

COURSE SYLLABUS
SCHOOL OF KINESIOLOGY, UNIVERSITY OF BRITISH COLUMBIA 2022

KIN487A – GENDER, SPORT AND PHYSICAL ACTIVITY

Friday (Winter 2022) 1.00-4.00pm. Ponderosa Commons, North/Oak Cedar House, 1003.

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Research offices: Physical Culture &
Sport History Laboratory,
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Office Hours: By appointment

Course Description

This course examines the ways in which gender affects sport, health and physical activity. Issues around sex, gender, and race shape the ways in which sports and physical activity are structured, experienced, and represented. We consider the significance of sex and gender in reference to the male body and competing masculinities, as well as the experiences and meanings of girls' and women's involvement in sport and physical activity over time in a variety of settings. Physical activity, including health-related exercise prescription, is a deeply gendered arena reflecting social, medical, and scientific views about fitness, body size and shape, physical literacy, and attitudes toward sexuality, race, ethnicity, age, and disability. Media representations inform and are informed by views about sex, gender, and race while multinational agencies and philanthropic societies organize their activities around them. Issues around race and gender have important implications for practicing kinesiologists, coaches, health educators and fitness professionals in their working relationships and program arrangements. Throughout the seminar we will explore the gendered terrain of work in kinesiology related fields in order to better position students for success in their future careers and/or the pursuit of graduate study.

Specific Learning Objectives:

Students in this course will:

- Learn to think critically and creatively about sex, gender and race in relation to sport and physical activity and to conduct self-directed learning projects
- Develop an understanding of the historical and current role of scientific and medical beliefs about men's, women's, and children's bodies in shaping sporting opportunities and barriers as well as approaches to health and exercise programs
- Examine and critique efforts to normalize body size, shape and physical appearance in relation to physical activity and sporting potential
- Learn to think critically about the effects of race and indigeneity on opportunities for and attitudes toward sport and physical activity

- Develop the ability to assess the social and political arrangements which have led to greater opportunities for women and children in sports and which continue to shape contemporary gender relations in sports and physical activity.
- Perform quasi-ethnographic studies of the gendered nature of selected fitness and sport related arenas such as the gymnasium and the outdoors.
- Be provided opportunities to practice and enhance oral and written communication skills during class discussions and group exercises.

Class Format and Procedures

This class consists of one 3-hour class per week. The class format will include lectures, discussions, student presentations and some guest speakers. The course is intended to be a collaborative experience hence student participation in all aspects of the course is an important component. The course focuses on the enhancement of presentational skills and critical discussions leading to the production of a research paper focusing on a particular aspect of gender, sport and physical activity of interest to the student.

Course Requirements

Third year standing*

Policies and Expectations

Below is a summary of some of the key expectations for this course:

Attendance

Although attendance is not formally taken in class, regular attendance is required. Students are responsible for all material covered in class and any information given whether in attendance or not. Students who are unavoidably absent because of illness or disability should report to their instructor upon return to classes. Where prior consultation is not possible, students should contact the instructor as soon as possible and submit supportive documentation to the Undergraduate Advising Centre. Students also have the right to request Academic Concession from the Undergraduate Advising Centre. Students, whose attendance or performance may be severely affected by medical, emotional or other disabilities, should consult with the instructor early in the term to discuss any special accommodations that might be needed in order to complete course requirements. Supportive documentation from either the Disability Resource Centre or a physician must be submitted to the Undergraduate Advising Office.

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates those whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students, who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

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 who wish to have an academic accommodation should contact Access and Diversity without delay.

Office Hours

There are no 'set' office hours for this course. Dr. Vertinsky will be available to meet with students after class and/or in her office in Auditorium Annex by appointment.

Email: Questions and inquiries through email are welcome at patricia.vertinsky@ubc.ca. Please include the course name (i.e. KIN 487A) in the subject line.

Academic Integrity

All UBC students are expected to behave as honest and responsible members of an academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action. It is your responsibility to become familiar with the University of British Columbia's Academic Honesty and Plagiarism Policies, as well as the Student Declaration and the consequences of violating these policies.

Inclusivity Statement

Kinesiology 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.

Equity, Diversity, and Inclusion—Faculty of Education/Kinesiology 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.

