

# SYLLABUS

## KIN 160 (previously KIN 161) Leisure and Sports in Society (3 Credits)

Section 921– May 11<sup>th</sup>-June 17<sup>th</sup>, 2021



UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on, has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

<b>Course Structure</b>	<b>Tuesday and Thursday</b> – Combination of lectures, group work, and self-directed work.
<b>Time &amp; Location</b>	Tuesday and Thursday 9:00 – 12:00pm PST online through Zoom. Your attendance is expected and necessary for you to participate in classroom activities. Follow the course schedule, read the material for each topic before class, and arrive on time. <a href="#">Zoom Meeting Link</a> Passcode 042416
<b>Course Website</b>	All correspondence for the course will be posted on the KIN 160 Canvas course website ( <a href="https://canvas.ubc.ca">https://canvas.ubc.ca</a> ): use your CWL to login. You are responsible for attending class on this website and regularly checking it to be aware of any updates or changes to the course content, schedule, or learning activities.
<b>Instructor</b>	<b>Course Instructor</b> – Janka Corewyn - <a href="mailto:janka.samuhel-corewyn@ubc.ca">janka.samuhel-corewyn@ubc.ca</a> Office Hours: Online through Zoom on Tuesdays and Thursdays after class.

### Course Description

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

### Instructor Bio

I am a practitioner in the field of sports and recreation. I was an elite athlete and represented Canada on the international stage in Swimming. After my swimming career, I worked for the Vancouver Park Board for 40 years. During this time, I provided sport and recreation opportunities for diverse populations. As well, I have been teaching at UBC as a School of Kinesiology sessional instructor for 25 years. I take my expertise and translate it into active class delivery that includes theory, research, and experiential learning.

### Learning Material

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](#)

## Learning Outcomes

As an **instructor**, I will be responsible for integrating instructional strategies that support collaborative and active learning and accommodate students' different learning styles, as a **student** you will be responsible for developing new knowledge by engaging in critical dialogue and self-directed inquiry with your classmates: **together**, we will both be responsible for ensuring respectful, engaging, inclusive, effective, and productive learning environment.

## Topics of Discussion

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

## Learning Activities

The course will have three main learning platforms. The first, will be self-directed learning, where students will read assigned material and answer questions. The second, will be lecture presentation through the zoom platform. This session will be recorded for further reference. The third, will be a combination of lecture and student discussion of relevant material with student presentations. The material will be reviewed and documented by all students.

Assessment Type	Weight %
Term Paper – Due on or before June 20	25%
Class discussion work and Reflection Questions	15%
Weekly Assignments	15%
Mid Term – May 27 between 9:00-10:00am (30 minutes for the exam from 9:15-9:45am)	15%
Final Exam (during June TBA)	30%
<b>Total (must complete all segments above to successfully to complete the course)</b>	<b>100%</b>

## Schedule

Dates	Topics
May 11	<p><b>Module 1 - Introductions</b></p> <p>Course orientation Class format Course objectives Course Assessment</p> <p><b>Reading Assignment for May 13</b></p> <p>Scherer, J. &amp; Wilson, B. (2019). Sport and Physical Culture in Canadian Society. In J. Scherer &amp; B.</p>

