

Western HealthSciences

School of Kinesiology KIN 3463F – Sport, the Body and Culture

Autumn 2025

Campus Supports

Western University is committed to a **thriving campus**. For help with:

- Both physical and mental health, go to [Wellness & Wellbeing](#)
- Studying with disabilities, go to [Accessible Education](#)
- Writing skills, go to the [Writing Support Centre](#)
- Learning skills and strategies, go to [Learning Development & Success](#)
- Contacting the ombudsperson, go to the [Office of the Ombudsperson](#)



Your course coordinator can also **guide you** to available campus resources and/or services.

Technical Requirements



Stable internet connection



Laptop computer

Important Dates

Classes Begin	Reading Week	Classes End	Study day(s)	Exam Period
September 4	November 3–9	December 9	December 10	December 11–22

September 30, 2025, is National Day for Truth and Reconciliation and is a non-instructional day

December 1, 2025: Last day to withdraw from a first-term half course without academic penalty

Contact Information

Course Coordinator/instructor	Contact Information	Office Hours
Professor David Howe	david.howe@uwo.ca	Book an appointment via email or see me after class

Teaching Assistant(s)	Contact Information	Office Hours
TBD	[insert preferred method]	Via Email and during live sessions

NOTE: All course information including grades, assignment outlines, deadlines, etc. are available via [OWL Brightspace](#). Download the Brightspace Pulse App to stay up-to-date on course communication and enable your notification settings within “Communications” in the top toolbar. Check the website regularly for course announcements. If you need assistance, visit [OWL Brightspace Help](#) or contact the [Western Technology Services Helpdesk](#). They can be contacted by phone at 519-661-3800 or ext. 83800.

Calendar Course Description (including prerequisites/anti-requisites):

This socio-cultural course explores the significance of the physicality of the body in sport by drawing upon the historical, philosophical and sociological development of sporting embodiment. Students will critically engage with unpacking various embodied issues and how these impact upon the body within the contemporary world of sport.

Antirequisite(s): The former Kinesiology 3363A/B.

Prerequisite(s): One of Kinesiology 2250A/B, [Kinesiology 2263F/G](#), or [Kinesiology 3362F/G](#).

Extra Information: 3 lecture/seminar hours.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

NOTE: If you wish to enroll in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.

Delivery Mode: [in-person]

Component	Date(s)	Time
Lecture- Seminar	Wednesday	2-4:50pm

My Course Description

The course is organized around a 3-hour in person lecture/seminar session on Wednesday **attendance is compulsory**. Focusing on the importance of the body in sport and physical activity contexts in culture this course will involve a discussion-based approach to learning. That is, it is vital that students come well prepared to review, consider, and critique what they have read. The success of each session, and the course, depends on this diligent approach being adopted and maintained. The assessment will be linked expectations for high quality social sciences as well as to the readings and issues covered.

Learning Outcomes

Upon successful completion of this course, you will be able to:

1. Upon completion of this course, students will be able to: understand the key theoretical approaches in the study of the body, sport culture and identify the principal researchers/writers associated with them;
2. critically discuss, evaluate and compare the approaches and their contribution to the study of sporting bodies at elite and leisure levels;
3. know and understand the key issues how some sporting bodies are seen as deviant and others are not.
4. know and understand the central concept of embodiment and the impact it can have on a social understanding of difference when it comes to the study of the sport, the body and culture.

Course Schedule

Week	Topic	Seminar Task
1 (10/9)	Introduction: Reading, Thinking and Writing in the 'new' world	
2 (17/9)	The Sporting Body Conceptualised	Individual task – My Body, My Culture and Sport
3 (24/9)	The Body in Health and Illness	Group meetings: Naming Rights - Drop-in Office hour
4 (1/10)	Sport, the Body and Race	Student Led Seminar #1 'the Body, Embodiment in Health and Illness'
5 (8/10)	Feminist Perspectives on Sport and the Body	Test #1 – This in class test, written on paper, starts at the beginning of the class – the lecture this week will follow
6 (15/10)	Technology and the Body	Student Led Seminar #2 'Racialized Bodies and Sport'
7 (22/10)	Sexually 'Deviant' Bodies	Student Led Seminar #3 ' <i>Feminist Perspectives on the Body</i> '
8 (29/10)	Physically 'Deviant' Bodies	Student Led Seminar #4 'Technology and the Body'
	Reading Week	<i>Catch up on missed reading!</i>
9 (12/11)	Pain and Injury	Test #2 – This in class test, written on paper, starts at the beginning of the class – the lecture this week will follow the test
10 (19/11)	Risk Culture: counting the cost	Student Led Seminar # 5 - Sexually 'Deviant' Bodies'
11 (26/11)	Drugs: the future of Sport?	Student Led Seminar #6– ' <i>Physically Deviant Bodies</i> '
12 (3/12)	Making Sense of the Body and Western Culture	Student Led Seminar #7 'How do we use this knowledge'

