

**University of British Columbia—School of Kinesiology**  
**KIN 160 Leisure and Sport in Society**  
**Previously KIN 161 Leisure and Sport in Society**  
**Winter II 2021**

Lectures: Select Tuesdays & Thursdays, 9:30 am—11:00am • Web-Oriented Course
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**INSTRUCTOR INFORMATION**

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**TEACHING ASSISTANTS (TA)**

Tutorial Section	Name	Email	Tutorial Location
T1	Moss Norman	moss.norman@ubc.ca	Online
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T3	Katrina Waldhauser	katrina.waldhauser@ubc.ca	Online

**INTRODUCTION TO KIN 160**

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, film, tutorial activities, course readings and independent writing) will provide you 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.

**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, you 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 details for each week can be found on the Canvas shell under the Modules section. The course is comprised of video lectures, online classes (synchronous) and online tutorials (synchronous). Prior to coming to class or tutorial, you should have read the assigned readings and completed relevant learning activities.

<b>Synchronous - Schedule of Online Classes</b>		
<b>Date</b>	<b>Format</b>	<b>Theme</b>
1. January 12 <sup>th</sup>	<i>Lecture</i>	KIN 160—Let's Get Started!
2. January 14 <sup>th</sup>	<i>Tutorial</i>	Introducing Tutorial Groups
3. January 19 <sup>th</sup>	<i>Lecture</i>	Introducing the Sociology of Sport & Physical Culture
4. January 28 <sup>th</sup>	<i>Tutorial 1</i>	Thinking the 'Physical' and 'Cultural' Together
5. February 2 <sup>nd</sup>	<i>Lecture</i>	Sport & Social Stratification
6. February 11 <sup>th</sup>	<i>Tutorial 2</i>	Sociological Imagination
7. March 4 <sup>th</sup>	<i>Tutorial 3</i>	Gender, Sexuality & Sport
8. March 9 <sup>th</sup>	<i>Lecture</i>	Race, Ethnicity & Sport
9. March 16 <sup>th</sup>	<i>Lecture</i>	Physical Cultural Analysis Part III—An Overview
10. March 25 <sup>th</sup>	<i>Tutorial 4</i>	Race, Ethnicity & Sport
11. April 8 <sup>th</sup>	<i>Tutorial 5</i>	Health, Deviance & Physical Culture
12. April 13 <sup>th</sup>	<i>Lecture</i>	Wrap Up & Distribute Take Home Exam

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*ONLINE LEARNING FOR INTERNATIONAL STUDENTS*

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During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit [UBC Academic Calendar](#) for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

## EVALUATION

Evaluation and assessment	% of grade	Due Date
1. Tutorial Activities	20%	See Schedule (Tutorial Activities)
2. Group Reading Summary	15%	TBD
3. Physical Cultural Analysis Assignment	45%	
	5% (Part I)	January 28 <sup>th</sup>
	10% (Part II)	February 23 <sup>rd</sup>
	30% (Part III)	March 25 <sup>th</sup>
4. Take Home Exam	20%	April 20 <sup>th</sup>

*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 should be submitted before 11:59pm (PST) on the day they are due (See **Evaluation** and assessment above for due dates), with the exception of tutorial assignments, which are due 2pm (PST) on the day of the tutorial. Assignments submitted after 11:59pm on the day they are due will be graded late.

### 1. TUTORIAL ACTIVITIES (20%)

Learning Objectives
1. Application of sociological theory to everyday sport, physical activity and human movement contexts;
2. Develop online 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.

Instructions: The class will be randomly divided into three tutorial sections (T1, T2, T3). You can find your tutorial section on Canvas under People and then Tutorial Sections. Each tutorial section will be assigned a tutorial leader (T1-Moss, T2-Lisa, T3-Katrina) and this will be your tutorial leader for the term. On select Thursdays throughout the semester (see **Tutorial Dates & Themes** below) students will meet on Zoom in their assigned tutorial sections. You can access your tutorial section through the Modules on Canvas on the page Tutorial Meeting, where you will be able to find a Zoom link. In tutorial, students will discuss and apply course material to issues and controversies related to sport and physical activity. In order to be prepared for tutorial, please read assigned course readings for the related Module (see Schedule of Readings) and read/view other learning resources associated with the Module (see Readings & Learning Resources).