Land Statement

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 their culture, history and traditions from one generation to the next on this site.

Readings and Resources

All readings are available through the library website. Readings are expected to be completed **PRIOR** to each class. **Additional readings may be allocated or distributed in class.** The readings and discussions are crucial to the integration of the material. Students are expected to contribute to class discussions.

Evaluation:

The course is designed as a research and discussion-based class. Grades will be based upon a combination of individual and group participation, course assignments and a final research paper.

Because it is a seminar course which highlights discussion, regular attendance and participation in class and group work is important. Students will be expected to maintain notes on the classes' assigned readings and be capable of initiating discussion of the readings as well as the topic more generally at each formal class. Each student will be expected to present and submit a final paper (20 pages including references) which investigates a particular research topic related to personal interest in one of the broad themes of the course.

Throughout the semester there will be small assignments structured around this 'project' in order to help students develop and organize their research paper.

Assessment 1: Individual Seminar Participation - 20%

Individual and small group active participation is an important part of this course throughout the semester. During the semester I will be asking you to participate in a range of activities such as reflections on class readings, peer reviews and sharing your own views on a reading of specific topic or issues. Marks for participation will be obtained through attendance, participation in group discussions and class activities.

Assessment 2: The First Word – 20%

Each week, starting at week 2, one or two students will be invited to open the class topic with a 'first word' discussion related to the week's readings. This is intended simply as a point of departure for further discussion. No written work is required.

Assessment 3: Midterm research article review – 20%

Writing, especially critical reflection helps you to engage with the course materials at a deeper level and also to develop writing skills more generally which are important in career advancement. Each student may select a research article especially relative to his or her particular interests in the study of gender, sport and physical activity (in discussion with the instructor) and develop a 2-3-page review). This review will then be presented by the student for discussion in class.

Assessment 4: Final Paper - 30%

Over the duration of the semester, students will be assisted to develop an individual or small group research paper on a topic related to course content that is of special interest to them. Time for discussions throughout the semester will help students to narrow and select a topic, conduct research and gather resources, as well as receive feedback and help from the instructor.

The research paper should be approx. 20 pages long, and follow APA format. Students will be asked to include specific elements, such as: (i) introduction; (ii) a literature review; (iii) analysis / research findings; (iv) discussion and conclusion; (v) bibliography. Where group papers are selected, length may be extended accordingly; please include a summary concerning the individual contributions of each student and these will be reflected in the final grades.

Assessment 5: Final Paper Presentation – 10%

Students will have the opportunity to present an overview of their research paper during the final weeks of class. Presentations will highlight key pieces of information through a “conference” style PowerPoint. More details will be given out in class.

More details and support for all assignments will be provided in class and from the instructor. Research papers are due 1 week after the last day of class.

Grading

This course follows UBC’s Standard grading practices:

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

KIN 487A Tentative Course Schedule

All **required readings** are available on Library Course Reserve (available through Canvas) or from the instructor. On **Canvas** there is a variety of selected additional and optional readings and resources (see below) that are simply suggestions for students to engage with according to their own research interests and background.

Week 1: Friday, September 9

INTRODUCTION TO THE COURSE

Class introductions and discussion of course focus, reading materials, student interest and course requirements.

Gary L. Darnsworth, Gender Equality: Framing a special collection of evidence for all. *EClinical Medicine*, 2020, <https://doi.org/10.1016/j.eclinm.2020.100307>.

Week 2: Friday September 16

THINKING ABOUT SEX AND GENDER IN SPORT

Emma S Cowley et al., Girls aren’t meant to exercise. Perceived Influences on Physical Activity among Adolescent Girls – The HERizon Project. *Children* 2021, 8,31. <https://doi.org/10.3390/children8010031>

Messner, M. (2011). Gender Ideologies, Youth Sports, and the Production of Soft Essentialism. *Sociology of Sport Journal*, 28(2), 151–170.
<https://doi.org/10.1123/ssj.28.2.151>

Optional

Sanz, V. (2017). No Way Out of the Binary: A Critical History of the Scientific Production of Sex. *Signs: Journal of Women in Culture and Society*, 43(1), 1–27.
<https://doi.org/10.1086/692517>

Week 3: Friday September 23

GENDER, EXERCISE AND THE MEDICALIZATION OF THE SPORTING BODY

Vertinsky, P. (1987). Exercise, Physical Capability, and the Eternally Wounded Woman in Late Nineteenth Century North America. *Journal of Sport History*, 14(1), 7–27.

