

Course Syllabus Winter 2017
KIN 3363B
EXERCISE, SPORT, AND *the body* IN WESTERN CULTURE

Instructor: Stephanie Paplinskie
 (spaplins@uwo.ca)
Location: Health Sci Building 236
Lectures: MWF 11:30am-12:30pm

TAs: Kerri Bodin
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 Croteau (ccrotea2@uwo.ca)
Office Hours: By appointment

Course Description: The purpose of this course is two-fold. In the first half of this course we will explore the history of exercise traditions, sport and the body in Western culture from the earliest human experience to the present; it is an analysis of the cause and effect, form and function of sport, concepts and practices of exercise, physical education, and the body in the heritage of Western peoples. In the second half of this course, we will explore representations of sport, exercise, gender, and race in contemporary Western society using feminist and other theoretical concepts. The use of media and other contexts (art, books, etc.) will be incorporated to analyze how men, women, and institutions depict gender and sport as social constructions.

Course Format: This is a lecture, discussion, class participation, and group project senior level Undergraduate course. I regard the ultimate purpose of any University course to be one of fostering and engaging in critical thinking, in the case of this course, critical thinking about the body in Western cultures; all lectures, assignments, and exams are based on the critical thinking premise. Doing the readings prior to each class is mandatory.

Learning Objectives:

Upon completion of this course, students will be able to:

1. **Identify and delineate** theoretical terms, concepts, philosophies and practices concerning the human body in sport, exercise, health, medicine, gender and sport as a social construction. (Knowledge)
2. **Compare and contrast** cultural patterns of body attitudes and practices using feminist and other theoretical approaches to gender, exercise and sport. (Analysis)
3. **Synthesize** research and theoretical views of the body, gender and sport in a personal and cultural context through classroom discussion and research papers. (Application)
4. **Develop** abilities to critically reflect upon own learning and relate to the topics on gender and sport discussed in class. (Reflection)

Course Text:

All course readings and materials will be posted on OWL.

Assignments and Grading:

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| • Attendance & participation | 10% |
| • Mid-term examination (scantron), in class February 15 th 2017 | 30% |
| • Individual Project (due within 2 weeks theme/topic approval) | 30% |
| • Group Research Project (assigned in class Week 4; due Week 11) | 30% |

Important Information:

- While every attempt will be made to follow the topics and readings as outlined below, it is possible that changes to the readings or the weekly themes may be amended or adjusted. Please note that any such changes will be noted on OWL and made clear to you in class. It is your responsibility to ensure that you are up to date with any and all changes made to our schedule.
- Most of the grading for this course will be done by our teaching assistants. Should you have a concern about your grade, here is the procedure you **MUST** follow: first, there is a moratorium on discussing a grade for 24 hours. After 24 hours, you must outline your concern(s) in writing stating why you want the mark to be reconsidered, and give this to your teaching assistant. Then you must meet with her to discuss the situation. If you and she cannot agree on the grade, you may request, in writing, that I consider the matter further. I will regrade your work; however, please note that I can leave the grade as it is, or change it up or down.
- Late assignments will be deducted 2% per day, and weekends count as two days. Both the individual assignment and the group assignment are due at the **beginning of class** on the due date. If you cannot come to class, they can be submitted by 4pm on the due date to the KIN Drop Box. Otherwise, they will be marked a day late.

GENERAL COURSE POLICIES & PROCEDURES**Rounding of Grades and Re-Weighting of Exams**

These practices will not occur in this course. 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 and there is no re-weighting of exams or exam questions. Please do not ask me to do this for you. It degrades my experience as your professor and your experience as a student. We both have an appreciation for high standards.

STATEMENT ON USE OF ELECTRONIC DEVICES

Policy on Laptops in Class

The University of Western Ontario acknowledges the integration of new technologies and learning methods into the curriculum. The use of laptop computers can contribute to student engagement and effective learning. You WILL need the use of a laptop, tablet, and/or smartphone for this course; however, the instructor may choose to limit the use of electronic devices during group discussions, active learning activities, films, and group activities. If students are found using their laptops for anything other than taking notes or gathering research for their group project during tutorial (e.g. Facebook, TSN, personal banking, Youtube, etc.) they will be asked to leave IMMEDIATELY. If misuse of laptops occurs during class time, laptops may be banned for the remainder of the class for ALL students. If it becomes an ongoing disruptive and disrespectful issue, laptops may be banned for the remainder of the course for ALL students.

