. (2015). Sex, Gender, and Sexuality. In J. Crossman & J. Scherer (Eds.) *Social Dimensions of Canadian Sport and Physical Activity* (pp. 116-137). Toronto, ON: Pearson [Chapter 6]
- Week 7: Feb 12th & 14th—Science & Gender**
Martin, E. (1991). The egg and the sperm: How science has constructed a romance based on stereotypical male female roles. *Signs*, 16(3): 485-501.
- READING WEEK—FEBRUARY 18-22**
- Week 9: Feb 26th & 28th—Race, Ethnicity & Sport**
Parashak, V. & Tirone, S. (2015). Ethnicity and race in Canadian sport. In J. Crossman & J. Scherer (Eds.) *Social Dimensions of Canadian Sport and Physical Activity* (pp. 90-115). Toronto, ON: Pearson [Chapter 5]
- Week 10: March 5th & 7th—Race, Physical Activity & Education**
Millington, B., Vertinsky, P., Boyle, E., & Wilson, B. (2008). Making Chinese-Canadian masculinities in Vancouver's physical education curriculum. *Sport, Education & Society*, 13(2): 195-214.
Forsyth, J. (2007). The Indian Act and the (Re)shaping of Canadian Aboriginal sport practices. *International Journal of Canadian Studies*, 35: 95-111.
- Week 11: March 12th & 14th—Deviance in Sport**
Laurendeau, J. (2015). Sport deviance. In J. Crossman & J. Scherer (Eds.) *Social Dimensions of Canadian Sport and Physical Activity* (pp. 163-182). Toronto, ON: Pearson [Chapter 8]
- Week 12: March 19th & 21st—Sport, Physical Activity, Media & New Technologies**
Scherer, J. (2015). Sport, Media, and Ideology. In J. Crossman & J. Scherer (Eds.) *Social Dimensions of Canadian Sport and Physical Activity* (pp. 230-256). Toronto, ON: Pearson [Chapter 11]
Lupton, D. (2016). *The Quantified Self*. New York: Routledge. [Chapter #3: 'An Optimal Human Being': The Body and the Self in Self-Tracking Cultures, pages 64-87]
- Week 13: March 26th & 28th—Physical Activity, Body Shape, Body Size & Health**
Hughes, V. (May 23, 2013). The big fat truth. *Nature*, 497: 428-430.
Cameron, E., Norman, M. E. & Petherick, L. (2017). Shifting stories of size: Disrupting weight-based oppression in physical education through critical obesity scholarship. In K. Armour, A. Chen, A. Garn, E. Maurberg-deCastro, D. Penney, S. Silverman, M. Solomon, & R. Tinning (eds) *The Routledge Handbook of Physical Education*, New York: Routledge.
Williams, H. (2018, August, 1st). How 'fat shaming' from doctors is leading to misdiagnoses for obese patients. In K. Nelson, A. Jaynes & A. Maseman (Producers) *The Current*, Canadian Broadcasting Corporation Radio. Retrieved from: <https://www.cbc.ca/radio/thecurrent/the-current-for-august-1-2018-1.4769487/wednesday-august-1-2018-full-episode-transcript-1.4770398>
- Week 14: April 2nd & 4th—Catch Up & Review**
Catch-up & Review