Comstock, R. D., & Fields, S. K. (2020). The Eternally Wounded Athlete: How Medical Professionals and Sports Injury Researchers Have Limited Female Athletes' Sport Participation and Biased the Interpretation of Sports Injury Research. *Current Epidemiology Reports*, 7(4), 327–333. <https://doi.org/10.1007/s40471-020-00255-0>

Optional

Neville, R. D. (2013). Exercise is medicine: Some cautionary remarks in principle as well as in practice. *Medicine, Health Care and Philosophy*, 16(3), 615–622.
<https://doi.org/10.1007/s11019-012-9383-y>

Week 4: Friday Sept 30 (STATUTORY HOLIDAY)

NATIONAL DAY FOR TRUTH AND RECONCILIATION (No class)

Special Readings for Gender, Indigenous Perspectives and Physical Activity

Habkirk, E. J. J., & Forsyth, J. (2017). *Introduction: Reflections on health and the body at Canadian Indian residential schools*. <https://doi.org/10.3828/bjcs.2017.8>

McKee, T., & Forsyth, J. (2019). Witnessing Painful Pasts: Understanding Images of Sports at Canadian Indian Residential Schools. *Journal of Sport History*.
<https://doi.org/10.5406/jsporthistory.46.2.0175>

**Week 5 Friday Oct 7- MUSCULARITY, MASCULINITY AND THE
MAINTENANCE OF GENDER BOUNDARIES –**

Vertinsky, P. (2010). Muscularity and the Female Body. In D. Chapman & P. Vertinsky (Eds.), *Venus with Biceps, A Pictorial History of Muscular Women* (pp. 21–45). Arsenal Pulp Press.

Wacquant, L. J. D. (1995). Review Article: Why Men Desire Muscles. *Body & Society*, 1(1), 163–179. <https://doi.org/10.1177/1357034X95001001010>

Optional

Todd, J. (2008). *Size Matters: Reflections on Muscle, Drugs, and Sport – H.J. Lucher Stark Center for Physical Culture and Sports*.
https://starkcenter.org/igh_article/igh1003p03/

Week 6: Friday Oct 14

WHAT'S A 'NORMAL' BODY: IDEOLOGIES AROUND BODY SIZE, SHAPE AND PERFORMANCE

Vertinsky, P. (2002). Embodying Normalcy: Anthropometry and the Long Arm of William H. Sheldon's Somatotyping Project. *Journal of Sport History*, 29(1), 95–133.

Gard, M. (2017). Fat Bodies. In M. L. Silk, D. L. Andrews, & H. Thorpe (Eds.), *Routledge Handbook of Physical Cultural Studies* (pp. 228–236). Routledge.

Optional

Schultz, J. (2017). Reimagining Obesity. *Quest*, 69(2), 236–255.
<https://doi.org/10.1080/00336297.2016.1218777>

Cuddy, A. (2012). *Your body language may shape who you are*. TEDGlobal.
https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are

Week 7: Friday Oct 21

GENDER AND RACE IN SPORT AND EXERCISE

Bratter, J. (2012). Review of *The Nature of Race: How Scientists Think and Teach about Human Difference*, by A. Morning. *American Journal of Sociology*, 117(6), 1846–1848.
<https://doi.org/10.1086/664968>

Vertinsky, P. (2007). Physique as destiny: William H. Sheldon, Barbara Honeyman Heath and the struggle for hegemony in the science of somatotyping. *Canadian Bulletin*

of *Medical History = Bulletin Canadien D'histoire De La Medecine*, 24(2), 291–316.
<https://doi.org/10.3138/cbmh.24.2.291>

Nzindukiyimana, O., & O'Connor, E. (2019). Let's (not) meet at the pool: A Black Canadian social history of swimming (1900s–1960s). *Loisir et Société / Society and Leisure*. <https://doi.org/10.1080/07053436.2019.1582920>