Cellphones and Similar Devices

Cellphones and similar devices, must be on silent (not just vibrate) during classes unless specific permission is sought for emergency purposes in a given class. Text messaging/Facebooking etc. is NOT permitted during class. If you MUST utilize your cell phone during class time for emergency situations, you need to communicate this with the instructor BEFORE class begins. If a student is found using any of these devices in class, he or she may be asked to leave the class.

Course Website (OWL Sakai)

All students in this course need to use OWL to access resources used in this course such as PowerPoint (lecture) handouts, additional handouts and/or readings, and this course outline. Students are responsible to check the OWL site regularly for this course for updates and announcements. Additionally, due to changes in privacy legislation, grades will only be provided to you through the course website – I will not, under any circumstance, convey grades via email or over the phone.

OWL is an electronic shared space that will be used frequently throughout the course for a variety of purposes. Please interact respectfully on this shared e-space. The privilege of contributing to the site can be revoked if deemed necessary.

Please contact Instructional Technology Services (ITS) for difficulties in accessing OWL Sakai at (519) 661-3800, or <https://servlet.uwo.ca:8081/helpdesk/index.jsp>.

CONTACT/QUESTIONS

All questions regarding course content should be posted on OWL Sakai forums. The forums will be set up to include a separate space for questions and discussion related to: (1) lectures/content; (2) the mid-term exam; and (3) group projects. You have the ability to edit and delete your own posts. The instructor and TAs can also delete posts that are deemed to be inappropriate. There will also be a 'general discussion' forum where students can discuss any number of topics.

In all of the above communication tools and any time you are interacting with others on our shared OWL website or via e-mail, please be mindful of 'e-etiquette'. It is expected that you will use proper grammar and punctuation when posting and e-mailing. You are also expected to respect your peers, and instructor in any discussion/forum. Students who do not act accordingly have the potential of losing website privileges. **Please note that you must use your UWO email address for all correspondence regarding this course**

ADDITIONAL STATEMENTS

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, 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 <http://www.uwo.ca/univsec/board/code.pdf>.

English Proficiency for the Assignment of Grades

Visit the website <http://www.uwo.ca/univsec/handbook/exam/english.pdf>.

SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_under_grad.pdf .

Additionally,

1. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking 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 The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).
2. Computer-marked multiple-choice 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.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf.

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by

using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking 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 The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked multiple-choice 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.

Academic Accommodation

Medical and Non-Medical Accommodation

For Western University policy on accommodation for medical illness, see:

www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

Student Medical Certificate (SMC): studentservices.uwo.ca under the Medical Documentation heading.

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. It will be the Dean's Office that will determine if accommodation is warranted.

For work worth less than 10% of the final grade, the instructor will consider requests for academic accommodation on medical grounds made in a timely manner in writing or by appointment in office hours. Such requests need not be accompanied by documentation. The instructor may, however, decide to require documentation be submitted to the appropriate Academic Counselling office.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for accommodation on medical grounds, or for other reasons. All documentation must be submitted to the Academic Counselling office of a student's home Faculty. For Kinesiology students, you may go to the School of Kinesiology Office in 3M Centre, room 2225.

Compassionate Accommodation

Academic accommodation (extensions, makeup tests and exams, additional assignments etc.) may be given to students on compassionate grounds. The situations for which compassionate accommodation can be given must be serious, including significant events such as death in the immediate family, trauma (fire, robbery, harassment, muggings, car accidents, etc.) or emergency situations. Documentation is required.

If a member of your immediate family is seriously ill, obtain a medical certificate from the family member's physician and submit the documentation to your Academic Counsellor.

If you have been involved in a severe accident, fire or some other exceptional crises, obtain a copy of the police report or be prepared to provide the necessary documentation upon request.

Bereavement

Generally, for deaths within a student's immediate family (parents, guardians, caregivers, siblings, spouses), bereavement leave is granted, upon provision of documentation.

For deaths within a student's extended family, academic accommodation is given for one to three days, upon provision of documentation.

Students seeking additional bereavement leave for religious or other reasons should contact their Academic Counsellors, and provide valid documentation. For Kinesiology students, you may go to the School of Kinesiology Office in 3M Centre, room 2225.

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance.

<http://multiculturalcalendar.com/ecal/index.php?s=c-univwo>

Further specific information is given in the Western Academic Calendar.

