

Faculty of Health
School of Kinesiology and Health Science

**Doctors, Trainers and Drugs:
The Socio-Cultural Study of Sports and Medicine**

Course: HH/KINE 4495 3.0 (Section M)
Term: Winter 2016
Date/Time Mondays/Wednesdays, 1:00pm to 2:20pm
Location: CB 129

Course Director: Dr. Parissa Safai
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Office Hours: By Appointment Only

Moodle: <https://moodle.yorku.ca/moodle/course/view.php?id=55719>

Email policy:

Email is great technology when used in moderation. Although you may use email to share comments and concerns not raised in class, email will be reserved primarily for arranging appointments and/or attending to issues that need to be resolved immediately (i.e., cannot wait till the next lecture). Where possible, consult the course outline prior to emailing since often the information is there. Course material will be reviewed in class only. Every effort will be made to respond to emails within two working days. Please include <KINE4495> in the subject line of the email.

Please ensure that email messages are professional, clear and coherent. Avoid instant text messaging terms, inappropriate language, emoticons and poor spelling, punctuation or grammar. Simply put, if I cannot understand your email, I cannot respond to it.

Expanded Course Description:

During the twentieth century, the relationship between sports and medicine has developed in the context of broader social, cultural and politico-economic processes. These include: the increasing scientific understanding of the human body; growing attention to lifestyle as a health-risk factor; the development of health promotion; and a shifting balance of power between the medical profession, allied health professions (including Kinesiology) and patients. In conjunction with the rationalization, internationalization and commercialization of sports performance, these processes have combined to lead to the expansion of the system of sports medicine in many, if not all, Western nations. This course introduces students to the social, cultural and historical study of sports medicine. This includes an exploration of the relationships between exercise sciences and sports medicine, the social organization of sports medicine, as well as a sociological analysis of drugs in sport.

Objectives:

The objective of this course is to provide students with an introduction to the social, cultural, and historical study of sports medicine.

Following this course, students will be able to:

1. Identify the major social, cultural, political and historical forces that frame the development and current system of sports medicine in Canada;
2. Critically examine the relationship between sports and medicine, including the increased scientific understanding of the body and the use and abuse of drugs in sport;
3. Develop and apply skills for critical evaluation, written expression, and oral discussion.

Organization of the Course: The course involves formal lectures by the CD and invited guests, supplemented with films/videos where appropriate. The required readings are central to the course. The lectures will serve to enrich, clarify, and illustrate crucial issues from the assigned readings. Discussion of the required readings will be incorporated into the lectures. Lectures are not recorded but lecture slides will be made available to students on the course Moodle site.

Course Text/Readings:

The course utilizes Moodle. Required readings are available in electronic format through York University's Library (YUL). In addition, persistent links to download the readings are provided through Moodle. In the event that the links to the readings are not working properly, it is the student's responsibility to access the YUL system and retrieve the required reading in advance of lecture.

Course Evaluation:

<i>Assessment Item</i>	<i>Percentage of Final Grade</i>	<i>Due Date</i>
Film Review and Peer Feedback	20%	March 7, 2016
In-Class Test #1	20%	February 1, 2016
In-Class Test #2	20%	March 2, 2016
In-Class Test #3	20%	March 30, 2016
Class Attendance and Participation	20%	N/A

Grading:

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments will bear either a letter grade designation or a corresponding number grade (e.g., A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.) (For a full description of York grading system see the York University Undergraduate Calendar - <http://calendars.registrar.yorku.ca/2014-2015/academic/grades/>)

Unless Specified Otherwise, All Written Work Must:

- Include a Title Page with Student Name and Number
- Be double-spaced
- Use 12pt Times New Roman font
- Use one inch margins all around
- Have numbered pages
- Use paragraphs (point form notes are not acceptable)
- Use current APA formatting for in-text citations and referencing

KINE4495 adopts a zero-tolerance policy with regard to Breach of Academic Honesty and Integrity.

Please refer to York University Secretariat website <www.yorku.ca/secretariat> for further information on Breach of Academic Honesty and Integrity, Access/Disability, the Ethics Review process and Student Code of Conduct.

Assignment Submission and Lateness Penalties:

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, the assignment is due in lecture on its due date and you are required to hand in your assignment by the beginning of lecture on the due date. E-mailed assignments will not be accepted. An assignment is considered LATE if handed in after 1:15pm on the due date. Late assignments will be penalized with a 20% grade reduction per day, unless they are accompanied by a doctor's, court-date note, or by other official documentation detailing a serious matter.