Course Readings

Please note as student on a third-year course 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 you will have to read much more widely. The supplementary readings are a guide to the type of material you may wish to draw upon to strengthen your argument in the assignments. Obviously, you do not

have to read the entire book if one is listed. In early weeks you might consider focusing on the introductory chapter of a book that is listed in supplementary reading. As the course progresses a deeper drive will likely be required. Note: all reading are accessible for free via the libraries online platforms.

WEEK ONE: Introduction: Reading, Thinking and Writing in the ‘new’ world

Themes:

- Structure and expectations for the course
- Getting to know Owl Brightspace and MS Teams course sites
 - This is vital for the blended nature of the Course!
- ‘Medium is the Message’

Required Reading:

Carrington, B and Andrews, D.L. (2013) ‘Introduction: Sport as Escape, Struggle, and Art’
Andrews, D.L and Carrington, B. (2013) *A Companion to Sport*. Oxford: Wiley
Blackwell p.1-17.

Hargreaves, J. and Vertinsky, P. (2006) *Physical Culture, Power and the Body*.
London: Routledge. Introduction

Supplementary Reading:

Cregan, K. (2006) *The Sociology of the Body: mapping the abstraction of embodiment*.
London: Sage

Crossley, N. (2001) *The Social Body: habit, identity and desire*. London: Sage

Crossley, N. (2006) *Reflexive Embodiment in Contemporary Society*. Maidenhead, UK: Open
University Press.

Featherstone, M. et al. (eds) (1991) *The Body: Social Process and Cultural Theory*.
London: Sage

Hoberman, J. (1992) *Mortal Engines: The Science of Performance and the
Dehumanization of Sport*. New York: Free Press.

Pronger, B. (2002) *Body Fascism: Salvation in the Technology of Physical Fitness*.
London: University of Toronto Press.

Silk, M. L., Andrews, D. L. and Thorpe, H. (2017) *Routledge Handbook of Physical
Cultural Studies*. London: Routledge

WEEK TWO: The Sporting Body Conceptualised

Themes

- The history of ‘the body’ in sociological thinking.
- Key themes in the sociology of the body and the sociology of the sporting body
- The implications of sport for bodies and their boundaries

Required Reading:

Cregan, K. (2006) *The Sociology of the Body: mapping the abstraction of embodiment*. London: Sage Introduction

Woodward, K. (2009) *Embodied Sporting Practices: Regulating and Regulatory Bodies*. London: Palgrave Macmillan. Introduction (p. 1-17)

Supplementary Readings

Blake, A. (1996) *The Body Language: the meaning of modern sport*. Lawrence and Wishart: London.

Cole, C. (2000) 'Body Studies in the Sociology of Sport', in J. Coakley and E. dunning (eds) *Handbook of sports Studies*. London: Sage, 439-460.

Crossley, N. (2001) *The Social Body: habit, identity and desire*. London: Sage

Crossley, N. (2006) *Reflexive Embodiment in Contemporary Society*. Maidenhead, UK: Open University Press.

Featherstone, M. et al. (eds) (1991) *The Body: Social Process and Cultural Theory*. London: Sage

Featherstone M. (1983) 'The Body in Consumer Culture', *Theory, Culture & Society*. 1(2): 18-33.

Frank A. (1990) 'Bringing Bodies Back in: A Decade in Review', *Theory, Culture and Society* 7(1), 131-62.

Frank, A. (1991) 'For a Sociology of the Body: an Analytical Review', in M. Featherstone et al. (eds) (1991) *The Body: Social Process and Cultural Theory*. London: Sage

Grogan, S. (1999) *Body Image; understanding body dissatisfaction in men, women and children*. London: Routledge.

Hargreaves, J. and Vertinsky, P. (2006) *Physical Culture, Power and the Body*. London: Routledge.

Howe, P.D. (2004) *Sport, Pain and Professionalism: Ethnographies of Injury and Risk*. London: Routledge. Chapter 3.

Jarvie, G. (2006) *Sport, Culture and Society: an Introduction*. London: Routledge Chapter 10 (p217-237).