- a. At the beginning of each tutorial, students will be randomly divided into small groups (approx. 7-10 students per group).
- b. 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. *The full names and student numbers of all members of the group must be clearly indicated on the submitted assignment.* At the latest, the worksheet should be emailed to your tutorial leader by **2pm on the day of the tutorial.**

- c. Evaluation: Each student in the group will receive **a mark out of 4** for the worksheet. All members of the group will receive the same grade out of 4. In order to receive a grade for the tutorial, you will have to be present and actively participate in the tutorial. At the end of the term, each student's worksheet grades will be totaled, which will be the final grade for tutorial activities. Evaluation will be based on the following criteria:

There are five graded tutorials (six tutorials in total) scheduled throughout the term (see **Tutorial Dates & Themes** below and Canvas Modules for details).

<b>Tutorial Evaluation Criteria</b>	
1. Level of engagement/analysis in the activity (demonstrated through presentation of results)	2 marks
2. Succinct yet thoughtful answers to questions and responses to activities	2 marks
3. Connections to readings and lectures and related activities	1 mark

**NOTE:** Students who miss tutorial for legitimate reasons (e.g. 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 & Themes**

<b>Tutorial</b>	<b>Weekly Dates</b>	<b>Relevant Content</b>	<b>Topic</b>
	January 14 <sup>th</sup>	Introduction	Introducing the Tutorials
1.	January 28 <sup>th</sup>	Module 1	Thinking the 'Physical' and the 'Cultural' Together
2.	February 11 <sup>th</sup>	Module 1 & 2	Sociological Imagination
3.	March 4 <sup>th</sup>	Module 4	Gender, Sexuality & Sport
4.	March 25 <sup>th</sup>	Module 5	Race, Ethnicity & Sport
5.	April 8 <sup>th</sup>	Entire Course	Kinesiological Imagination

## **2. GROUP READING SUMMARY (15%)**

<b>Learning Objectives</b>
1. Engage with literature in sport sociology;
2. Develop skills in reviewing and summarizing scholarly literature;
3. Work collaboratively with peers to complete course work.

**Instructions:** For this assignment, you will be randomly assigned to a group of 5 to 7 of your peers (this group is different than your tutorial group). Your group will be assigned a number and a weekly reading from the course (See **Schedule of Group Summaries** below). As a group, you will review and summarize the assigned reading. Your summary should include the following:

- 1) Each member of your group should read the assigned reading. Your group should arrange to meet online. In order to facilitate collaboration, your group can use a space in Groups where you can share documents (see People→Groups→Click the three dots→Visit Group Home Page). You are also welcome to use other collaboration tools (see also **Tools for Collaboration**).
- 2) When your group meets for the first time, one of the first things to discuss is how to divide responsibilities in order to maximize the collaboration. Working collaboratively in groups is not always easy. However, you should keep in mind that it is a skill like any other and it needs to be developed. Group work will be part of your learning experience at UBC. With this in mind, it is important that you work on developing the skill of working collaboratively. One strategy that is

very helpful is to be patient with one another and recognize that people have different skill sets. For example, some of you might have excellent reading and comprehension skills, others strong writing skills, while others have strong editing skills. It is important that you collectively discuss your skills and use this discussion to inform how the work is divided amongst the members of the group. Starting early to identify the different competencies within the group and clearly dividing responsibilities based on identified skills can prevent conflict and create a more productive and fulfilling group experience.

