

KIN 160 002 Leisure and Sport in Society Winter Term II 2023-2024

University of British Columbia—School of Kinesiology
KIN 160 Leisure and Sport in Society
(Previously KIN 161 Leisure and Sport in Society)
Winter II 2023-2024

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwāy̓əm (Musqueam) people. This land 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.

Lectures and Tutorials: Tuesdays and Thursdays 9:30am—11am Lecture Location: SWNG 222

INSTRUCTOR INFORMATION

Your Instructors: Jeanette Steinmann (she/they) & Maya Willis-Fry (she/they)

Office: Auditorium Annex 156A, UBC, Vancouver, BC, V6T 1Z1

TUTORIAL LEADERS

Tutorial Section	Name	Email	Tutorial Location
T1	Jeanette Steinmann (she/they)	jeanette.steinmann@ubc.ca	West Mall Swing Space Room 307
T2	Maya Willis-Fry (she/they)	maya.willis-fry@ubc.ca	West Mall Swing Space Room 107
T3	Kieran McBride (he/him/his)	kieran.mcbride@ubc.ca	West Mall Swing Space Room 105
T4	Emily Tang (she/her)	yutongemily.tang@ubc.ca	West Mall Swing Space Room 305

INTRODUCTION TO KIN 160

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 size, racial identity, and disability 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, group work and independent writing) will provide you with a sociological toolbox that exposes 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 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 page under the Modules section. The course is comprised of in-person lectures and in-person tutorials. Prior to coming to class or tutorial, you should have read the assigned readings and completed relevant learning activities.

Schedule of Activities: KIN 160			
Week #	Dates	Tuesday	Thursday
Week 1	Jan 9 th & 11 th	Lecture	No Tutorial
Week 2	Jan 16 th & 18 th	Lecture	Tutorial 1
Week 3	Jan 23 rd & 25 th	Lecture	No Tutorial
Week 4	Jan 30 th & Feb 1 st	Lecture	Tutorial 2
Week 5	Feb 6 th & 8 th	Lecture	Tutorial 3
Week 6	Feb 13 th & 15 th	Lecture	Midterm Q&A
Week 7	Feb 19 th - 23 rd	READING WEEK	
Week 8	Feb 27 th & 29 th	Midterm	No Tutorial
Week 9	Mar 5 th & 7 th	Guest Lecture	Tutorial 4
Week 10	Mar 12 th & 14 th	Lecture	No Tutorial
Week 11	Mar 19 th & 21 st	Lecture	Tutorial 5
Week 12	Mar 26 th & 28 th	Lecture	No Tutorial
Week 13	April 2 nd & 4 th	Lecture	Take-Home Exam Q&A
Week 14	April 9 th & 11 th	Lecture	No Tutorial

EVALUATION

Evaluation and Assessment	% of grade	Due Date
1. Tutorial Activities	15%	See Schedule (Tutorial Activities)
2. Midterm Exam	20%	February 27 th

3. Physical Cultural Analysis Assignment	45%	
	5% (Part I)	January 26 th
	10% (Part II)	February 16 th
	30% (Part III)	March 28 th
4. Take Home Exam	20%	April 16 th

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 **11:59 pm (PST)** on the day they are due (See Evaluation and Assessment above for due dates). Assignments submitted after 11:59pm on the day they are due will be graded late. Tutorial assignments should be submitted before **5pm (PST)** on the day of the tutorial. Tutorial assignments submitted after 5pm on the day of the tutorial will be graded late.

1. TUTORIAL ACTIVITIES (15%)

Learning Objectives
1. The application of sociological theory to everyday sport, physical activity and human movement contexts;
2. The development of group 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, T4). You can find your tutorial section on Canvas under 'People' and then 'Tutorial Sections'. Each tutorial section will be assigned a tutorial leader: T1-Jeanette, T2-Maya, T3-Kieran, and T4-Emily. This will be your tutorial leader for the term. On select Thursdays throughout the semester (see **Tutorial Dates & Themes** below) students will meet in class in their assigned tutorial sections. In the tutorial, students will discuss and apply course material to issues and controversies related to sports and physical activity. To be prepared for the tutorial, please read assigned course readings for the related week (see **Schedule of Readings**) and read/view other learning resources associated with the week (see **Readings & Learning Resources**).