Loy, J.W., Andrews, D.L. and Rinehart, R. (2003), 'The Body in Culture and Sport', in E. Dunning and D. Malcolm (eds.) *Sport: Critical Concepts in Sociology*, vol III, Routledge, London.

Maguire, J. (1993) 'Bodies, Sports cultures and Societies: a critical review of some theories in the Sociology of the Body', *International Review for the Sociology of Sport*, 28(1), 33- 52

Shilling, C. 'The Body and Difference', in K. Woodward (ed.) (1997) *Identity and Difference*. London: Sage, pp. 63-121.

Turner B. S. (1996) *The Body and Society: Explorations in Social Theory*. London: Sage.

Discussion topic:

Can we discuss a social science of sport that is not embodied?

WEEK THREE: The Body in Health and Illness

Themes

- The early foundation of medicine.
- The centrality of the body in medical discourse.
- Issues of surveillance in medicine.
- The development of the importance of medicine in sport.

Required Readings:

Turner B. S. (1992) *Regulated Bodies: Essays in Medical Sociology*. London: Routledge.
Introduction **and** Chapter 5.

Carter, N. (2012). *Medicine, sport and the body: A historical perspective* Bloomsbury Academic. Introduction **and/ or** Chapter 1

Supplementary Readings:

Bourdieu, P. (1990) *In Other Words: essays towards a reflexive sociology*. Oxford: Polity.

Foucault, M. (1975) *The Birth of the Clinic: An Archaeology of Medical Perception*.
London: Vintage Books

Foucault, M. (1977) *Discipline and Punish: The Birth of the Prison*. London: Hammonworth.

Hoberman, J. (1992) *Mortal Engines: The Science of Performance and the
Dehumanization of Sport*. New York: Free Press.

Howe, P.D. (2004) *Sport, Pain and Professionalism: Ethnographies of Injury and Risk*.
London: Routledge. Chapter 1.

Markula, P. (2003). The technologies of the self: Sport, feminism, and Foucault. *Sociology
of Sport Journal*, 20, 87-107.

Merleau-Ponty, M. (1962) *Phenomenology of Perception*. London: Routledge.

Nettleton, S. (1995) *The Sociology of Health and Illness*. Cambridge: Polity. (Chapter
5)

Pronger, B. (2002) *Body Fascism: Salvation in the Technology of Physical Fitness*.
London: University of Toronto Press.

Scott, A. and Malcolm, D. (2015) 'Involved in every Step': how working practices shape
the influence of Physiotherapists in elite sport, *Qualitative Research in Sport,
Exercise and Health*, 7(4-5) 539-557

Thomas, C. (2007) *Sociologies of Disability and Illness: contested ideas in disability
studies and medical sociology*. Basingstoke: Palgrave Macmillan.

Turner B. S. (1995) *Medical Power and Social Knowledge*. (2nd Ed.). London: Sage

Williams, S. J. (2001) 'Sociological imperialism and the profession of medicine
revisited: where are we now?' *Sociology of Health and Illness* vol: 23:2 135-
158.

Discussion topic

Should the ill body be considered deviant when health is transient?

WEEK FOUR: Sport the Body and 'Race'

Themes

- How ideas about race have changed historically.
- The relationship between race, the body and identity.
- How the body is socially constructed through constructs such as 'race' and ethnicity.
- Mediated representations of 'race' and sporting bodies.

Required Reading

Carrington, B. (2010) *Sport, Race and Politics: The Sporting Black Diaspora*. London: Sage. Introduction p.1-23.

Hylton, K. (2010) 'How a turn to critical race theory can contribute to our understanding of 'race', racism and anti-racism in sport. *International Review of the Sociology of Sport*. Vol. 45(3):335-354.

Supplemental Reading

Burdsey, D. (2007) *British Asians and Football: Culture, Identity Exclusion*. London: Routledge.

Carrington, B. and McDonald, I. (2001). 'Race', *Sport and British Society*. London: Routledge, esp. chapters 1 & 6.

Dunning, E. (1999). *Sport matters. Sociological studies of sport, violence and civilization*. London, Routledge. Ch. 8.

Gilroy, P. (1997) 'Diaspora and the detour of identity', in K. Woodward (ed.), *Identity and Difference*. London: Sage, pp. 299-346.

Gilroy P (2000) *Against Race: Imagining Political Culture Beyond the Colour Line*. Cambridge, MA: Harvard University Press.