Support Services at Western

Office of the Registrar: www.registrar.uwo.ca

Student Development Centre: www.sdc.uwo.ca

Mental Health @ Western: www.uwo.ca/uwocom/mentalhealth/students.html

Psychological Services: www.sdc.uwo.ca/psych

Services for Students with Disabilities: www.sdc.uwo.ca/ssd

Accessibility Information: www.accessibility.uwo.ca/

Writing Support Centre: www.sdc.uwo.ca/writing

Learning Skills Services: www.sdc.uwo.ca/learning

International and Exchange Student Centre: www.sdc.uwo.ca/int

Career Centre at Western: www.success.uwo.ca/careers/

GRADES AND GRADING POLICIES

Guidelines to the Course Grade Range

These guidelines are benchmarks, and are not to be followed as rigid regulations. They will be adjusted as appropriate to take into account the level of the course and any specific instructions given by a professor. As well, competency in English language usage (including spelling and grammar) may be taken into account in the assignment of grades by individual instructors. Note that the 70-79 grade range is broken into two divisions, as this is the grade range into which a large number of students fall.

90-100 (Outstanding, A+)

The report shows sparkling originality and exhibits a high degree of critical analysis of the topic. Sophisticated synthesis and analysis of the theoretical and conceptual dimensions of the topic are demonstrated. Mastery of complex material and ideas is immediately evident. The topic is treated with sensitivity and subtlety of thought. The quality of the writing and background research is exemplary.

80-89 (Excellent, A)

The report shows originality and exhibits a high degree of critical analysis of the topic; it gets to the heart of the matter with comments and/or questions. It is clearly focused and logically organized. The quality of writing makes the report immediately understandable. Mastery of complex material and ideas is demonstrated. The report is of appropriate length, while preserving the priorities and emphasis of the material, so that the result is meaningful, not simplistic.

75-79 (Very Good, B+)

The report shows above average analysis, critical thinking and independent thought. Claims are supported by ample evidence and the components of the topic are well-researched and presented. The topic is addressed in reasonable depth and/or breadth and covers material appropriate to the course. The analysis is organized around focal points and the argument is easily followed. The report demonstrates an above average ability to write in an intelligible style and to condense material meaningfully and with a concern for priorities of that material.

70-74 (Good, B)

The report shows an attempt at analysis and critical thinking. Claims are supported by reasonable evidence. The topic is addressed in some depth and/or breadth, with references to the appropriate literature and course material. The analysis is organized around focal points. The report is generally well written and well argued.

60-69 (Competent, C)

The report demonstrates adequate comprehension of the topic. The report is on topic and is a reasonable summary of material covered in the course, but goes no further. Facts are stated accurately; the quality of writing is sufficiently intelligible with enough elaboration and enough connections made between ideas to permit a reader to understand the point of the report.

50-59 (Marginal, D)

The report shows less than adequate comprehension of the topic and of the material covered by the course. The report is a less than adequate summary of sources and/or is considerably off-topic. Facts are stated inaccurately or ambiguously; the writing style is difficult to follow; there is insufficient elaboration to permit reader's comprehension of relations among ideas; little judgment is shown in selecting detail for inclusion in the report.

Below 50 (Unacceptable, F)

The report demonstrates a failure to comprehend the topic. The material is disorganized and unintelligible. The report clearly does not meet the minimal requirements of the assignment.

*****NOTE:** In keeping with the Freedom of Information and Privacy Act, all student grades are regarded as strictly confidential between each student and the course instructor. All grades will be posted for each student on WebCT/OWL; full course grade statistics, the number of A+'s, A's, B's etc will also be posted but each student will only be able to view his/her grade.

ABOUT THE ASSIGNMENTS

Attendance and Participation:

I expect that you will make every effort to attend class, keep up with your readings and contribute to the discussions. **I may call on any of you specifically for comments on the day's readings, so be sure to read them before class.** Please note that merely showing up will not necessarily even garner you a passing grade for attendance/participation. You must contribute in a thoughtful, constructive and respectful manner. I will also be using Kahoot! on various days as a method of taking attendance for the course and using your student numbers as a mean of identification. If you fail to log on to Kahoot! on more than one occasion, you will be deducted 1% from your attendance and participation marks for every missing log in.

Individual Project/Paper:

Students will submit 8-10 pages (excluding cover page and bibliography), 10-12 point font, double spaced, on a topic of their choosing on any aspect of topics/materials discussed in the course. An essay outline is required for approval (in advance). Individual topics/themes MUST NOT overlap with your group research project. Your assigned TA must approve topics and **once your topic has been approved, you will have exactly 14 days to submit your paper (due by 4pm in the KIN Drop Box)**. The paper will be graded based on the student's ability to demonstrate critical reflection on themes and knowledge learned in this course and from their own personal experiences.