- 3) Once your group has defined responsibilities, discuss the reading. In particular, your group should:
  - i. Identify the main theme(s) or topic(s) of the assigned reading;
  - ii. Identify the main argument(s) presented in the reading;
  - iii. Identify the key concept(s) from the reading.
- 4) The next step is to write the summary. The summary is an abbreviated version of the reading itself. The summary should succinctly overview and explain the main theme(s), argument(s), and concept(s) from the reading. In many instances, the reading will contain more information than you can summarize in the space provided (see **Format** details below). If this is the case for the reading your group has been assigned, your group will have to determine what are the key themes, arguments, and concepts to include in the summary, while leaving others out of the summary. In crafting your summary, be sure to explain and define key themes and concepts, rather than simply listing them.
- 5) If done well, the summary can serve as a set of study notes. With this in mind, your group will be given the option of posting your summary on Canvas where other students can have access to the document. If enough students elect to post their summaries then this will serve as a study resource for other components of the course.
- 6) The group summary will be due on the Tuesday following the week in which the reading was assigned. For example, if the assigned reading is from Module 4 (Week 7 & 8) (February 23<sup>rd</sup>-March 4<sup>th</sup>), then the group summary would be due on Tuesday March 9<sup>th</sup> at 11:59pm. See **Schedule of Group Summaries** below.

<b>Group Reading Summary Evaluation Criteria</b>	
Does the summary <i>identify</i> the key themes, arguments, and concepts from the reading? Does the summary miss any key themes, arguments, or concepts?	3 marks
Does the summary <i>define</i> and <i>explain</i> the key themes, arguments, and concepts from the reading? How effectively does the summary define and explain the key themes, arguments, and concepts from the readings?	3 marks
Quality of presenting summary, for example: How effective is the organization of the summary? How 'readable' is the summary? Does the summary make sense? What is the quality of writing?	3 marks
Does the summary adhere to the format requirements?	1 mark

**Format:**

1. Two to four typed pages, double spaced (not including title page).
2. 12-point font
3. One-inch margins
4. Title page (American Psychological Association (APA) format—example posted on Canvas) with appropriate information (course name, course number, a relevant title, assignment title, due date, name of course instructor, student name and number).

**Submission:** Assignments should be submitted on Canvas under the Assignments heading.

Schedule of Group Summaries		
Group #	Readings	Due Date
Group 1-2	Adams, C. (2019). Sport and physical culture in historical perspective. In J. Scherer & B. Wilson (Eds.) <i>Sport and Physical Culture in Canadian Society</i> (pp. 51-72). Toronto, ON: Pearson [Chapter 3]	Feb. 2 <sup>nd</sup>
Group 3-4	Beamish, R. (2019). Sport and social stratification. In J. Scherer & B. Wilson (Eds.) <i>Sport and Physical Culture in Canadian Society</i> (pp. 73-94). Toronto, ON: Pearson [Chapter 4]	Feb. 23 <sup>rd</sup>
Group 5-6	Adams, M. L. & Barnes, S. (2019). Sex, Gender, and Sexuality. In J. Scherer & B. Wilson (Eds.) <i>Sport and Physical Culture in Canadian Society</i> (pp. 121-144). Toronto, ON: Pearson [Chapter 6]	Mar. 9 <sup>th</sup>
Group 7-9	Paraschak, V., Golob, M., Forsyth, J. & Giles, A. (2019). Physical culture, sport, ethnicity and race in Canada. In J. Scherer B. Wilson (Eds.) <i>Sport and Physical Culture in Canadian Society</i> (pp. 95-120). Toronto, ON: Pearson [Chapter 5]	Mar. 23 <sup>rd</sup>
Group 10-12	Di Angelo, R. (2018). <i>White Fragility: Why It's so Hard for White People to Talk About Racism</i> . Boston, MA: Beacon Press.	Mar. 23 <sup>rd</sup>
Group 13-15	Pitter, R. (2012). Racialization and hockey in Canada: From personal troubles to a Canadian challenge. In D. Whitson & R. Gruneau (eds.) <i>Artificial Ice: Hockey, Culture, and Commerce</i> , pp. 123-138. Toronto: University of Toronto Press.	Mar. 30 <sup>th</sup>
Group 16-18	Laurendeau, J. & Peers, D. (2019). Deviance, sport and physical culture. In J. Scherer B. Wilson (Eds.) <i>Sport and Physical Culture in Canadian Society</i> (pp. 167-186). Toronto, ON: Pearson [Chapter 8]	April 13 <sup>th</sup>
Group 19-20	Safai, P. (2019). Sport & Health. In J. Scherer B. Wilson (Eds.) <i>Sport and Physical Culture in Canadian Society</i> (pp. 210-26). Toronto, ON: Pearson [Chapter 10]	April 13 <sup>th</sup>