Hoberman, J. (1997) *Darwin's Athletes: How Sport has Damaged Black America and Preserved the Myth of Race*. Boston: Houghton, esp. Introduction and ch. 1 (Introduction reprinted in Dunning and D. Malcolm (eds.) *Sport: Critical Concepts in Sociology*, vol III).

Hylton, K. (2009) *'Race' and Sport: Critical Race Theory*. London: Routledge.

Malcolm, D. (2012) 'Sport, 'Race' and Ethnicity' in D. Malcolm, *Sport and Sociology*. London: Routledge

Spracklen K (2008) The Holy Blood and the Holy Grail: Myths of scientific racism and the pursuit of excellence in sport. *Leisure Studies* 27(2): 221–227.

Woodward, K. (1997) 'How is difference marked in relation to identity?', K. Woodward (ed.), *Identity and Difference*. London: Sage, pp. 7-63.

Discussion topic

Does 'race' matter in the performance of sporting bodies?

WEEK FIVE: Feminist Perspectives on Sport and the Body

Themes

- The biological and social basis of gender
- The historical development of ideas about how the body defines gender

- Representations of masculinity and femininity in the sports media

Required Reading:

- Cole, C. (1993) 'Resisting the canon: Feminist cultural studies, sport and technologies of the body', *Journal of Sport and Social Issues*, 17: 77-97
- 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. Dunning (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*, 17: 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) 'Gender and sport in the 1990s: Feminism, culture and politics', *Sport Science Review*, 2(1): 48-68.
- Hargreaves, J.A. (1990) 'Gender on the sports agenda', *International Review for the Sociology of Sport* 25: 287-305
- Hargreaves, J (1994). *Sporting Females*. Routledge
- Lenskyj, H.F. (1991) 'Combating Homophobia in Sport and Physical Education', *Sociology of Sport Journal*, 8(1), 40-59.
- McKay, J, Messner, M & Sabo, D (eds) (2000) *Masculinities, Gender Relations and Sport*. London: Sage
- Messner, M (1992) *Power at Play: sports and the problem of masculinity*_Beacon Press
- Messner, M (1990) When bodies are weapons: masculinity and violence in sport *International Review for the Sociology of Sport* 25, pp 203-218.
- Messner, M & Sabo, D (eds) (1990) *Sport, men and the gender order* Human Kinetics
- Scruton, S. and Flintoff A. (eds) (2002) *Gender and Sport: A Reader*. Routledge: London,
- Theberge, N. (2000). Gender and Sport. . In J. Coakley and E. Dunning (eds), *Handbook of Sport Studies*. London: Sage (Chap. 20).
- Thompson, S. (2002). Sport, Gender, Feminism in Maguire, J and Young, K (eds), *Theory, Sport & Society*. Oxford: Elsevier Press. pp 105-128 (Chapter 5).

Discussion topic

To what extent is it still possible to talk about sport as a 'male preserve'?

WEEK SIX: Technology and the Body

Themes

- The role of technology is shaping modern sports bodies
- 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 self-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 Elite 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: Gender Policing in Women's Sport*. University of Illinois Press. Introduction and Chapter 1 p.1-34.
- Sykes, H. (2006) 'Queer theories of sexuality in sport studies' in Caudwell, J. (ed.) *Sport, Sexualities and Queer/Theory*. London: Routledge. p.13-23.

Supplemental Reading:

- Crossett, T. W. (1995) *Outsiders in the Clubhouse: The World of Women's 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*. Leeds: 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. *In 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.
- Mennesson, 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) 5-16.
- 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*, Vol. 26, No. 6, pp. 553 – 560.

Discussion topic:

Be able to critique the case of the South African athlete Caster Semenya

WEEK EIGHT: Physically 'Deviant' Bodies

Themes

- The culture of [dis]ability
- The issue of physicality
- Marginalization of physical difference
- The layering of identity on [im]perfect bodies

Required Reading:

- Howe, P.D. (2008) 'The Tail is Wagging the Dog: classification and the Paralympic Movement', *Ethnography*. Vol. 9 (4): 499-518.
- Silva, C. F. and Howe, P. D. (2018) 'The Social Empowerment of Difference: The Potential Influence of Paraspport' *Physical Medicine and Rehabilitation Clinics of North America*. Vol. 29(2): 397-408. <https://doi.org/10.1016/j.pmr.2018.01.009>

Supplemental Reading:

