



Western University
Faculty of Health Sciences
School of Kinesiology
Course Guide

A student's final course evaluation depends on 2 in brief written reflections, seminar participation and presentation and a final essay:

1. First test (unseen answer one essay question from a choice of two): 15% of the final grade.
2. Second test (seen –students get the question to prepare instructor picks one) 25% final grade
3. Seminar participation: 5% of final grade –individual, small group and seminar activities
4. Final Paper 4% of final grade

TENTATIVE SCHEDULE

The following table offers a tentative thematic/ activity map for our weekly teaching and learning units. Note that this plan will be updated weekly with more detailed information and may change. Be aware that effective engagement with the course activities require between 6-10 hours weekly (including your own study time). This number really depends on being able to set up a study environment free of distractions and interruptions. Make sure you schedule these in your personal calendars.

READINGS:

Please note as student on a third-year course that you are expected to select readings that will help you develop your own individual take on the course material. The lists for each topic are not definitive – rather they are a guide. As a guide you should engage with each week's required readings per topic. This is a minimum. For the assessment components of the course, please refer to the course syllabus.

6. Oct 16	Reading week.	
7. Oct23	Technology and the Body	Student Led Seminar #1 'Racialized Bodies and Sport'
8. Oct30	Sexually 'Deviant' Bodies	Student Led Seminar #2 'Feminist Perspectives on the Body'
9. Nov6	Physically 'Deviant' Bodies	Student Led Seminar #3 'Technology and the Body'
10. Nov 13	Pain and Injury	Test #2
11. Nov20	Risk Culture: counting the cost	Student Led Seminar #4 - Sexually 'Deviant' Bodies

Turner B. S. (1992) Regulated Bodies: Essays in Medical Sociology.

Markula, P. (1995) 'Firm but shapely, fit but sexy, strong but thin: the postmodern aerobicizing female bodies', *Sociology of Sport Journal* 12(4), 424-453.

Supplemental Reading

Birrell, S (2000). *Feminist Theories for Sport*. In J. Coakley and E. Durand (eds), *Handbook of Sport Studies* London: Sage (Chap. 4).

Cole, C. (1993) 'Resisting the canon: Feminist cultural studies, sport and technologies of the body', *Journal of Sport and Social Issues* 18: 77-97

Cole C., Hribar A (1995) *Celebrity feminism: Nike Style, Post-Fordism, Transcendence and Consumer Power* *Sociology of Sport Journal* 12(4) pp347-369

Connell, R. W. (1987) *Gender and Power* Cambridge, Polity Press.

Connell, R. W. (1995) *Masculinities* London: Polity Press.

Hall, M. A. (1993) *Representation* London: Routledge.

Harper (2007) *Problems of the Body* (2007) *Journal of Sport and Social Issues* 32(1) 1-15

Technology and the professionalization of sport
Understanding the development of technocentric ideology
Explore the idea of [post]human sports

Required Reading

Butryn, T. M. (2009) 'Cyborg Athletes, Technology and the Environment', *Journal of Sport and Social Issues* Vol.33 (3):285-307.
Charles, J. M.. (1998) 'Technology and the Body of Knowledge'. *Quest* Vol. 50: 379-388.

Supplemental Reading:

Butryn, T. M. (2002) 'Cyborg Horizons: Sport and the ethics of technologization', In Miah, A. and Easson, S. (eds) *Sport, Technology: History, philosophy, and policy* Oxford: Elsevier Science pp. 111-134.
Butryn, T. M. (2003) 'Posthuman Podiums: Cyborg Narratives of Track and Field Athletes', *Sociology of Sport Journal* Vol. 20:17-39.
Cole, C.L. (1993) 'Resisting the Canon: Feminist cultural studies, sport, and technologies of the body', *Journal of Sport and Social Issues* Vol. 17: 77-97.
Cole, C.L. (1998) 'Addiction, exercise, and cyborgs: Technologies and deviant bodies', In Rail, G. (ed.) *Sport and Postmodern Times* Albany: State University of New York Press. (1998): 261-275.
Haraway, D.J. (1991) *Simians, cyborgs, and women: The reinvention of nature* London: Routledge.
Hoberman, J. (1992) *Mortal Engines: the science of human performance and the dehumanization of sport* Oxford: The Free Press
Shogun, D. (1999) *The Making of the High Performance Athlete: discipline, diversity and ethics* Toronto: University of Toronto Press.

Discussion topic:

To what extent is cyborgification simply the product of progress? Discuss this in relation to how sport has developed and where you predict it is going.

WEEK SEVEN Sexually 'Deviant' Bodies

Themes

Transitioning bodies
Politics of male transition into female sport
The importance of queer theory
How do we get rid of 'closets' in sport?

Required Reading:

- Pieper, L. (2016) *Sex Testing and Gender Policing in Women's Sport*. University of Illinois Press. Introduction and Chapter 1 p.134.
- Sykes H. (2006) 'Queer theories of sexuality in sport studies' Caudwell, J. (ed.) *Sport Sexualities and Queer/Theory*. London: Routledge. p.123.