- At the beginning of each tutorial, students will be randomly divided into small groups (approx. 6-8 students per group).
- 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 submit it on Canvas. *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 submitted on Canvas by **5 pm on the day of the tutorial**.
- 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. 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 and converted to a grade out of 15, which will be the final grade for tutorial activities. Evaluation will be based on the following criteria:

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

Tutorial Evaluation Criteria	
1. Level of engagement/analysis in the activity (demonstrated through active participation in the tutorial and through the presentation of results)	1.5 marks
2. Succinct yet thoughtful answers to questions and responses to activities	1.5 marks
3. Connections to course readings and lectures and related activities	1 mark

NOTE: Students who miss the tutorial for **legitimate reasons** (e.g., documented illness, varsity competition) will be required to complete the tutorial assignment. 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

Tutorial	Dates	Topic
1.	January 18 th	Thinking the 'Physical' and the 'Cultural' Together
2.	February 1 st	Sociological Imagination
3.	February 8 th	Gender & Sexuality on Social Media
4.	March 7 th	Race, Ethnicity & Sport
5.	March 21 st	Kinesiological Imagination

2. MID-TERM EXAM (20%)

The mid-term exam is an in-class, written exam that will take place on **Tuesday, February 27th**. The exam will cover all learning materials (this includes, lectures, readings, tutorial activities, videos, and other relevant materials) in the course up to the date of the exam. The exam will be 60 minutes in duration. On Thursday, February 15th we will host an optional pre-midterm Q&A period during tutorial. *Please bring a pen, pencil, and your student ID to the midterm.*

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, 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: Friday, January 26th @ 11:59 pm (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 (i.e., Part III 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? What socially constructed meanings are attached to these movement activities? 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, and the meanings attached to these activities, are not completely of your own choosing, but are shaped and formed through social interactions and relationships with individuals and groups. There are several 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 of Your Physical Cultural Body 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 on Canvas, and they will do the same for

you. The feedback should be uploaded no later than **Friday, February 2nd @ 11:59 pm PST**. There is no 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. To receive full marks (5%), you will have to:

- a) submit your Description of Your Physical Cultural Body Part I by January 26th (11:59pm, PST); b) review and provide feedback on your partner's Descriptions and do so by February 2nd (11:59pm, PST).**

NOTE: If you do not upload your Peer Review by February 2nd, 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 are 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, supportive and detailed. Feedback can come in multiple forms, including identifying 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, that this feedback is designed to help your peers produce an exceptional final paper!

Format:

1. Two typed pages, double-spaced (not including title page). Page requirements will vary for poems.
2. 12-point font
3. One-inch margins
4. 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: Friday February 16th @ 11:59 pm (PST). Outlines received after 11:59 pm will be considered late. Outlines can be uploaded to Canvas under Assignments.

NOTE: There is dedicated lecture time on February 6th to overview and discuss Part II of the Physical Cultural Analysis assignment.

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 the 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 to 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 of this length would 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 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).

Part II: Physical Cultural Analysis Outline: Assessment Criteria	
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, or concepts (e.g., too few, too many, correct amount)?	1 mark
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 opinions/experiences? Is it clear how the key concepts connect to the argument?	7 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:

1. Two typed pages, double-spaced (not including title page or references).
2. 12-point font
3. One-inch margins
4. 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 instructors, 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 28th @ 11:59pm (PST). Papers received after 11:59pm (PST) will be considered late. Papers can be uploaded to Canvas under Assignments.

NOTE: There is dedicated lecture time on March 12th to overview and discuss Part III of the Physical Cultural Analysis assignment.

Purpose: The third component of the assignment builds 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 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 assignment, 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, course readings and other learning activities—to examine your movement practices. In so doing, think about the multiple ways we have talked about the body throughout the course, including through family and peer relations, a historical perspective, 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 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, and 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 (7th 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 during the last week of the course (April 9th). 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 16th @ 11:59pm PST**) and will be submitted on Canvas.

SCHEDULE OF READINGS

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.

Required 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

Journal Articles: Available through UBC Library Services on Canvas.