- DePauw, K. (1997) 'The (In) Visibility of DisAbility: Cultural contexts and "sporting bodies"', *Quest*, 49, 416-430.
- Dupré, J. (2006) 'Scientific Classification', *Theory, Culture and Society*, Vol. 23 (2-3): 30-32.
- Erevelles, N. (2002) 'Voices of Silence: Foucault, Disability and the Question of Self- Determination' *Studies in the Philosophy of Education* Vol. 21(1):17-35.
- Foucault, M. (1977) *Discipline and Punish: The Birth of the Prison*. London: Hammonworth.
- Goffman, E. (1963) *Stigma: Notes on the Management of Spoiled Identity*. NewYork: Prentice-Hall.
- Howe, P.D. (2008) *The Cultural Politics of the Paralympic Movement: Through the Anthropological Lens*. London: Routledge.
- Howe, P. D. and Jones, C. (2006) 'Classification of Disabled Athletes: (Dis)empowering the Paralympic Practice Community' *in Sociology of Sport Journal*. Vol. 23. 29-46.
- Hughes, B. (2000)'Medicine and the Aesthetic Invalidation of Disabled People', *Disability and Society*. Vol. 15 (4):555-568.
- Jones, C. and Howe, P.D. (2005) 'Sport for the Disabled: Issues of Classification and Athletic Performance', *Journal of Philosophy of Sport*. 32(2), 133-146.
- Purdue, D. E. J. And Howe, P. D. (2012) 'See the sport, not the disability? - Exploring the Paralympic Paradox' *Qualitative Research in Sport and Exercise*. Vol. 4 (2) 189-205.
- Sherrill, C. (1999) 'Disability sport and classification theory: A new era', *Adapted Physical Activity Quarterly*, **16**, 206-215.
- Stiker, Henri-Jacques. (1999) *A History of Disability*. Ann Arbor: University of Michigan Press.
- Stone, B. E. (2004). Defending society from the abnormal: The archaeology of bio-power. *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 athletics classification', *Adapted Physical Activity Quarterly*, **19**, 220-237.

Discussion topic

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

Reading Week

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

Remember: Procrastination is the thief of time!

WEEK NINE: 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 *Uneasy Efforts of Hockey Injury Prevention in Canada*, *Sociology of Sport Journal*.
Howe, P.D. (2001) 'An Ethnography of Pain and Injury in Professional Rugby Union: 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-Related Injury*. Oxford, UK: Elsevier.
- Foucault, M. (1977) *Discipline and Punish: The Birth of the Prison*. London: Hammonworth.
- Howe, P.D. (2004) *Sport, Pain and Professionalism: Ethnographies of Injury and Risk*. London: Routledge. Section II
- Leder, D. (1990) *The Absent Body*. London: University of Chicago Press.
- Loland, S. and Waddington, I. (2006) *Pain and injury in sport: social and ethical analysis*. London: Routledge.
- Merleau-Ponty, M. (1962) *Phenomenology of Perception*. London: Routledge.
- Malcolm, D. (2009) 'Concussion in rugby union: a Case of medical uncertainty in sport', *Sociology of Sport Journal*, 26(1)
- Malcolm, D. & Sheard, K. (2002) "'Pain in the Assets": The Effects of Commercialization and Professionalization on the Management of Injury in English Rugby Union', *Sociology of Sport Journal*, 19(2), 149-169.
- Oakley, A. (2007) *Fracture: Adventures of a Broken Body*. Oxford: Polity Press
- Pike, E.C.J. (2004) 'Risk, Pain and Injury: A Natural Thing in Rowing?', in Young, K. (ed.), *Sporting Bodies, Damaged Selves: Sociological Studies of Sports-Related Injury*. Oxford, UK: Elsevier.
- Pike, E.C.J. and J. Maguire (2003) 'Injury in Women's sport: classifying key elements of "risk encounters"', *Sociology of Sport Journal*, 20(4) 232-51.
- Roderick, M., Waddington, I., and Parker, G. (2000). Playing Hurt: Managing Injuries in Professional Football. *International Review for the Sociology of Sport*, 35 (2): 67-82.
- Thing, L. (2004) 'Scars on the body: The Risk Management and Self-Care of Injured Female Handball Players in Denmark', in Young, K. (ed.), *Sporting Bodies and Damaged Selves: Sociological Studies of Sports-Related Injury*. Oxford, UK: Elsevier.
- Waddington, I. (2000) *Sport, Health and Drugs: a critical sociological perspective*. London: Routledge.
- Young, K. (2004) *Sporting Bodies, Damaged Selves: sociological studies of sport-related injury*. Oxford: Elsevier.
- Young, K. and White, P. (1995) 'Sport, Physical Danger and Injury: The Experiences of Elite Women Athletes', *Journal of Sport and Social Issues*, 19(1), 45-61.