OUTLINE OF COURSE TOPICS/LECTURE SCHEDULE

Date	Topic	Assigned Reading
Week 1: Jan 3	Welcome to KIN 161!	Introduction to KIN 161 Leisure and Sport in Society
Week 2: Jan 8 & 10	Introduction: Why Study Sport Sociologically?	Ch. 1 Perspectives on the Social Dimensions of Sport and Physical Activity in Canada Bautista, The Cycle
Week 3: Jan 15 & 17	Sociological Theories of Physical Activity & Sport	Ch. 2 Sociological Theories of Sport (<i>Tutorial 1: January 17th</i>)
Week 4: Jan 22 & 24	Historical Context of Sport Due (Jan 22nd): Part I Body Narrative	Ch. 3 Canadian Sport in Historical Perspective
Week 5: Jan 29 & 31	Social Class, Physical Activity, Sport & Health	Ch. 4 Sport and Social Stratification (<i>Tutorial 2: January 31st</i>)
Week 6: Feb 5 & 7	Sex, Gender, Sexuality and Sport	Ch. 6 Sex, Gender, and Sexuality
Week 7: Feb 12 & 14	Science & Gender	Martin, Egg and the Sperm (<i>Tutorial 3: February 14th</i>)
READING WEEK FEBRUARY 18-22		
Week 9: Feb 26 & 28	Race, Ethnicity & Sport (Mid-term Exam: February 28th)	Ch. 5 Ethnicity and Race in Canadian Sport
Week 10: March 5 & 7	Race, Physical Activity & Education	Millington et al., Making Chinese-Canadian Masculinities; Forsyth, The Indian Act and the (Re)shaping of Canadian Aboriginal sport practices. (<i>Tutorial 4: March 7th</i>)
Week 11: March 12 & 14	Deviance in Sport	Ch. 8 Sport Deviance
Week 12: March 19 & 21	Sport, Physical Activity, Media & New Technologies Due (March 19): Part II Body Narrative Analysis	Ch. 11 Sport, Media and Ideology Lupton, 'An Optimal Human Being' (<i>Tutorial 5: March 21st</i>)
Week 13: March 26 & 28	Physical Activity, Body Shape, Body Size & Health	Hughes, The Big Fat Truth; Cameron, Norman & Petherick, Shifting Stories of Size
Week 14: April 2 & 4	Catch up & Course Review (<i>Tutorial 6: April 4th</i>)	

OTHER RELEVANT INFORMATION (Reproduced with permission of Professor Janna Taylor)**Strategies for Success in KIN 161**

Attend all classes. You will be tested on all lecture and reading material. The readings will act as a supplement to lectures but may not be the focus of the lecture itself. Discussions and examples presented in class provide you with additional material from which to learn.

- i. Each student is responsible for **taking notes** during lectures and/or for getting the notes from another
- ii. classmate for missed classes. Do not ask the instructor(s) for a copy of the notes. The powerpoint slides are not comprehensive; it is advisable to take notes during class and to read the textbook/readings to

- iii. supplement the slides.
- iv. **Read assigned readings** before the topic is covered. This will assist in your understanding of the material and will help you to participate during classes. *It is particularly important to complete readings prior to the Tutorials*
- v. **Participate in discussions.** The more you participate, the more enjoyable the class is for everyone. As well, it provides you with an opportunity to raise questions and to engage in critical thinking.
- vi. **Study throughout the term;** not just the day before the exam. This practice allows you to think about the material and to ask questions about concepts that you do not understand well before the exam.
- vii. **Submit assignments on time.**
- viii. **Be an active participant in the class.** Be respectful of others.

Detailed Grading Description

(A- to A+) Demonstrates that the individual (or group) significantly shows initiative, creativity, insight, and probing analysis where appropriate. Shows a high degree of personal engagement with the topic and makes connections that are deep and insightful. Production of exceptional work that greatly exceeds course/assignment expectations.

(B- to B+) *Competent performance:* Evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable *Work of outstanding quality:* Strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge understanding of relevant issues; evidence of familiarity with the literature. Work that demonstrates in-depth comprehension of the subject. Frequently articulates original, creative and critical insights. Reveals a willingness to engage actively in the learning experiences of the course and to make personal and meaningful connections. Meets course/assignment expectations.

(D to C+) *Adequate performance:* Limited understanding of the subject matter; limited ability to develop solutions to simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking style and vigour. Background knowledge is limited. Shows few original, creative and critical insights. Needs further development in the areas of critical reflection, inquiry and creativity. Inconsistent evidence of personal involvement in the learning experiences of the course. Just meets course/assignment expectations.

(F) *Inadequate performance:* Little or no evidence of understanding of the subject matter; weakness in critical and analytic skills; limited use of the literature. Does not meet course/assignment expectations.

GRADING SCHEME

Letter Grade	Percentage
A+	90-100
A	85-89
A-	80-84
B+	76-79
B	72-75
B-	68-71
C+	64-67
C	60-63
C-	55-59
D	50-54
F	0-49