Week 1: January 9th & 11th - KIN 160 Introduction

Week 2: January 16th & 18th - Intro the Sociology of Sport

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 24th, 2018) Why e-sports should not be in the Olympics. *The Conversation: Why e Sports Should Not Be in the Olympics* (we will read this in class together)

Week 3: January 23rd & 25th - Sport & Physical Culture Throughout History

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]

Week 4: January 31st & February 1st - Sport & Social Stratification

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 10th, 2018). Who is Karl Marx: Meet the anti-capitalist scholar. *Teen Vogue*.

Week 5: February 6th & 8th - Sex, Gender and Sexuality & Physical Culture

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]

Toll, M. & Norman, M. E. (2021). More than meets the eye: A relational analysis of young women's body capital and embodied understandings of health and fitness on Instagram. *Qualitative Research in Sport, Exercise and Health*.

Supplementary materials:

Wigglesworth, J. (Jan. 7th, 2019). What's in a name? Sexism in rock climbing route names. *The Society Pages*.

Week 6: February 13th & 15th - Race, Ethnicity & Physical Culture

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]

Allen, S., & Brown, L.E.C., (July 9, 2021). The audacity of the Black athlete: How Naomi Osaka's French Open protest exposed anti-Blackness, racial capitalism & misogynoir in professional sports. *Engaging Sports*.

Week 7: February 19th – 23rd - READING WEEK

Week 8: February 27th & 29th - Midterm

Week 9: March 5th & 7th: Indigeneity & Physical Culture - Guest lecture Dr. Janice Forsyth

For an introduction to sport and Indigeneity, please read:

Forsyth, J. (2020). Cultivating civilized habits: Sport and assimilation. In *Reclaiming Tom Longboat: Indigenous self-determination in Canadian sport* (pp. 19-46) University of Regina.

If you are already familiar with this topic, please read:

Downey, A. (2018). Articulating Indigenous Nationhood on the West Coast. In *The Creator's Game: Lacrosse, Identity and Indigenous Nationhood*, pp. 118-165. UBC Press.

For all:

Szto, C. (May 7th, 2016). Things we don't talk about: Residential Schools and hockey. *Hockey in Society: Exploring Critical Social Issues*.

Supplementary materials:

- Giancarlo, A., & Forsyth, J., with Kelly Bull, Chris Chromarty, and David Wesley. (2022, September). We were the lucky ones. (Three former players on a residential school hockey team recall the reality behind the snapshots of their 1951 exhibition tour. *Canada's History*, popular magazine).
- Giancarlo, A., & Forsyth, J. (2022, April). Playing at the margins: Sports and visual histories of assimilation in Canada's Indian residential school system. *Intersections*, a magazine of the Canadian Historical Association, 5(1), 5-6.
- Project website for students who want to learn more about the team and the school: <https://crossingtheredline.ca/>

Week 10: March 12th & 14th - Aging & Physical Culture

- Clarke, L. H., Currie, L., & Bennett, E. V. (2020). 'I don't want to be, feel old': Older Canadian men's perceptions and experiences of physical activity. *Ageing & Society*, 40(1), 126-143.
- UNC School of Medicine. (2022, May 27). How ageism impacts us all.

Week 11: March 19th & 21st - Deviance & Physical Culture

- 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]
- St Amant, N. (February 1, 2023). "I feel my knee pop, but there's no way I was stopping": Risk and Injury on RuPaul's Drag Race. *Engaging Sports*.

Week 12: March 26th & 28th - Health, Disability & Physical Culture

- 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]
- Smith, B., & Bundon, A. (2018). Disability models: Explaining and understanding disability sport in different ways. *The Palgrave handbook of Paralympic studies*, 15-34.

Week 13: April 2nd & 4th - Sport & the Environment

- Wilson, B., & Millington, B. (2020). Introducing a sociological approach to sport, environmental politics, and preferred futures. In *Sport and the environment: Politics and preferred futures* (pp. 1-28). Emerald Publishing Limited.
- McAfee, J. (April 21, 2022). Why the Impact of Climate Change on Sport Is an Environmental Justice Problem. *Global Sport Matters*.

Week 14: April 9th & 11th - COURSE WRAP-UP & HAND OUT TAKE-HOME EXAM

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.

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 pronouns 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>).

OTHER RELEVANT INFORMATION¹

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+) *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. 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 evidence of familiarity with 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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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