	Wilson (Eds.) <i>Sport and Physical Culture in Canadian Society</i> (pp. 1-23). Toronto, ON: Pearson [Chapter 1]
May 13	<p><b>Module 1 - Sociology of Sport and Physical Culture</b></p> <p>Definitions - Leisure, Recreation, and Sport                      Sport Participation Trends                      Sport Delivery in Canada</p> <p><b>Reading Assignment for May 18</b></p> <p>Adams, C. (2019). Sport and physical culture in historical perspective. In J. Scherer &amp; B. Wilson (Eds.) <i>Sport and Physical Culture in Canadian Society</i> (pp. 51-72). Toronto, ON: Pearson [Chapter 3]</p> <p><b>Assignment #1 – History of Sport in Canada - Due May 18 before class</b></p>
May 18 May 20	<p><b>Module 2 - Sport and Physical Culture – Historical Perspective</b></p> <p>Physical Culture                      History of Sport in Canada                      Sport in Society – Canadian and the USA                      Sporting Environment                      Economic Impact of Hosting Sporting Events  <i>Introduce Term Paper criteria</i></p> <p><b>Reading Assignment for May 25</b></p> <p>Beamish, R. (2019). Sport and social stratification. In J. Scherer &amp; B. Wilson (Eds.) <i>Sport and Physical Culture in Canadian Society</i> (pp. 73-94). Toronto, ON: Pearson [Chapter 4]</p> <p><b>Assignment #2 – Enhanced Collaboration between Recreation and Sport - Due May 25 before class</b></p>
May 25 May 27	<p><b>Module 3 - Sport and Social Stratification</b></p> <p>Why do we participate in Sport?                      Delivery Modes                      Framework for Recreation in Canada 2015                      VPB Operating Budget                      Funding Sport in Canada  <i>Q and A – Term Paper Criteria</i></p> <p><b>Reading Assignment for June 1</b></p> <p>Adams, M. L. &amp; Barnes, S. (2019). Sex, Gender, and Sexuality. In J. Scherer &amp; B. Wilson (Eds.) <i>Sport and Physical Culture in Canadian Society</i> (pp. 121-144). Toronto, ON: Pearson [Chapter 6]</p> <p><b>Assignment #3 – Schools and Physical Activity – Due June 1 before class</b></p> <p><b>May 25 - MIDTERM REVIEW</b></p>
May 27	<b>MIDTERM (9:15-9:45am)</b>
June 1 June 3	<p><b>Module 4 - Sex, Gender, Sexuality, and Sport</b></p> <p>Gender Equality in Sport                      Women in Sport                      Keep Girls in Sport</p>

	The differences between Female and Male Athletes Transgender Athletes <b>Reading Assignment for June 8</b> 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] <b>Assignment #4 – What’s in the Name? - Due June 8 before class</b>
June 8 June 10	<b>Module 5 – Physical Culture, Race, Ethnicity, and Sport</b> Thrill Gene Racism in Sport Immigrant Sport Participation Rates NAIG <b>Reading Assignment for June 15</b> Safai, P. (2019). Sport & Health. In J. Scherer B. Wilson (Eds.) <i>Sport and Physical Culture in Canadian Society</i> (pp. 210-226). Toronto, ON: Pearson [Chapter 10] <b>Assignment #5 – Racism in Sport - Due June 15 before class</b>
June 15	<b>Module 6 - Sports and Health</b> Benefits of Recreation Participation Controlling the Risk of Sport Injury CCES and Safe Sport <b>Reading Assignment for June 17</b> 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] <b>Assignment #6 – PED’s - Due June 17 before class</b>
June 17	<b>Module 7 - Deviance, Sport and Physical Culture</b> Anti-Doping Program in Canada PED <b>Course Review</b>

## Other Relevant Information

### **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.

## 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

## Learning Resources

The Faculty of Education has a number of resources to support learning. These are available here [Student Resources](#).

## University 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 here [Policies and Resources to Support Student Success](#).

## Learning Analytics

Some of the learning technologies used for your course may collect and analyze information about your activity in this course. The purpose of the learning analytic data is used to support teaching, learning, and student success. If you have questions or would like to learn more about learning analytics project at UBC visit the [UBC Learning Analytics site](#).

## Accessibility

If you have any challenges accessing materials that will impact your success in this course, [UBC's Centre for Accessibility](#) can support your needs by providing appropriate accommodations to support you.

Web: <https://students.ubc.ca/about-student-services/centre-for-accessibility>

Email: [accessibility@ubc.ca](mailto:accessibility@ubc.ca)

## Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor and to be used in this course. Redistribution of these materials by any means without permission of the Course Instructor constitutes a breach of copyright and may lead to academic discipline.

## Students Learning Outside of Canada

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: [Freedom of Expression: Where do you stand?](#)