Discussion topic:

Compare and contrast male and female experiences of pain and injury in sport. Is gender significant in mediating athletes' experiences of pain and injury?

WEEK TEN: Risk Culture: counting the cost

Themes

- Changing social attitudes towards risk
- The culture of risk in sport
- Risk and its relationship to the body in sport
- Sports participants' attitudes towards risk

Required Reading:

- Albert, E. (1999). Dealing with Danger: The Normalisation of Risk in Cycling. *International Review for the Sociology of Sport*, 34 (2): 157-171.
- Howe, P.D. (2004) *Sport, Pain and Professionalism: Ethnographies of Injury and Risk*. London: Routledge. Chapter 6.
- Lupton, D. (1999) *Risk and Sociological Theory: new directions and perspectives*. Cambridge: University Press. Introduction p.1-11.

Supplemental Reading:

- Caplan, P. (2000) (ed.) *Risk Revisited*. London: Pluto Press.
- Denney, D. (2005) *Risk and Society*. London: Sage.
- Donnelly, P. (2004) 'Risk in Sport', in K. Young (ed.), *Sporting Bodies, Damaged Selves* (pp. 269-288). Oxford, Elsevier.
- Douglas, M. (1966) *Purity and danger: an analysis of concepts of pollution and taboo*. London: Routledge.
- Douglas, M. (1982) *Risk and culture: an essay on the selection of technological and environmental dangers*. London: Routledge.
- Frey, J.H. (1991) 'Social Risk and the meaning of sport', *Sociology of Sport Journal*, 8, 136-145.
- Giulianotti, R. (2009) 'Risk and Sport: An Analysis of Sociological Theories and Research Agendas', *Sociology of Sport Journal* Vol 26: 540-556.
- Howe, P. D. (2004) *Sport, Pain and Professionalism: Ethnographies of Injury and Risk*. London: Routledge.
- Lupton, D. (1999) *Risk*. London: Routledge.
- Lupton, D. (1999) (ed.) *Risk and Sociological Theory: new directions and perspectives*. Cambridge: University Press.
- Messner, M. (1990). When bodies are weapons. *International Review for the Sociology of Sport* 25, pp. 203-219.
- Pike, E.C.J. (2004) 'Risk, Pain and Injury: A Natural Thing in Rowing?', in Young, K. (ed.), *Sporting Bodies, Damaged Selves: Sociological Studies of Sports-Related Injury*. Oxford, UK: Elsevier
- Pike, L & Maguire, J. (2003). Injury in Women's Sport: Classifying Key Elements of 'Risk Encounters' *Sociology of Sport Journal* 20, 4, pp. to be confirmed on publication
- Safai, P. (2003). Healing the Body in the 'Culture of risk' *Sociology of Sport Journal* 20, pp 127-146.
- Safai, P. (2004). Negotiating with risk: Exploring the role of the sports medicine clinician. In K. Young (Ed.), *Sporting bodies, damaged selves: sociological studies of sports related injuries* (pp. 269-288). Oxford: Elsevier.
- Tulloch, J. and Lupton D. (2003) (eds.) *Risk and Everyday Life*. London Sage.
- Young, K. (1991). Violence in the workplace of professional sport. *International Review for the Sociology of Sport* 26, pp. 3-14.

Discussion topic:

‘Sport is bad for an athlete’s health’. Consider arguments for and against this statement.

WEEK ELEVEN: Drugs: the future of sport?

Themes

- Whose body is it anyway?
- Are drugs the problem or anti-doping?
- The evolution of sport...
- Health issues related to drugs

Required Reading:

Connor, J. M. (2009) Towards a sociology of drugs in sport, *Sport in Society*, 12:3, 327-328, DOI: 10.1080/17430430802673676.

Henne, K. E. (2015) *Testing for Athlete Citizenship: regulating doping and sex in sport*. Rutgers University Press. Chapter 1 and 2.

Supplemental Reading:

Amos, A. and Friedman (2009) Drugs in Sport the legal issues, *Sport in Society: Cultures, Commerce, Media, Politics*, 12(3):356-374

Black, T. & Pape, A. (1997). The ban on drugs in sports: the solution or the problem? *Journal of Sport and Social Issues* 21, 1, pp. 83 – 92.

Loland, S., & Hoppeler, H. (2012). Justifying anti-doping: The fair opportunity principle and the biology of performance enhancement. *European Journal of Sport Science*, 12(4), 347-353.

