THE UNIVERSITY OF BRITISH COLUMBIA
School of Kinesiology
Kinesiology 381: Leisure, Sport, and Popular Culture

INSTRUCTORS
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TEACHING ASSISTANT
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Office Hours: By appointment

CLASS TIMES: Wednesdays 4:00pm-7:00pm
LOCATION: WOOD IRC 3 (main lecture room/tutorial breakout room)
WOOD IRC 4 (tutorial breakout room) & WOOD IRC B75 (tutorial breakout room)

DESCRIPTION AND OBJECTIVES:
What messages circulate within and around sport and other forms of popular culture? How might these messages contribute to taken-for-granted understandings of the world around us and of our place within it– of the people we encounter, the environments we inhabit, the activities we are involved in (and not involved in), the things we purchase and desire, and our perceptions of ‘healthy’ and ‘unhealthy’ bodies? How do people respond to these messages – and how might we explain these responses? Why do we participate in some cultural activities and not others? What can the answers to these questions tell us about the cultures and structures of the societies we live in – about who is more and less privileged, and how inequalities are reinforced through, reflected in, and challenged on the ‘contested domains’ of sport, leisure and popular culture?

The broad goal of this course is to explore responses to the sorts questions posed above, and in doing so work our way through a series of key topics drawn from the intersecting fields of cultural studies and the sociology of sport. As a way of exploring the questions outlined above, we will explore various interrelated themes connected to sport, leisure, and popular culture: media and popular/promotional culture, politics of belonging, space, environment, violence, resistance and deviance, and social control. Using a set of theories, this course is intended to provoke thinking about how and why particular forms of popular culture are constructed the way they are, why people engage with popular culture the way they do, and how learning about popular culture can help us understand the subtle and explicit ways that particular viewpoints and ideologies are privileged, and inequalities (along race, class, and gender) are perpetuated. We conclude the course with a discussion of ‘bullshit’ -- recognizing and remaining vigilant against ‘bullshit’ in both academia and popular culture. In doing so, we aim to provoke conversations about what it means to be ‘critical’ while thinking through avenues to incite pro-social transformations within and across societies.

In the final element of the course, a ‘mini-conference’ will take place. In the conference, class members will share their findings from original research projects that will have been prepared over the term, and discuss their relevance to class materials.
**READINGS:**
Readings for this course can be accessed directly through UBC library. Book chapters can be found through the Library Online Course Reserves (LOCR) at: [https://courses.library.ubc.ca/c.9Dr3V7](https://courses.library.ubc.ca/c.9Dr3V7). Journal articles for the class can be accessed through UBC library from the links provided below on the course outline.

**COURSE WEBSITE/BLOG:**
Materials for the class (i.e., copies of lecture-slides, course outline, assignment/exam materials) will be made available on Canvas. Any announcements not made in class will be made on Canvas.

**GRADING (see page 4 for more details)**

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<tr>
<td>1. Class participation</td>
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<td>2. ‘Study Proposal’ Presentation</td>
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<td>3. Mid-Term (in class <em>February 27</em>)</td>
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<td>4. Major Essay/Unessay and Final Presentation of Project – details to be provided on class handout</td>
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<td>5. Final exam (held during examination period, essay format )</td>
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WEEK BY WEEK OUTLINE

January 2 – Introduction to the Course: Sport, Leisure, and the Sociological Imagination

January 9 – Thinking through Theory

January 16 – Mass Media, Culture, Sport, and Politics of Be(long)ing

Supplemental reading:

January 23 – Resistance Through Rituals?: Subcultures, Leisure, and Sport

January 30 – Sport and Leisure Spaces

February 6 – Risky and Disciplined Bodies

Supplemental reading:

February 13 – Deviant and Resistant Bodies

February 20 – READING WEEK

February 27 – MIDTERM

March 6 – Sport, Leisure and the Environment
March 13 – Critique and Intervention in the Age of Bullshit (and ‘Alternative Facts’)
Readings TBD

March 20 – Presentation of Your Original Research Projects

March 27 – Presentation of Your Original Research Projects

April 3 – Presentation of Research and Review for Exam

CLASS FORMAT
The format of the classes will vary from week to week. The usual format will include:
● Lecture – ranging from 45 minutes to 1 hours
● Break – 10 minutes
● Video – ranging from 10 minutes to an hour
● Group Work, Discussion, Presentations – 1 hour to 1.5 hours

EVALUATION PROCEDURES

Class participation (10%): You will be expected to actively participate in class discussions about various topics and readings. Your feedback on your classmates’ presentations and projects is important here as well. Class attendance is crucial for attaining maximum marks. You will be asked to reflect on your participation over the term and justify a proposed grade.

Presentation of Proposed Research Project (5%): Either individually or in pairs, you will be asked to:
(a) identify a socially-relevant (and course-relevant) study topic you are interested in doing your major research project on for the class; (b) indicate why you think this topic is important (e.g., how it contributes to the literature, why it has social relevance); (c) provide an overview of literature that you consider to be most relevant to or topic; (d) identify one or two studies that you think would be particular useful guides for your study and indicate what parts of these studies you think will be most useful for you as you conduct your own study (focusing especially on the use of theory by the authors of the studies and the types of research methods used by the authors; (e) tell the class what you propose to do for your study, and how your study relates to existing literature (i.e., what makes it different from and similar to previous studies you looked at – does it ‘re-test’ an idea that has been proposed before, and or does it offer sometime quite novel in your view). This first presentation is a ‘research proposal’ for a study will be doing over the term and presenting during the final 3 weeks of the course. More details on this project will be provided in class on January 9.

Major research project/essay and final presentation of project/essay at end-of-term conference (30%): The details of the major research project/essay will be handed out in the January 9 class. The expectations for the essay will also be clarified at this time. Part of your grade will be based on the presentation of your project that will take place during an end-of-term mini-conference. You will present during the conference on March 20, March 27, or April 3. You will be notified of your presentation slot at least two weeks before the conference.
Examinations (midterm 15%; final 40%): There will be two examinations in this class – a midterm and a final. On the midterm, you will be required to answer one essay questions based on lectures, videos, readings, and discussions up to, and including, the February 6 lecture. The final examination will include a series of short and long essay questions, and will be based on the entire term’s work (i.e., lectures, videos, readings, and discussions), although there will be an emphasis on work that was not covered during the mid-term. The final examination will be held during the April examination period. Expectations for these examinations will be clarified in class.

OTHER ISSUES

1. Late ‘final report’ assignments will be accepted with a penalty of 2 marks per day (out of the 30 marks available for the group assignment). Reports are due by 4pm in the Auditorium Annex, at my office.
2. Students who know in advance they will be unavoidably absent from the mid-term should apply for special consideration from the instructor as soon as possible to determine how the missed graded work can be completed. Supporting documentation must be submitted to the Undergraduate Advising Office at the earliest possible date.
3. Students whose attendance or academic performance is severely affected by medical, emotional, or other problems should consult with their instructors early in the term to discuss special arrangements. Supporting documentation from either the Access and Diversity Resources Centre or a physician must be submitted to the Undergraduate Advising Office.
4. You will be provided an opportunity near the end of the term to complete the course teaching evaluation (SCETs) within class time on an electronic device (e.g., laptop, tablet).