Group Research Project:

In randomized groups of 3-4 students, each group will submit 10-12 pages typed (excluding cover page and bibliography), between 2500-3000 words (250 words per page), double-spaced on a topic of the groups' selection. An essay outline is required for approval (to be posted on your groups' OWL Forum no later than **4pm on Friday February 17th 2017**) to be reviewed by your assigned TA. There are three parts to the submission of the project, as outlined below.

*****NOTE:** You should (individually and as a group) keep a log—on your Groups' OWL Forum-- detailing WHEN you met, WITH WHOM, FOR HOW LONG, WHAT WAS DISCUSSED, **plus your own thoughts/reflections about WHAT WAS DISCUSSED**. Please let me know, in complete sentences, how your thinking about the topics changed or progressed throughout the process. I also want to know who did what in terms of leadership roles, grunt work, and so on, but this information can be in point form. *EVERYONE in your group should post relevant comments at least 8-12 over the course of the semester.*

Part 1:

Generate an annotated but manageable bibliography or reading list (about 5 or 6 sources per person for each group. By "sources", I mean articles, book chapters, commentaries, etc.). In an annotated bibliography, along with the citation is a paragraph describing what the central argument is and whether/not you found it useful and why. If you find an article (or even two articles) that you think are particularly well done and would be helpful to share with your classmates, please let me know and we can arrange to post it or them to our OWL site. Regardless of this option, I strongly encourage you to meet as a group and discuss what you have found, what your thoughts are about the critics you've read, what you think is covered by these critics and what is left out. Useful discussion and sharing of information are important skills for you to develop not only as you move into your senior year at Western, but also in the immediate future when you (might) hold a job or go to graduate school. Each member of the group will post individually on their groups' OWL Forum. Individual submission are due on **Friday, March 3rd 2017 at 4pm.** Submission posted after 4pm will be marked as late and will result in a 1% deduction of that group member's participation marks.

You will turn in ONE GROUP-GENERATED ANNOTATED BIBLIOGRAPHY as part of your FINAL package.

Part 2:

In the second portion of the project (done before, after, or concurrently with the first part), I want you to locate 4-8 examples from existing media content (advertisements, web sites, clips from tv shows, clips from movies, t-shirts, pdf's of print ads, whatever) that illustrate those themes or ideas consider what your favourite (or most hated or most provocative) media examples might be, and collect some clips or samples. If you find some examples that are of particular interest, please sent them to me directly and I can show in class.

As a group, please put all your clips, images, etc. into a Powerpoint presentation—just plain

background. You can email the presentation to your TAs directly or post the link to the presentation (if using Google Drive, etc.) on your Groups OWL Forum for review. This is a GROUP submission, not to be submitted individually. **Due Friday, March 17th 2017 @4pm.**

Part 3:

Your 10-12 page group research paper will comprise one 'pooled' group mark and is worth 30% of your final grade. A pooled grade means that everyone in the group does not necessarily receive the same grade. For example, if the TA and myself believes the package is worth 80% and there are 3 members in the group, the pooled grade will be 240 marks. You may divide those marks up amongst you however you AS A GROUP decide. One person could get 82, one 78 and the third 80. There can be no greater spread though than 10 marks. The default is for everyone to receive the same grade; however, if you know that one person took on a leadership role or did a larger amount of the slogging than some of the others, you may wish to reward her or him by giving up a grade or two of your own. I trust that you yourselves best know and understand how the work was accomplished. **Due at the beginning of class on Friday, March 31st 2017.**

COURSE SCHEDULE

COURSE CONTENT: Course content and/or dates may change at the instructor's discretion. Students will be made aware of any changes in advance

Week 1: Introductory Concepts (Jan 5)

Week 2: From Greece and Rome (Jan 9-13)

Week 3: The Medieval and Renaissance Era (Jan 16-20)

Week 4: The Enlightenment Era (Jan 23-27)

Week 5: The Victorians (Jan 30-Feb 3)

Week 6: The Early Twentieth Century (Feb 6-10)

Week 7: Review, Midterm (in class Feb 15th) & Group Project Preparation (Feb 13-17)

***** Reading Week: Feb 20-24th inclusive *****

Week 7: Feminism, Gender & Exercise (Feb 27-March 3)

Week 8: Race, Racism and Violence (March 6-10)

Week 9: Eroticism in Sport (March 13-17)

Week 10: Queer Eye for the Sport Guy (March 20-24)

Week 11: Aesthetic Bodies and Bodies of High Performance (March 27-31)

Week 12: dis-ABLED Bodies & Aging Bodies (April 3-7)