Appeals Process:

You may ask for a grade reassessment on the assignment. This, however, is not an ordinary occurrence but an exception. Simply wanting a higher grade is not an acceptable reason for requesting a reassessment. If you believe that your assignment has been wrongly graded, explain why in a one-page, typed letter. Attach this to your graded assignment and hand it back to the course instructor by the next lecture. This timeline will be strictly enforced. Your grade may go up, down, or remain the same. Grade reassessment decisions are final. You cannot argue or appeal your class participation grade.

Weekly Lecture and Required Reading Schedule

M January 4: Welcome and Housekeeping

W January 6: Locating the Study of Risk, Injury and Sports Medicine

M/W January 11 and 13: Violence and the Tolerance of Damage in Sport

- *Required Reading:* Young, K. (1993). Violence, risk and liability in male sports culture. *Sociology of Sport Journal*, 10(4), 373-396.

M/W January 18 and 20: Pain and Injury Culture(s)

- *Required Readings:* Sparkes, A. and Smith, B. (2008). Men, spinal cord injury, memories and the narrative performance of pain. *Disability & Society*, 23(7), 679-690.
- Gillespie, K. (2015, 17 June). "The race to the Pan Am Games – and the pain it takes to make it." *The Star*. Retrieved from <http://www.thestar.com/news/gta/panamgames/2015/06/17/the-race-to-the-pan-am-games-and-the-pain-it-takes-to-make-it.html>

M/W January 25 and 27: On Death and Dying in Sport

- *Required Readings:* Le Breton, D. (2000). Playing symbolically with death in extreme sports. *Body & Society*, 6(1), 1-11.
- Brown, I. (2014, 14 February). "Faster, stronger – deadlier: Why do elite athletes sneer at risk and tempt the gods, and why do we encourage them?" *The Globe and Mail*.

Retrieved from <http://www.theglobeandmail.com/sports/olympics/faster-stronger-deadlier-why-do-elite-athletes-sneer-at-risk-and-tempt-the-gods-and-why-do-we-encourage-them/article16903881/?page=all>

M February 1: In-class test #1 (20%)

W/M February 3 and 8: The Social History of Sports Medicine in Canada

- *Required Reading:* Safai, P. (2007). A critical analysis of the development of sport medicine in Canada, 1955-80. *International Review for the Sociology of Sport*, 42(3), 321-341.

W February 10: Coaching and its Role in the Culture of Risk

- *Required Reading:* Naylor, A. H. (2006). The coach's dilemma: Balancing playing to win and player development. *Journal of Education*, 31-48.

Reading Week: February 13 to 19

M/W/M February 22, 24 and 29: The Sports Medicine System of Professions

- *Required Reading:* Theberge, N. (2009). 'We have all the bases covered.' Constructions of Professional Boundaries in Sport Medicine. *International Review for the Sociology of Sport*, 44(2-3), 265-281.
- Theberge, N. (2009). Professional identities and the practice of sports medicine in Canada: A comparative analysis of two sporting contexts." In J. Harris and A. Parker (Eds.), *Sport and Social Identities* (pp. 49-69). Basingstoke, UK: Palgrave.

W March 2: In-class test #2 (20%)

M/W March 7 and 9: Delivery of Care in Sport

- *Required Readings:* Theberge, N. (2008). "Just a Normal Bad Part of What I Do": Elite Athletes' Accounts of the Relationship Between Health and Sport. *Sociology of Sport Journal*, 25(2), 206-222.
- Gillespie, K. (2015, 29 August). "Pain's name of game for Canada's rowers." *The Star*. Retrieved from <http://www.thestar.com/sports/2015/08/29/pains-name-of-the-game-for-canadas-rowers.html>

M/W March 14 and 16: Brain Trauma in Sport

- *Required Reading:* Anderson, E., & Kian, E. M. (2012). Examining media contestation of masculinity and head trauma in the National Football League. *Men and masculinities*, 15(2), 152-173.
- Arthur, B. (2014, 30 September), "Head trauma is the NFL's biggest tragedy." *The Star*. Retrieved from http://www.thestar.com/sports/football/2014/09/30/head_trauma_is_the_nfls_biggest_tragedy_arthur.html

M/W March 21 and 23: Doping and Sport

- *Required Readings:* Beamish, R. and Ritchie, I. (2004). From Chivalrous 'Brothers-in-Arms' to the Eligible Athlete: Changed Principles and the IOC's Banned Substance List. *International Review for the Sociology of Sport*, 39(4), 355-371.