Week 8: Friday Oct 28

GENDER, PHYSICAL ACTIVITY, FITNESS, AND TECHNOLOGY

Rich, E. (2018). Gender, health and physical activity in the digital age: Between postfeminism and pedagogical possibilities. *Sport, Education and Society*, 23(8), 736–747. <https://doi.org/10.1080/13573322.2018.1497593>

Jette, S., Bhagat, K., & Andrews, D. L. (2016). Governing the child-citizen: 'Let's Move!' as national biopedagogy. *Sport, Education and Society*, 21(8), 1109–1126. <https://doi.org/10.1080/13573322.2014.993961>

Week 9: Friday November 4

GENDER AND SPORT AT THE OLYMPICS: THE MARATHON AND THE SEX TESTING CONTROVERSIES

Schultz, J. (2015). Going the Distance: The Road to the 1984 Olympic Women's Marathon. *The International Journal of the History of Sport*, 32(1), 72–88. <https://doi.org/10.1080/09523367.2014.958668>

Schultz, J. (2011). Caster Semenya and the "Question of Too": Sex Testing in Elite Women's Sport and the Issue of Advantage. *Quest*, 63(2), 228–243. <https://doi.org/10.1080/00336297.2011.10483678>

Optional

Travers, A. (2011). Women's Ski Jumping, the 2010 Olympic Games, and the Deafening Silence of Sex Segregation, Whiteness, and Wealth. *Journal of Sport and Social Issues*, 35(2), 126–145. <https://doi.org/10.1177/0193723511405477>

Samie, S. F., & Sehlikoglu, S. (2015). Strange, Incompetent and Out-Of-Place. *Feminist Media Studies*, 15(3), 363–381. <https://doi.org/10.1080/14680777.2014.947522>

Week 10: Friday November 11

MID-TERM BREAK - Remembrance Day

Week 11 Friday November 18

GENDER IN THE GYM

Coen, S. E., Rosenberg, M. W., & Davidson, J. (2018). “It’s gym, like g-y-m not J-i-m”: Exploring the role of place in the gendering of physical activity. *Social Science & Medicine*, 196, 29–36. <https://doi.org/10.1016/j.socscimed.2017.10.036>

Crockett, M. C., & Butryn, T. (2018). Chasing Rx: A Spatial Ethnography of the CrossFit Gym. *Sociology of Sport Journal*, 35(2), 98–107. <https://doi.org/10.1123/ssj.2017-0115>

Optional

Vertinsky, P. (2004). No Bodies in the Gym. In P. Vertinsky & S. McKay (Eds.), *Disciplining Bodies in the Gymnasium: Memory, Monument and Memorial* (pp. 157–171). Routledge.

Johansson, T. (1996). Gendered spaces: The gym culture and the construction of gender. *YOUNG*, 4(3), 32–47. <https://doi.org/10.1177/110330889600400303>

Week 12: Friday November 25

GENDER AND RACE IN KINESIOLOGY AND PHYSICAL EDUCATION

Gleaves, J., Llewellyn, M. P., & Wrynn, A. (2015). *Sex, Drugs, and Kinesiology: A Useful Partnership for Sport’s Most Pressing Issues*. <https://doi.org/10.1080/00336297.2014.984734>

Nachman, J., Joseph, J., & Fusco, C. (2021). ‘What if what the professor knows is not diverse enough for us?’: Whiteness in Canadian kinesiology programs. *Sport, Education and Society*, 1–14. <https://doi.org/10.1080/13573322.2021.1919613>

Optional

Petruzzello, S. J., & Box, A. G. (2020). The Kids Are Alright—Right? Physical Activity and Mental Health in College Students. *Kinesiology Review*, 9(4), 279–286. <https://doi.org/10.1123/kr.2020-0039>

Patricia Vertinsky, A Question of the Head and the Heart: From Physical Education to Kinesiology in the Gymnasium and the Laboratory, *Kinesiology Review*, 2017, 6, 140-152.

Week 13: Friday Dec 2

STUDENT/GROUP PRESENTATION CLASS DISCUSSION AND COURSE WRAP-UP

SUPPORTING READINGS (see for the list on Canvas).

USEFUL SITES FOR THE STUDY OF PHYSICAL CULTURE

<https://Physicalculturestudy.com>

<https://www.Starkcenter.org>

<https://ussporthistory.com>

<https://www.edgeofsports.com>



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