### 3. PHYSICAL CULTURAL ANALYSIS ASSIGNMENT (45%)

Learning Objectives
1. Develop skills in writing a sociological essay
2. Apply sociological theory to examine a relevant issue related to physical activity, sport and the body.
3. Examine your own moving body through a physical cultural lens
4. Develop skills using the American Psychological Association (APA) referencing style

**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 high-performance sporting body, or the physically (il)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 our bodies. In other words, we are going to apply a physical cultural lens to examine our moving bodies. In the readings and lectures for Module 1, as well as in Tutorial 1, we examined how the body is part nature and part culture. Building on these examinations, the over-arching objective of this assignment is to examine your moving body through the intersection of the physical (i.e., the natural) and socio-cultural.

**Structure:** The physical cultural analysis assignment is divided into three parts, including:

- Part I) Mini-Description of Your Physical Cultural Body;
- Part II) Physical Cultural Analysis Outline;

### Part III) Physical Cultural Analysis Paper.

Dividing the assignment into three parts is designed to scaffold the assignment, with each successive part developing the competencies required to submit your final paper (Part III). A detailed description of each part is outlined below.

#### **Part I: Description of Your Physical Cultural Body (5%)**

**Due:** Thursday January 28<sup>th</sup> 11:59pm (PST). Papers received after 11:59pm will be considered late.

Papers can be uploaded to Canvas under Assignments.

**Purpose:** The purpose of this assignment is to get you thinking about your socio-cultural body (i.e., your body as it interacts and relates with society). The feedback you receive on this assignment should help you conceptualize your final paper Physical Cultural Body Analysis Paper.

**Instructions:** In this assignment you are going to write about the social, historical and cultural factors that shape how you experience your body, particularly your moving body. You may want to ask yourself questions about why you do the activities you do? Who do you do these activities with? Who has influenced the activities you do? How do various ideologies, or webs of ideas, such as class, gender, race, ethnicity or body shape and size influence the activities you do or do not do? These questions are designed to help you use your sociological imagination in understanding that the sports and physical activities you do are not completely of your own choosing, but are shaped and formed through social interactions and relationships with individuals and groups. There are a number of styles you can use to describe your socio-cultural body. For example, you may want to use a narrative description, a poem or some other style. There is no *right way* to describe your socio-cultural body, so feel free to be creative for Part I of the assignment. 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. Being comfortable with what you share is particularly important given that you will be sharing your description with one of your peers in the class.

**Evaluation:** The evaluation for the Description involves three steps:

1. You will upload your Description to Assignments on Canvas.
2. You will be randomly partnered with a peer in the class. Take a day or two to read and assess their Description, and they will do the same with your Description. Prepare feedback to share with your partner (see Tips Peer Feedback Criteria below).
3. You should upload feedback related to their Description and they will do the same for you. The feedback should be uploaded in a reasonable amount of time (by Thursday February 4<sup>th</sup>, 11:59pm PST at the latest). There is not set criteria for providing feedback. However, the feedback you provide should be in written form and it should be comprehensive and should be completed through Peer Reviews on Canvas. The **Description of Your Physical Cultural Body Part I: Tips for Peer Feedback** below provides some suggestions for the type of feedback you should be providing.
4. In order to receive full marks, you will have to:
  - a) submit your Description of Your Physical Cultural Body Part I by January 28<sup>th</sup> (11:59pm, PST);
  - b) review and provide feedback on your partner's Descriptions and do so in a timely fashion (Peer Reviews should be completed no later than February 4<sup>th</sup>, 11:59pm, PST).