- King, S. (2013). Beyond the War on Drugs? Notes on Prescription Opioids and the NFL. *Journal of Sport & Social Issues*, 38(2), 184-193.

M March 28: The New Frontiers of Sports Medicine and Science?

- *Required Reading:* Miah, A. (2000). The Engineered Athlete: Human Rights in the Genetic Revolution. *Culture, Sport, Society*, 3(3), 25-40.

M March 30: In-class test #3 (20%)

Instructions on Course Evaluation Items:

Film Review (20%)

The primary purpose of this assignment is to begin to draw your attention to the portrayal (or lack of) of sport-related pain, injury, risk and health/healthcare in popular film. The secondary purpose of this assignment is to familiarize you with the peer review process.

Specific Instructions:

- Each student is to select a popular film on a sport (including physical activity, exercise, dance, etc.) subject. For this assignment, documentaries are not permissible.
- Every student must select a different film and film selections will be confirmed with the CD on a 'first come, first serve' basis. Students will be able to sign up their films with the CD as early as January 6, 2016.
- View and write a review of the film, emphasizing the pain, injury, risk, health/healthcare issues/themes that are or are not evident. Cite specific examples of narrative or dialogue in order to make your case. Successful and persuasive reviews will include a summary of the film AND analysis of the substantive issues/themes present or not present in the film
- Partner with another student in class and provide them with your first draft film review. Your partner will provide you with their first draft film review.
- Each partner is responsible for reviewing and preparing feedback (up to two pages max, double-spaced) of the first draft film review. Feedback is to consist of: 1) a summary of the review; 2) identification of the strengths of the review; and 3) identification of the weaknesses of the review. This component of the assignment is worth 10% of your final grade and the quality of the summary and feedback will be graded (the first draft of the film review will not be evaluated by the CD). The top portion of the peer feedback must identify: 1) the author of the first draft of the film review; 2) the name of the film; and 3) the name of the peer reviewer.
- Prepare a polished final draft of the film review for submission to the CD. The completed film review is to be up to **a maximum of 4 pages typed, double-spaced** and handed in on **Monday, March 7, 2016. Writing counts.** Referencing, if necessary, must follow APA guidelines. This component of the assignment is worth 10% of your final grade.
- **Please note that you are to hand in: two (2) copies of your first draft, two (2) copies of the peer feedback, and two (2) copies of the final draft of the film review.**

In-Class Tests (worth 20% each)

There will be three in-class tests on February 1 (20%), March 1 (20%) and March 30 (20%). Each will focus on lecture content and required readings, and may include multiple choice and/or short answer questions.

Course Attendance (10%) and Participation/Facilitation (10%):

Students are expected to be prepared for and regularly attend the entire class. Attendance on the following dates will not count towards students' final grades: January 4, February 1, March 2 or March 30. For every other lecture date, attendance will count towards 1% of your final grade up to a maximum of 10%. Students who miss class due to illness or another serious matter must provide official documentation no later than the next lecture to ensure course attendance mark.

Evaluation of course participation is primarily based on students' discussion of the material in an informed manner; in other words, in a manner that is grounded in course material. The CD will also utilize different exercises in class as part of the evaluation of class participation. Personal anecdotes and opinions are valuable sources of information but primary contributions to class discussion should be based on readings and lecture material. When personal experiences and/or opinions are shared, students are encouraged to connect these anecdotes with course material. Students will also be evaluated on their facilitation of class discussion, specifically with regard to reading- and lecture-based questions. Facilitation involves building on, responding to, etc. the comments made by peers and the CD in a thoughtful manner. For full participation grades, students must participate consistently throughout each lecture and each week.

Course Participation Supplement:

Individuals who miss class due to illness, or another serious matter, and who still want to contribute to their participation grade may do so by submitting their participation in writing (i.e., here's what I wanted to say in class but couldn't because I wasn't there). Official documentation must be provided for this submission to be accepted by the CD. This submission can be a maximum of one paragraph, double-spaced. A percent grade (1%) will be given for each submission, to a maximum of 4% (4 submissions). **You will be asked to share your comments at the beginning of the subsequent class.** Submissions will not be accepted from students who are late for or leave class early, unless official documentation is provided. **This option will NOT result in additional marks for individuals who participate regularly in class in the manner outlined above.**