

Faculty of Health, School of Kinesiology and Health Science

Acknowledgement of Indigenous Peoples and Traditional Territories:

York University recognizes that many Indigenous nations have longstanding relationships with the territories upon which our campuses are located that precede the establishment of York University. We acknowledge our presence on the traditional territories of the Mississaugas of New Credit, the Huron-Wendat, the Haudenosaunee Confederacy and the Métis Nation of Ontario.

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

Course: HH/KINE 4495 3.0 (Section N)
Course type: Blended
Term: Winter 2019
Date/Time Mondays/Wednesdays, 11:30am to 1:00pm
Location: HNES 037

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

Moodle: TBD

Email policy:

Students are welcome to use email to share comments and concerns not raised in class. However, email communication will be reserved primarily for arranging appointments and/or attending to issues that need to be resolved immediately (i.e., cannot wait until 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. Please ensure that email messages are professional, clear and coherent. Avoid text messaging terms, inappropriate language, emoticons and poor spelling, punctuation and grammar. Simply put, if I cannot understand your email, I cannot respond to it. Every effort will be made to respond to emails within two business days. The CD will not respond to emails received after 5:00 PM on weekdays and anytime on weekends until the following business day.

Expanded Course Description:

During the twentieth century, the relationship between sports and medicine has developed against the backdrop of broader social, cultural and political 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 introduce students 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 “culture of risk,” the performance principle, 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: KINE 4495 is offered as a blended course. The course will involve a blend of in-person and online formal lectures by the CD and/or invited guests, supplemented with films/videos where appropriate. The required readings are central to the course. The course will also involve a blend of in-person and online participation. There are required readings throughout the course and the lectures will serve to enrich, clarify, and illustrate crucial issues from the assigned readings.

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>
Digital Storytelling Project	45%	Outline and Storyboard: February 25, 2019 Script and Showcase: April 1, 2019
In-Class Test #1	10%	February 4, 2019
In-Class Test #2	15%	March 6, 2019
In-Class Test #3	20%	April 3, 2019
Class Participation	10%	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

KINE1000 adopts a zero-tolerance policy with regard to Breach of Academic Honesty. Please refer to the York University Secretariat website <<http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>> for Senate Policy on Academic Honesty as well as to the Faculty of Health's Academic Integrity Tutorial webpage <<http://health.yorku.ca/current-student-information/academic-integrity-tutorial/>>. Please note that the buying and selling of course material (including lecture slides, evaluation items, materials from the Reader and/or Critical Skills Manual) may constitute an infringement of intellectual property rights and/or a breach of Academic Honesty . Additional information on Student Rights and Responsibilities can be found at <<http://www.yorku.ca/oscr/pdfs/CodeofRightsandResponsibilities.pdf>>.

Copyright Information

These course materials are designed for use as part of the HH/KINE 1000 course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law.

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. Unless otherwise indicated, e-mailed assignments will not be accepted. An assignment is considered LATE if handed in after 1:00pm 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 7: Welcome and Housekeeping
- W January 9: Locating the Study of Risk, Injury and Sports Medicine
- M/W January 14 and 16: Violence and the Tolerance of Damage in Sport (**ONLINE BOTH DATES**)
- *Required Reading*: Young, K. (1993). Violence, risk and liability in male sports culture. *Sociology of Sport Journal*, 10(4), 373-396.
- M/W January 21 and 23: Pain and Injury Culture(s) (**IN-CLASS BOTH DATES**)
- *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 28 (**ONLINE**) and 30 (**IN-CLASS**): 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.
 - Robinson, L. (2012, April 5). Extreme sports athletes pay price as officials peddle speed and danger. *The Toronto Star*. Retrieved from <http://www.thestar.com/opinion/editorialopinion/article/1145717--extreme-sports-athletes-like-pay-price-as-officials-peddle-speed-and-danger>
- M February 4: In-class test #1 (20%)
- W/M February 6 and 11: The Social History of Sports Medicine in Canada (**IN-CLASS**)
- *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 13: Coaching and its Role in the Culture of Risk (**IN-CLASS**)
- *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 16 to 22
- M/W/M February 25, 27 (**ONLINE**) and March 4 (**IN-CLASS**): 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.
- W March 6: In-class test #2 (20%)