Mottram, D. R. (ed.). *Drugs in Sport*, Spon: London

Mazanov, J. (2009) Debating the role of drugs in sport: a reader, *Sport in Society: Cultures, Commerce, Media, Politics*, 12:3, 296-312

Miller, K et al. (2002). A Comparison of Health Risk behavior in Adolescent users of anabolic-androgenic steroids, by gender and athlete status. *Sociology of Sport Journal* 19, pp. 385- 402.

Møller, V. (2009) *The Ethics of Doping and Anti-Doping: redeeming the soul of sport*. London: Routledge.

Russell, J.S., 2014. Is There a Normatively Distinctive Concept of Cheating in Sport (or anywhere else)?. *Journal of the Philosophy of Sport*, 41(3), pp.303-323.

Simon, R. (1985). *Sport and Social Values* Prentice-Hall: New Jersey CH1 & 4

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 use spot a drug cheat without testing them?

WEEK TWELVE: Making Sense of the Sporting Body and Western Culture

Themes

- Intersectionality
- Pulling bodies apart
- Putting bodies back together

Readings: The ones you have missed above!

Assessments and Evaluation

Below is the evaluation breakdown for the course. Any deviations will be communicated.

Assessment	Format	Weight	Due Date	Flexibility	Learning Outcome
Individual Participation and Engagement	In class and Online	15%	Weekly	Student regulations state you can miss one weekly lecture/seminar ¹	All
In Class Test 1	Answer 1 of 4 Essay Questions	20%	Week 5		All
In Class Test 2	Scene Exam – 4 Questions to be given in advance – Professor will select the question to answer on the day	40%	Week 9	Designated Assessment ²⁴	All
Final Essay	Essay	25%	8/12/2025	There are no extensions on this essay ^{3 4}	All

Notes:

1. This course has 12 lectures and 7 group seminars where attendance is expected. No make-ups, extensions or rescheduling of seminars. If more than one lecture/seminar is missed without approved academic considerations, only the first missed session will be dropped and a grade of zero will be assigned to all others. If academic considerations are approved for all missed sessions, the weight(s) will be redistributed onto the completed seminars.

2. Designated Assessment: This assessment has been designated as being central to the evaluation of learning outcomes in this course. Accordingly, students must provide documentation for any absence from this evaluation. If you miss this evaluation, you must complete the makeup assessment which will be held the following week. The makeup assessment is an extension of the Midterm Test, and so you will need to present documentation for this assessment, should you need to miss it. Students must not provide medical or compassionate documentation to the instructor.
3. Students are expected to submit this assignment by the deadline listed. Students submitting their assessment beyond the deadline will receive a penalty of a **Zero_grade** if it is late. Students must not provide medical or compassionate documentation to the instructor.
4. You cannot use undocumented absences for final essay or in class test 2.

General information about assessments

- ☒ All assignments are due at 23:59 EST unless otherwise specified
- ☒ Students are responsible for ensuring that the correct file version is uploaded; incorrect submissions including corrupt files could be subject to late penalties (see below) or a 0
- ☒ Written assignments will be submitted to Turnitin (statement in policies below)
- ☒ Students will have access to Turnitin reports before their submission is graded. Students may have 2 submissions to Turnitin.
- ☒ After an assessment grade is returned, students should wait 24 hours to digest feedback before contacting their evaluator; to ensure a timely response, reach out within 7 days
- ☒ Prior to the filing of a written request for relief, students must attempt to resolve the concern regarding a mark or grade through informal consultation with the instructor. If the student is dissatisfied with the decision of the instructor or does not receive a decision from the instructor, a written request for relief must be submitted to the Undergraduate Chair of the School offering this course, within three (3) weeks from the date that the mark was issued.

The table below outlines University-wide grade descriptors.

Letter grade	Number grade	Description
A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which 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

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 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".

Information about late or missed assessments:

- ☒ Late assessments without academic consideration will be subject to a late penalty of a zero grade.
- ☒ A missed test without appropriate documentation will result in a zero (0) grade. Students will be offered an opportunity to write a makeup test, provided that they have received

academic consideration. Makeup tests may not be offered in the same format as the original test. Make up test will be held **Early** in the morning.

Course-specific conditions:

- ☑ [Insert information about course-specific requirements that must be met to pass the course]

INC (Incomplete Standing): If a student has been approved by the Academic Advising Office (in consultation with the instructor/department) to complete term work at a later date, an INC will be assigned. Students with INC will have their course load in subsequent terms reduced to allow them to complete outstanding course work. Students may request permission from Academic Advising to carry a full course load for the term the incomplete course work is scheduled.