If you do not upload your Peer Review by February 4<sup>th</sup>, a penalty of .5 marks will be assessed to your mark out of 5% for each day that it is late. Teaching assistants will be reviewing the Description and Peer Reviews to make sure they both complete and thorough.

#### **Description of Your Physical Cultural Body Part I: Tips for Peer Feedback**

Providing Feedback: You will review and provide feedback on the Description of Your Physical Cultural Body Part I of another student in the class. The feedback should be constructive, thoughtful,

and detailed. Feedback can come in multiple forms, including: identify strengths in the Description; ask questions that provoke deeper thinking, suggestions for greater clarity on specific themes or elaboration on points, and recommendations for resources, points of connection across the course, and suggestions for the organization of Physical Cultural Analysis Outline (Part 2). Keep in mind, this feedback is designed to help your peers produce an exceptional final project!

**Format:**

5. Two typed pages, double spaced (not including title page). Page requirements will vary for poems.
6. 12-point font
7. One-inch margins
8. Title page (American Psychological Association (APA) format—example to be posted on Canvas) with appropriate information (course name, course number, a relevant title, assignment title, due date, name of course instructor, student name and number).

**Submission:** Assignments should be submitted on Canvas under the Assignments heading.

**Part II: Physical Cultural Analysis Outline (10%)**

**Due:** Tuesday February 23<sup>rd</sup> 11:59pm (PST). Outlines received after 11:59pm will be considered late. Outlines can be uploaded to Canvas under Assignments.

**Purpose:** The purpose of this assignment is to present an outline for your final Physical Cultural Body Analysis Paper. Your outline will be graded by the teaching assistants for the course and the feedback you receive should help you write a high-quality final paper.

**Instructions:** Your outline should provide a detailed overview of what you will write about in your final paper. Based on the feedback you receive on your outline you may decide to change what you write about in your final paper, and this is completely acceptable. In other words, your outline is just that—a proposed outline—and it is understood that it may change. Your outline should include the following components:

- 1) The introductory paragraph for your final paper. Your introduction should introduce the topic of the paper, the over-arching argument, and organization of the paper. This is a short paper, so the introduction should be no more than one paragraph. Here is an example of an introductory paragraph:

*Sport has always been an important part of my life. In high school I was on almost every sport team, no matter whether I was good or not. Until recently, I would have said sport was in my genes. However, I am now realizing that my passion for sport is also shaped by my social and cultural environment. In this paper, I use my sociological imagination to examine the social and cultural dimensions that shape my sporting body. In the first section of the paper, I look at how social class influenced my relationship with sport, while in the second section I explore the role that socially constructed ideas of gender have played in the formation of my sporting body.*

You will notice that this introduction does three things: first, it introduces the topic (i.e., a physical cultural lens); second, it presents the over-arching argument (i.e., desire and passion for sport is shaped by social and cultural context); and third, it overviews the organization of the paper (i.e., “In the first section...”). This is just an example of an introduction and you are welcome re-organize for your own purposes. However, having these three components—the topic, the argument, and the organization—is always a good idea.

- 2) Overview the key points/arguments of your paper: In paragraph or in *clearly articulated* point-form, briefly overview the points and arguments you intend to make in your paper. For example, in the above introductory paragraph I have indicated that social class and gender are the two points I am going to discuss. In this section I would expand on these points and explain how gender and

class have shaped my sporting experiences. Here, you may want to try and weave personal experiences together with course content in your explanation as this will be an important component of the final paper (Part III). Here is an example of how social class influenced my sporting body:

*Point 1: Through the readings associated with the Sport and Social Stratification chapter, I have learned that my social class positioning has enabled me to participate in certain sports that many others may have not been able to pursue. Coming from an upper middle-class background allowed me to pursue sports like competitive swimming and sailing, both of which involve high registration fees and travel expenses that may be prohibitive for others.*

This is only one point, included here for illustrative purposes, and if I were doing this assignment, I would continue by overviewing the other points I would like to include in my paper (usually papers include between 2-4 points).

