

Western University
Faculty of Health Sciences



Kin 465G FW19

2020



Theories help us identify issues and problems to examine. They provide frameworks for asking research questions, interpreting information, but also for the reflection on our own 'sports and exercise / health biographies.' We examine Bell Hooks' view on the relevancy of doing theory.

Readings / Viewings

O-2 Owl Site, Segment 02

R-2 Hooks, Bell. "Theory as Liberatory Practice." Yale Journal of Law and Feminism 4/1 (1991-2), 1-12.

- UWO: Weldon online access

R-3 Transcript of Bell Hook's entire video lecture

- <https://www.mediaed.org/transcripts/Bell-Hooks-Transcript.pdf>

V-2 Hooks, Bell. 2005. Cultural Criticism and Transformation. Dir Sut Jhally. Northampton, MA: Media Education Foundation.

- Available through DBW -> Kanopy Streaming Service

We examine an important lecture by cultural theorist Stuart Hall. He explains how we can investigate our culture as issues of representation. We'll make use of Hall throughout the course — his explanations of how to understand our social and cultural realities as shaped by representation provides us with the critical understanding to 'theorize' those realities (Bell Hooks has already explained to us why we should. Randy the Wrestler has already explained to us that an activity some of us wouldn't consider a 'sport', is identified as just that by many in the popular culture of sport — because of the ways in which the activity is represented).

Readings / Viewings




O-3 Owl Site, Segment 03

V-3 Stuart Hall. 2002. Representation and the Media. Intro by Sut Jhally. Northampton, MA: Media Education Foundation.

- Available through DBW -> Kanopy Streaming Service

R-4 Transcript of the entire video of Stuart Hall's lecture

- <https://www.mediaed.org/transcripts/Stuart-Hall-Representation-and-the-Media-Transcript.pdf>


<p>How can we understand the impact of representations of women and girls in sports movies and media?</p>
<p>Readings / Viewings O-8 Owl Site, Segment 08 V-7 Kusama, Karyn. 2000. Girl Fight. <ul style="list-style-type: none"> • You have to locate your own copy - Youtube or Weldon do not have copies • From the instructor: If in a fix, there's a 4 hour loan R-13 Daniels, Dayna. 2005. "You throw like a girl: Sport and Misogyny on the Silver Screen." <i>Film & History</i> 35/1: 29-38. [Weldon online] R-14 Fojas, Camilla. 2009. "Sports of Spectatorship: Boxing Women of Color in Girlfight and Beyond." <i>Cinema Journal</i> 49/1: 103-115. [Weldon online] R-15 Casper, M. 2001. "Knockout Women. A Review of Kusama's Girlfight." <i>Journal of Sport and Social Issues</i> 25/1: 104-110. [Weldon online] R-16 Caudwell, Jayne. 2008. "Girlfight: Boxing Women." <i>Sport in Society</i> 11(2-3): 227-239. [DBW online]</p>

<p>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?</p>
<p>Readings / Viewings O-9 Owl Site, Segment 09 V-8 Samantha King on "Pinkwashing" <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=hBgTiKs69_w R-17 Selleck, Laurie, "Pretty in Pink: The Susan G. Komen Network and the Branding of the Breast Cancer Cause." <i>Nordic Journal of English Studies</i>, 9(3): 2010. 119-138. [click on link to trigger pdf file download] R-18 Johansen, Venke Frederike et al. 2013. "Symbols and Meanings in Breast Cancer Awareness Campaigns." <i>NORA - Nordic Journal of Feminist and Gender Research</i>, 21/2. 140-55. [DBW online]</p>

<p>Does it make Canadians 'feel better' when Canadian athletes 'own the podium'? Why would this be - whose interests are served by such narratives of 'Canadian ownership'? The Olympics Games provide a rich testing ground for the application of our critical reflections, and open them up to a global perspective — the Olympic Games are a phenomenon of globalization. We'll approach the issue by investigating the representations of Indigenous cultures, in particular.</p>
<p>Readings / Viewings O-10 Owl Site, Segment 10 R-19 Wamsley, Kevin. 2002. "The Global Sports Monopoly" <i>International Journal</i>. Summer. 392-403. R-20 Adese, Jennifer. 2012. "Colluding with the Enemy? Nationalism and Depictions of 'Aboriginality' in Canadian Olympic Moments." <i>American Indian Quarterly</i>. 36/4: 479-502.</p>

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 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 on the schedule, you'll hardly be in a position to make a meaningful contribution. The Course Study Sheets can be thought of as the equivalent of lecture guides in a classroom setting; they are designed to guide you through the readings, and through the entire module. They



Task Score Sheet

(1) Forum Contributions (1/week) - (10 @2% each)	20%
(2) Journal entry (3 @ 5% each)	15%
(3) Term Paper + Proposal (30%+5%)	35%
(4) Final Exam (Take-home)	30%
	<u>100%</u>



1.  

(ongoing throughout the term)

Course/University Policies

Students who are in emotional/mental distress should refer to Mental Health@Western (<http://www.health.uwo.ca/>) for a complete list of options about how to obtain help.

5. ☒

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health & Wellness -- <http://www.health.uwo.ca/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombudsperson Office -- <http://www.uwo.ca/ombuds/>

6. ☒

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

- (i) Submitting a Self-Reported Absence (see below for conditions)
- (ii) For medical absences exceeding 48 hours, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner to their Academic Counselling in their Faculty of registration in order to be eligible for Academic Consideration; or
- (iii) For non-medical absences exceeding 48 hours, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling in the days with

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the event of a non-medical absence. These documents will be retained in the student's file, and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy.

7. **6** :

Where possible assignment objectives and rubrics will be posted on OWL. Should you have a concern regarding the grade you received for an assignment or feel that it is unfair in any way, you must wait 24 hours from the receipt of the assignment to approach the instructor or TA. In doing so, please make an appointment and prepare in writing, with evidence, why you feel your grade is inappropriate. Please be aware that in requesting a grade reassessment, your grade could go up/down/ or stay the same. Note that calculations errors (which do occur!) should be brought to my attention immediately.

Generally, students can expect some form of feedback on their performance in a course before the drop date.

- November 9th, 2019 (for first term half-courses)
- November 27th, 2019 (for full-year courses)
- March 4th, 2020 (for second term half-or full year courses)

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work that is clearly above average
B	70-79	Good work, meeting all requirements and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable.
F	below 50	Fail

96 (for example, bumping a 79 to 80%):

This is a practice some students request. **11/10/16**. The edges of this course are clear and sharp. The mark attained is the mark you achieved and the mark assigned; there is no rounding to the next grade level, or 'giving away' of marks. Please don't ask me to do this for you; the response will be "please review the course outline where this is presented".

8. **8**

Class will begin promptly at the time specified at the top of page one of this syllabus. In the event that you must arrive late, please enter the classroom with a minimal disturbance to the class. Please keep all electronic devices on silent and avoid distracting classmates.

9. **66**

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>