SPC (Special examination): If a student has been approved by the Academic Advising Office to write a Special Examination and the final exam is the only outstanding course component, an SPC will be assigned. If the class has a makeup exam, the student is expected to write the makeup exam. If the class doesn't have a makeup exam or the student misses the makeup exam for reasons approved by the Academic Advising Office, the student will write the exam the next time the course is offered. Outstanding SPCs will reduce the course load for the term the exam is deferred as outlined in [Types of Examinations](#) policy

Academic Policies and Statements

Support Services

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

1. Academic Support and Engagement - <http://academicsupport.uwo.ca>
2. Wellness and Well-being - <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

The websites for Registrarial Services (<http://www.registrar.uwo.ca>), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: <http://westernusc.ca/services/>) and the Student Development Services, should be provided for easy access.

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

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

Statement on Harassment and Discrimination

Western is committed to providing a learning and working environment that is free of harassment and discrimination. All students, staff, and faculty have a role in this commitment and have a responsibility to ensure and promote a safe and respectful learning and working environment. Relevant policies include Western's Non-Discrimination/Harassment Policy (M.A.P.P. 1.35) and Non-Discrimination/Harassment Policy – Administrative Procedures (M.A.P.P. 1.35). Any student, staff, or faculty member who experiences or witnesses' behaviour that may be harassment or discrimination **must report the behaviour** to the Western's Human Rights Office. Harassment and discrimination can be human rights-based, which is also known as EDI-based, (sexism, racism, transphobia, homophobia, islamophobia, xenophobia, antisemitism, and ableism) or non-human rights-based (personal harassment or workplace harassment).

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 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>

Absence from Course Commitments

Students must familiarize themselves with the Policy on [Academic Consideration – Undergraduate Students in First Entry Programs](#)

Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the [central academic consideration portal](#). Students are permitted one academic consideration request per course per term **without**

supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g., December and April exams) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

Students should also note that the instructor may **designate** one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Academic consideration requests may be denied when flexibility in assessment has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes), when there is flexibility in the submission timeframe (e.g. 72 hour no late penalty period), or when timed assessments (e.g., quizzes) are available over an extended period of time (e.g., when you are given a 72 hour time period to start – and finish – the assessment).

Please note that academic considerations in this course are granted by the academic advisors in your home unit and implemented by the instructor of this course in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner. If your absence relates to accommodations that are already supported by [Accessible Education](#), please work with your accessible education counsellor regarding your missed course work.

Accommodation for Religious Holidays

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examination dates. The Faculty of Health Sciences has set School-specific dates for these Special Examinations. Please speak with your instructor about the date on which the Special Examination for this course will be held.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the policy on [Scholastic Discipline for Undergraduate Students](#).

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All 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 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).

Use of Artificial Intelligence for the Completion of Course Work

Within this course, you may only use artificial intelligence tools (e.g., “ChatGPT”) in ways that are specifically authorized by the course instructor. All submitted work must reflect your own thoughts and independent written work.

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

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.

Accessibility Statement

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review [The policy on Accommodation for Students with Disabilities](#). If you think you may qualify for ongoing accommodation (e.g. separate room to write exams, flexibility with deadlines, etc.) that will be recognized in all your courses, we encourage you to visit [Accessible Education](#) for more information.

Correspondence Statement

The centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner. Students are further expected to attend to announcements presented through Brightspace, and to read emails generated in this way.

Use of Electronic Devices

During Exams

Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices (e.g., cell phones, tablets, cameras, smart glass, smart watches, or iPods) during ANY tests, quizzes, midterms, examinations, or other in-class evaluations. **These devices MUST either be left at home or with your belongings at the front of the room. They MUST NOT be at your test/exam desk or in your pocket. Any student found with a prohibited device will be referred for investigation of a Scholastic Offence, per the policy listed above. The typical first-offence penalty for possession of a prohibited device is zero on the test or exam.**

During Lectures and Tutorials

Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class.

Copyright and Audio/Video Recording Statement

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

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 Brightspace 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.

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>.

Academic Appeals and Scholastic Offences

Students can file a **request for relief from academic decisions** if the request is based on one or more grounds listed in the policy. Students can read more about the policy [here](#) and a link to the procedures is listed in the Support Services sections of this document.

Students may **appeal** some academic and scholastic disciplinary decisions by a Dean or their designate, to the Senate Review Board Academic (SRBA). Students can read more about the policy [here](#) and a link to the procedures is listed in the Support Services section of this document.