- 3) Identify, define and explain the key concepts you are going to be using from the course: Here, you are going to think about what course material will help you develop your explanation of social and cultural influences. In the introduction example I have provided above, I will be using concepts related to gender and class. Therefore, I might want to bring concepts such as meritocracy, class ideologies, gender ideologies, and sport typing into my paper. I have also introduced the concept of sociological imagination in my introduction, which means that this is also a key concept from the course. Once I have identified these key concepts, I will give a brief definition or explanation of the concept. In defining and explaining terms and concepts, be sure to use your own words. In other words, do not use direct quotations in your definitions/explanations. The purpose of this stage is to get you thinking about how course content can help you develop your paper. Keep in mind, if you introduce a concept from the course in your paper, you should define or explain that concept.
- 4) Provide a reference list: This step is simply designed to get you practicing APA referencing. Here, you will provide a reference list of all of the references you have cited in your paper. Keep in mind, that if you are citing the course textbook, each chapter is written by a different author (or authors).

<b>Part II Physical Cultural Analysis Outline: Assessment Criteria</b>	
Are all of the components (1-4 outlined above) completed (i.e., introductory paragraph, articulation of points/arguments, definition and explanation of concepts, inclusion of APA reference list)? Is there an appropriate number of points/arguments, concepts (e.g., too few, too many, correct amount)?	3 marks
What is the quality of each component? Is the introduction clear and well-organized? Are the points/arguments well-articulated? Are the concepts well defined or explained? Does the student use their own words to define/explain concepts? Is there a strong connection to course content versus a heavy reliance on personal opinion/experiences?	5 marks
What is the quality of writing (i.e., grammatically correct, proper spelling, and limited typographical errors)? Does the outline meet formatting requirements (e.g., title page, APA referencing)?	2 marks

**Format:**

9. Two typed page, double spaced (not including title page or references).
10. 12-point font
11. One-inch margins

12. Title page (American Psychological Association (APA) format—example to be posted on Canvas) with appropriate information (course name, course number, a relevant title, assignment title, due date, name of course instructor, student name and number).

**Submission:** Assignments should be submitted on Canvas under the Assignments heading.

### **Part III Physical Cultural Analysis Paper (30%)**

**Due:** Thursday March 25<sup>th</sup> 11:59pm (PST). Papers received after 11:59pm (PST) will be considered late. Papers can be uploaded to Canvas under Assignments

**Purpose:** This third component of the assignment is building on Parts 1 and 2 and is designed to get you to further apply course content to your own body and bodily movement practices (i.e., sport, physical activity and exercise). Through this assignment, you will:

- Apply course content (i.e., concepts and theories) to your own everyday lived practices;
- Understand the relationship between social and cultural context, movement and the body;
- Understand and explain the relationship between power and human movement;
- Develop critical thinking and writing skills.

### **Instructions:**

- 1) For the third and final component of the Physical Cultural Body Analysis, you are going to write an essay that examines your moving body (that is, your body engaged in sport, physical activity, physically active recreation or human movement broadly) using a physical cultural lens. Expanding on your proposal for Part II, you will draw upon course content—including lectures, tutorials, class discussions, films, and course readings—to examine your movement practices. In so doing, think about the multiple ways we have talked about the body throughout the course, including through gender, social class, race, ethnicity, risk and deviance, body size and shape and so on. Think about how these socially constructed ideas have influenced how you understand and do movement. In this paper you are going to write about the relationship between these social constructions and your own movement practices.
- 2) You are welcome to use any content from the course that helps you develop your essay. Keep in mind, however, that this is a relatively short paper and you should not try and do too much. In other words, it is better to focus your essay on two or three key points and use relevant course content to elaborate on those points in a thorough and penetrating manner than it is to write a broad, superficial essay that attempts to cover too much content. You do not need to do outside research for this assignment, but you are welcome to include additional sources (e.g., research literature, newspaper articles). If you do use outside sources, be sure to include these sources in your reference list.
- 3) In terms of the body of the paper, you will be evaluated on how you do the following. First, how you identify, define and explain the concepts you use from the course. Second, how you analyze your own movement practices in relation to the concepts you are using. In other words, are the connections between course content and your own movement experiences clear and do these connections shed insight into the socio-cultural dimensions of movement? Third, power relations are a central theme of KIN 160 and it is important that you discuss how power shapes your movement practices. In other words, you are being asked to describe how your movements are enabled and/or constrained by power relations.
- 4) Keep in mind that this is not an opinion paper. You are expected to clearly connect course concepts to your own physical cultural body. Personal examples are welcome, but they must be examined in relation to course material.
- 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:

