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| Course Outline   | 2018-19<br>Kin 4465 G<br>Online |
| <b>Instructor:</b> Michael Heine   <b>Office:</b> HSB 335   <b>Office hours:</b> by arrangement (in person, via phone, Skype)<br><b>Contact:</b> mheine@uwo.ca   +519-661-4113   <b>Lecture schedule:</b> weekly online release, Mondays  <br><b>TA:</b> Jared Walters   <b>Course URL:</b> tbd. |                                 |

### Note

All course information including grades, assignment outlines, deadlines, etc. are available on OWL. Check the "Important Dates" tab on OWL for up-to-date information! **If there is a discrepancy, dates listed on OWL override those listed in this Course Outline!**

This course will explore key concepts, theorists, and issues in the social and cultural study of sport and exercise that help us to extend such questioning by way of *theorizing*.

| Example Issue   | Main Area of Investigation   |
|---|--|
| <ul style="list-style-type: none"> <li>• What's the importance of gold medals? - What stories do sports movies tell?</li> <li>• Why can it be so important to look thin — or big? What does a thin (big) body 'mean'? How 'healthy' can it be?</li> <li>• The importance of 'pink'.</li> <li>• What's the colour of <i>Band Aid</i>?</li> <li>• "Throwing Like a Girl"?</li> <li>• Why do Canadians care about the Olympics?</li> </ul> | <ul style="list-style-type: none"> <li>• The significance of symbols applied to exercise activities and the body, in particular as shown in sports films, sports media, and advertising.</li> <li>• Constructions of our understandings of health and the healthy body.</li> <li>• Constructions of our understanding of the gendered and raced body in sports and exercise practices.</li> <li>• Globalization of Sport and Health Practices</li> </ul> |

## Objectives

By the completion of this course, you should be able to:

1. explain the significance of thinking *theoretically* about sport and exercise (*reflection*)
2. identify different theoretical positions that are relevant in the cultural study of sport and exercise (*knowledge, application*)
3. critically reflect on the ways in which media representations of sporting practices and the body help to normalize our understanding of meaningful participation in sport and exercise. (*reflection, synthesis*)
4. develop reasoned arguments in the critical and reflective analysis of the relationship between sports, health and exercise practices, and their representation in the media (*application*)

## Course Participation and Assignment/Exam Prep

1. What do you need for the course work?
  - The Course Readings and Viewings
  - The Segment Study Sheets (the Segment web pages on the OWL course site)
  - The Segment presentation slides and Instructor Commentaries (usually audio to go with the slides)
  - Forum Contributions. Don't forget that contributions by other course participants often contain valuable insights that can aid you in the development of your own thinking and arguments.
  - For journal and paper writing prep, you'll find several guides in the Resources section.
2. I find it advantageous to read the assigned Readings prior to accessing the On-line Lessons and Resources. That's also the case for the Viewings: If you haven't watched the movie or documentary that's

## 2. Journal entries



## Segment Schedule

### Segment - Topic

#### SEGMENT 0 ONLINE COURSE WORK

##### Course Overview

- Course Content and structure
- A 'how to': How to study for this e



SEGMENT 6: MORE ABOUT REPRESENTATION, MORE FROM STUART HALL: RACE  
WHAT'S IN A SKIN COLOUR?

Race: Biology and fate — social construction motivated by media representations? We make use of a

SEGMENT 9: APPLICATION—NARRATIVES OF HEALTH  
CAN 'HEALTH' BE A NARRATIVE? IS IT A MATTER OF REPRESENTATION? WHOSE INTERESTS  
DO THOSE NARRATIVES SERVE?

Can 'health' be narrative or representation? Shouldn't we simply focus on the facts of healthful living and exercise, and the medical problems posed by, say, obesity? What's to talk about? We take a look at a very well known example, the colour pink. What does the colour 'mean' in representations of health, how does the narrative of 'pink' relate to the reality of the case?

Readings / Viewings

O-9 Owl Site, Segment 09 Pages

R-17 Selleck, Laurie, "Pretty in Pink: The Susan G. Komen Network and the Branding of the Breast Cancer Cause." *Nordic Journal of*

### Tech Support

In case of online problems please use the following options:

- Contact the ITS Help Desk at (519) 661-3800. For hours and additional contact information please visit <http://www.uwo.ca/its/helpdesk>.
- OWL troubleshooting and help information is available in the OWL Documentation Site. To join the site:
  - Log into OWL (<http://owltoo.uwo.ca/>)
  - From My Workspace, select Membership from the left-hand side
  - Click the "Joinable Sites" link at the top
  - Find "OWL Documentation" in the list of Joinable Sites