- M/W March 11 and 13: Delivery of Care in Sport (IN-CLASS)
- *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 18 and 20: Brain Trauma in Sport (ONLINE BOTH DATES)
- *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.
- M/W March 25 (ON-LINE) and 27 (IN-CLASS): 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 April 1: Digital Storytelling Showcase
- W April 3: In-class test #3 (20%)

Instructions on Course Evaluation Items:

Digital Storytelling Assignment (Total: 45% = Outline (20%), Storyboard (5%) and Script (10%), Digital Story (10%)

The purpose of this assignment is to: 1) allow you to explore one of the weekly themes in greater depth; 2) familiarize yourself with the digital storytelling process; and 3) create and present a digital story about the chosen topic.

This assignment will be undertaken in groups and groups will be made up of max. 4 students. The grade for the assignment will be distributed equally among members unless otherwise discussed with the CD at least one week prior to the showcase date.

Specific Instructions:

- Organize into a group of four. Please make sure to discuss your expectations of this project and of workload prior to finalizing your group. Each group must create a group name.
- Choose one of the weekly topics. Please note: there may be a cap on the number of groups per topic.
- From a critical socio-cultural perspective, explore your group's chosen topic. This will involve reviewing the required readings assigned by the CD for the topic and then searching for additional scholarly and popular media resources (e.g., research, policy, news reports, magazine articles, etc.) that pertain to your group's chosen topic. Your group's review of these materials (course-specific required readings and beyond) must include both description and analysis.
- Review the five digital storytelling modules that have been prepared for the KHS Communities in Motion platform. These can be located at <http://kincommunities.info.yorku.ca/>
- Develop a digital story that highlights the research your group has undertaken in relation to the chosen weekly topic, and that which adheres to the principles of digital storytelling as identified in the KHS Communities in Motion platform: <http://kincommunities.info.yorku.ca/>.
- On February 25, 2019, each group must hand in an outline and storyboard. The outline (max: 6 pages not including references) must include a brief description of the digital story that your group is preparing as grounded in the research undertaken in the steps above. It is expected that you will reference a minimum of six (6) scholarly, peer-reviewed articles. Lecture material from this course or other courses will not count towards minimum requirement. The outline may be written in point form but is not to be a 'first draft' document. Each group must also hand in a storyboard of their digital story in progress. This portion of the assignment is to be emailed to the CD by no later than 11:30am on February 25, 2019.
- Prepare a 5-minute max digital story for presentation for screening on June 12. Time limits will be strictly enforced. Please note that attendance is mandatory on this date.

In-Class Tests (worth 10, 15, and 20% respectively)

There will be three in-class tests on February 4 (10%), March 6 (15%) and April 3 (20%). Each will focus on lecture content and required readings, and may include multiple choice and/or short answer questions.

In-Class and On-line Participation (10%):

Students are expected to be prepared for and attend all of the in-class sessions, as well as participate in the online forum of the course.

On-line Participation/Facilitation:

Students are expected to contribute throughout the term to the online discussion forum of KINE 4495 both as facilitators and participants of discussion threads. Students are expected to identify current popular media examples of themes raised in class. Identification of current popular media examples should be grounded in course material and students need to provide justification for why they feel their example is noteworthy. The participation/facilitation will be in the form of a Moodle Discussion so that contributions can be shared with the entire class, and students can respond to and build on one another's ideas. Students will be assessed based mostly on the quality and somewhat on the quantity of their specific contributions (be they popular media examples or responses to others' contributions). In other words, this is much like class participation but around a specific topic and via Moodle.

Again, evaluation will be primarily based on students' discussion of the material in an informed manner; in other words, in a manner that is grounded in lectures and course readings. Personal anecdotes and opinions are valuable sources of information but primary contributions to class discussion should be based on readings. 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 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 and meaningfully throughout the course.

Course Participation Supplement:

Individuals who miss in-person 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 3% (3 submissions). **You may 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.**