Supplemental Reading

- Crossett, T. W. (1995) *Outsiders in the Clubhouse: The World of Women Professional Golf*. Albany: State University of New York.
- Caudwell, J. (2006) *Sport Sexualities and Queer/Theory*. London: Routledge.
- Halbert, C. (1997) 'Tough Enough and Women Enough'. *Journal of Sport and Social Issues* Vol. 21:7:36.
- Hall, M. (1996) *Feminism and Sporting Bodies: Essays on Theory and Practice*. London: Human Kinetics.
- Henne, K. E. (2015) *Testing for Athlete Citizenship: regulating doping and sex in sport*. Rutgers University Press.
- Howe, P.D. (2002) 'Women's Rugby and the Nexus Between Embodiment, Professionalism and Sexuality: An ethnographic account'. *International Football Studies* Vol.4 (2) pp. 77-92.
- Krane, V. (1996) 'Lesbians in Sport: Toward Acknowledgment, Understanding and Theory'. *Journal of Sport and Exercise Psychology* Vol. 18:237-246.
- Menesson, C. (1999) 'Hard' Women and 'Soft' Women: The Social Construction of Identity Among Female Boxers'. *International Review for Sociology of Sport* Vol. 35(1) p. 21-33.
- Mikosza, J. and Phillips, M. (1999) 'Gender, Sport and the Body Politic'. *International Review for the Sociology of Sport*. Vol. 34(1) p. 1-16.
- Sedgwick, E.K. (2008) *Epistemology of the Closet*. London: University of California Press.
- Sykes, H. (1998) 'Turning the Closets Inside/Out: Towards a Queer Feminist Theory in Women's Physical Education'. *Sociology of Sport Journal* Vol. 15: 154-173.
- Wackwitz, L. A. (2003) 'Verifying the myth: Olympic Sex Testing and the Category of "Woman"'. *Women's Studies International Forum*

Foucault Studies 1:77-94.

Tremain, S. (2005). Foucault, governmentality, and critical disability theory: An introduction. In S. Tremain (Ed) Foucault and the government of disability, University of Michigan Press.

Tweedy, S.M. (2002) 'Taxonomic theory and the ICF: Disability classification', Adapted Physical Activity Quarterly, 19, 220-27.

Discussion topic

Is the process of classification a good way to manage the impaired body?

WEEK NINE *Reading Week*

Students should take the time to read supplemental readings to their knowledge base. Time should also be spent THINKING socially and scientifically and planning your final paper.

Remember: Procrastination is the thief of time!

WEEK TEN Pain and Injury

Themes

The where do we gain knowledge of pain and injury

The need to combine various social theorists in order to understand the body 'properly'.

Debates surrounding objectivity and subjectivity.

Should the body be the focal point for all pain and injury research?

Required Reading:

Adams, S., Mason, C.W., Robidoux, M.A. (2015). If you don't want to get hurt, don't play hockey: The Unlucky Efforts of Hockey Injury Prevention in Canada, *Sociology of Sport Journal*

Howe, P.D. (2001) 'An Ethnography of Pain and Injury in Professional Rugby: the case of Pontypridd RFC', in *International Review of Sport Sociology*, 35(3) 289-303.

Supplemental Readings

Bourdieu, P. (1977) *Outline of a Theory of Practice*. Cambridge: Cambridge University Press.

Bourdieu, P. (1984) *Distinction: A Social Critique of the Judgement of Taste*. London: Routledge.

Bourdieu, P. (1990) *The Logic of Practice*. Oxford: Blackwells

Charlesworth, H, and Young, K. (2004) 'Why Female University Athletes Play with Pain:

Motivations and Rationalisations', in Young, K. (ed.), *Sporting Bodies and Damaged Selves: Sociological Studies of Sports*

Risk and its relationship to the body in sport
Sports

injuries (pp. 269288). Oxford: Elsevier.
Tulloch, J. and Lupton D. (20

Triviño, J. L. P. (2013). The challenges of modern sport to ethics: from doping to cyborgs. Lanham, Maryland, Lexington Books.
Waddington, I., 2000. Sport, health and drugs: A critical sociological perspective. London: Taylor & Francis.

Discussion topic:

Any athlete who tests positive on a drugs test should be banned for life. What are the ethical issues involved in this? Can we spot a drug cheat without testing them?

WEEK THIRTEEN Making Sense of the Sporting Body and Culture

Themes

Intersectionality
Pulling bodies apart
Putting bodies back together

Readings:

The ones you have missed above!

Course/University Policies

1. The website for Registrarial Services is <http://www.registrar.uwo.ca>.

In accordance with policy the centrally administered email account provided to students will be considered the individual's official university email address. It is the responsibility of the account holder to ensure that email received from the University at his/her official university

plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (www.turnitin.com).

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on Multiple Choice Exams

Computermarked multiplechoice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. (IB) T-38.86a

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to academic counsellors in their Home Department. Additional information is provided in the [Western Multicultural Calendar](#).

Academic Accommodation

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements

Examination Conflicts

A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as “heavy load” conflicts (e.g., three exams within a 24-hour period). The student should discuss any concerns about a potential conflict and/or request academic considerations with their academic counselling unit prior to the deadline to drop a course without academic penalty

In the case of online tests and examinations, use of a “Conflict Room,” wherein student can write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

5. *Contingency Plan for an In-Person Class Pivoting to 100% Online Learning*

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any remaining assessments will also be conducted online as determined by the course instructor

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

6. Online Proctoring

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide personal information (including some biometric data) and the session will be recorded. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western’s Remote Proctoring website at: <https://remoteproctoring.uwo.ca>

7. Grades

Where possible assignment objectives and rubrics will be posted on OWL.

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

November 13th, 2024 (for first term half courses)

November 30th, 2024 (for full year courses)

March 7th, 2025 (for second term half 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	

D	50-59	Fair work, minimally acceptable.
F	below 50	Fail

Rounding of Grades (for example, bumping a 79 to 80%):

This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade, 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".

Appealing a Grade Within this Course

You have the right to appeal any grade within this course. ~~The~~ grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student's control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a ~~clear~~ detailed explanation of the reasons for the request together with all supporting documentation.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Department Chair (submission of written request)
3. The Dean of the Faculty (submission of written request)

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.pdf>