- Title page (including all relevant information—APA format—sample cover page posted on Canvas);
- 5-6 pages (**not** including title page and reference list), double-spaced, numbered, 12-point font, 1” (2.54cm) margins;
- Include: Introduction, Body and Conclusion;
- Sub-headings are permitted, but not required;
- Papers can be written in the first person (i.e., “I argue that...”);
- American Psychological Association (7<sup>th</sup> Edition) referencing for course readings.

### Part III Physical Cultural Analysis Paper: Assessment Criteria

Rubric posted on Canvas

#### 4) TAKE HOME EXAM (20%):

The final take home exam will be distributed on the final day of the course (April 13<sup>th</sup>). During that class, you will be given an opportunity to review the exam and ask questions. The take home exam will be due one week later (April 20<sup>th</sup>, 11:59pm PST) and will be submitted on Canvas.

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## ***POLICIES & EXPECTATIONS***

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### *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.

### *Classroom Etiquette*

Students are expected to be prepared for class, having read weekly assigned readings and prepared to discuss and apply them in class discussions and activities.

### *Academic Dishonesty*

Please review the UBC calendar “Academic Regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty (see link: [Academic Dishonesty Policy](#)).

### *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.

### *UBC Values and Policies*

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available (<https://senate.ubc.ca/policies-resources-support-student-success>).

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## ***SCHEDULE OF READINGS***

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### **REQUIRED READINGS & LEARNING RESOURCES**

Required readings include ALL listed chapters, electronic journal articles as well as other sources (e.g., online articles, podcasts, and videos). Students are responsible for accessing appropriate materials.

#### **Course Text**

Scherer, J. & Wilson, B. (2019). *Sport and Physical Culture in Canadian Society*. Toronto, ON: Pearson.  
NOTE: Textbook is available through the UBC Bookstore Online: [KIN 160 Textbook](#)

#### **Journal Articles**

Available through UBC Library Services on Canvas.

### **INTRODUCTION**

**Week 1: Jan 12<sup>th</sup> & 14<sup>th</sup>—Let's Get Started!**

### **MODULE 1: SPORT & PHYSICAL CULTURE**

**Week 2: Jan 19<sup>th</sup> & 21<sup>st</sup>**

Scherer, J. & Wilson, B. (2019). *Sport and Physical Culture in Canadian Society*. In J. Scherer & B. Wilson (Eds.) *Sport and Physical Culture in Canadian Society* (pp. 1-23). Toronto, ON: Pearson  
[Chapter 1]

Forrester, N. W. (July 24<sup>th</sup>, 2018) Why e-sports should not be in the Olympics. *The Conversation: [Why e-Sports Should Not Be in the Olympics](#)*

## **MODULE 2: SPORT & PHYSICAL CULTURE IN HISTORICAL PERSPECTIVE**

### **Week 3: Jan 26<sup>th</sup> & 28<sup>th</sup>**

Adams, C. (2019). Sport and physical culture in historical perspective. In J. Scherer & B. Wilson (Eds.) *Sport and Physical Culture in Canadian Society* (pp. 51-72). Toronto, ON: Pearson [Chapter 3]

## **MODULE 3: SPORT & SOCIAL STRATIFICATION**

### **Week 4 & 5: Feb 2<sup>nd</sup>-11<sup>th</sup>**

Beamish, R. (2019). Sport and social stratification. In J. Scherer & B. Wilson (Eds.) *Sport and Physical Culture in Canadian Society* (pp. 73-94). Toronto, ON: Pearson [Chapter 4]

Corcione, A. (May 10<sup>th</sup>, 2018). Who is Karl Marx: Meet the anti-capitalist scholar. *Teen Vogue*, <https://www.teenvogue.com/story/who-is-karl-marx>

Mark, C. (March 7<sup>th</sup>, 2019). A Belief in Meritocracy is Not Only False: It's Bad For You. *Aeon*, [A Belief in Meritocracy Is Not Only False: It's Bad For You.](#)

## **WEEK 6: READING WEEK—NO CLASSES**

## **MODULE 4: SEX, GENDER, SEXUALITY & PHYSICAL CULTURE**

### **Week 7 & 8: Feb 23<sup>rd</sup>-March 4<sup>th</sup>**

Adams, M. L. & Barnes, S. (2019). Sex, Gender, and Sexuality. In J. Scherer & B. Wilson (Eds.) *Sport and Physical Culture in Canadian Society* (pp. 121-144). Toronto, ON: Pearson [Chapter 6]

Wigglesworth, J. (Jan. 7<sup>th</sup>, 2019). What's in a name? Sexism in rock climbing route names. The Society Pages. Retrieved from: [What's in a Name?](#)

## **MODULE 5: RACE, ETHNICITY & PHYSICAL CULTURE**

### **Week 9 & 10: March 9<sup>th</sup>-18<sup>th</sup>**

Paraschak, V., Golob, M., Forsyth, J. & Giles, A. (2019). Physical culture, sport, ethnicity and race in Canada. In J. Scherer B. Wilson (Eds.) *Sport and Physical Culture in Canadian Society* (pp. 95-120). Toronto, ON: Pearson [Chapter 5]

Di Angelo, R. (2018). *White Fragility: Why It's so Hard for White People to Talk About Racism*. Boston, MA: Beacon Press.

Film: Indigenous Knowledge to Close Gaps in Indigenous Health, Marcia Anderson-DeCoteau

Link: [Indigenous Knowledge to Close Gaps in Indigenous Health](#)

Film: Soccer Turban Controversy, Link: [Soccer Turban Controversy](#)

## **MODULE 6: INDIGENEITY & PHYSICAL CULTURE**

### **Week 11: March 23<sup>rd</sup> & 25<sup>th</sup>**

Pitter, R. (2012). Racialization and hockey in Canada: From personal troubles to a Canadian challenge. In D. Whitson & R. Gruneau (eds.) *Artificial Ice: Hockey, Culture, and Commerce*, pp. 123-138. Toronto: University of Toronto Press.

Szto, C. (May 7<sup>th</sup>, 2016). Things we don't talk about: Residential Schools and hockey. *Hockey in Society: Exploring Critical Social Issues*. [Things We Don't Talk About](#)

Film: Hockey in Residential Schools Link: [Hockey in Residential Schools](#)

Film: Hockey Night in Canada Link: [Hockey Night in Canada](#)

## **MODULE 7: HEALTH, DEVIANCE AND PHYSICAL CULTURE**

### **Week 12 & 13: March 30<sup>th</sup>-April 8<sup>th</sup>**

- Laurendeau, J. & Peers, D. (2019). Deviance, sport and physical culture. In J. Scherer B. Wilson (Eds.) *Sport and Physical Culture in Canadian Society* (pp. 167-186). Toronto, ON: Pearson [Chapter 8]
- Safai, P. (2019). Sport & Health. In J. Scherer B. Wilson (Eds.) *Sport and Physical Culture in Canadian Society* (pp. 210-26). Toronto, ON: Pearson [Chapter 10]

## COURSE WRAP-UP

### Week 13: April 13<sup>th</sup>

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#### OTHER RELEVANT INFORMATION<sup>1</sup>

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### Strategies for Success in KIN 160

**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 lectures provide you with additional material from which to learn.

- i. Each student is responsible for **taking notes** from the lectures.
- ii. **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*
- iii. **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.
- iv. **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.
- v. **Submit assignments on time.**
- vi. **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.

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<sup>1</sup> Reproduced with permission of Professor Janna Taylor

**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