



Course Director Dr. Amanda De Lisio adelisio@yorku.ca Email for appointment	Teaching Assistant Valerie Bhupaul val98@yorku.ca Email for appointment
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Tuesday @ 1:30-3:00pm Accolade West Building, Room 205	Thursday @ 1:30-3:00pm Accolade East Building, Room 005
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Acknowledgement of Indigenous Peoples and Traditional Territories

York University is on the traditional territory of many nations including the Mississaugas of the Credit, the Anishnabeg, the Chippewa, the Haudenosaunee, and the Wendat peoples and is now home to many diverse First Nations, Inuit, and Métis peoples. The nation now known as Canada is only possible through the violence committed against these nations and peoples. The continuation of this violence—the persistent accumulation through death and dispossession—is the demise of Indigenous worldviews and lives and as we increasingly witness now the death of all nonnormative worldviews and lives on this planet. We will grapple with these continuities and economies of violence in our short time together, as you will be obliged to grapple with the death, destruction and complex crises created in their name—COVID-19 and climate collapse are two such inescapable yet avoidable examples. Homeless is another (for more, see Generation Homeless on YouTube). This is thus more than an acknowledgement of stolen and unethically treated land; it is an acknowledgement of the violence that must end and the ongoing fight to recognize all sovereignties beyond the sovereign.

“Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next. We can choose to walk through it, dragging the carcasses of our prejudice and hatred, our avarice, our data banks and dead ideas, our dead rivers and smoky skies behind us. Or we can walk through lightly, with little luggage, ready to imagine another world. And ready to fight for it.”

—Arundhati Roy

Course Description and Objectives

COVID-19 has exposed a myriad of structural inadequacies in contemporary life: homelessness, opioid epidemic, police violence, dwindled social welfare, limited labour protection, climate crises, etc. Much of which stem from historic yet continued crises of capitalism. It also revealed the type of mutual aid and transnational solidarities demanded and created in response to systemic failure: BLM, #COVIDNasFavela, #LandBack, #NiUnaMenos, etc. This course is designed to use sport and physical culture as an avenue to examine current political and economic trajectories. Why? Because this is integral to health—the health of our families, communities, and cities in which we come to live and work. In this course, we will ask: How sport and/or physical culture are used to maintain structural violence and persistent inequities? How sport and/or physical culture might be used to negotiate, challenge, and ultimately produce positive social change? To expand these curiosities, we will examine sport as a spectacle, sport as work, and sport and the state—through key sociological theories.

What is Sociology? Sociology is the scientific study of social life and human behaviour—or the extent to which membership within or exclusion from a social group will affect individual behaviour. The quest to understand human behaviour can also be found in psychology, anthropology, political science, criminology, etc. However, C. Wright Mills defined the “promise” of sociology as the ability to understand the relationship between personal experience and the broader social and historical context. Sociology emerged at the time of the industrial

revolution, an era of profound turmoil and social transformation, and associated crisis. For sociology to emerge amidst the industrial revolution, first, the scientific revolution had to occur or the use of evidence to substantiate theories and, second, the democratic revolution had to occur or the ability of people to understand that human action DOES influence/change society. It used qualitative and quantitative methodologies to empirically explain a wide range of phenomena. Sociology is still relevant because it is needed to critically evaluate human social life—to think, assess with evidence, and communicate clearly, creatively, and effectively about the type of world we made and will make.

By the end of the course, the student should:

- Think critically about the role of sport and/or physical culture in contemporary culture;
- Analyse the possibilities for sport and/or physical culture to produce positive social change;
- Devise a strategy to use sport and/or physical culture to attend to a particular social crisis or issue;
- Research this issue and associated strategy via existent sociological literature; and
- Define the issue and defend strategy to an expert panel.

As a final note, we do not limit our sociological investigation to sport in this course. As referenced in this description, we also attend to physical culture which is understood as any cultural practice in which the physical body is central—whether the body is in motion or represented, it is constantly imbued with power. We thus consider exercise, health, dance, recreation, leisure, fitness, sex, work, etc. as potential foci in this course.

Course Policies and Resources

Location

This course will be entirely conducted in-person. The class will convene on Tuesday in Accolade East Building (Room 005) and Thursday in Accolade West Building (Room 205) at our scheduled time (1:30-3:00pm EST). Content will be made available via eClass. Classes will not be recorded. Please email the instructor if an accommodation is needed.

Learning Expectations and Environments

This is an unprecedented moment cloaked in uncertainties. As a class, we can commit to and attempt to guarantee safety, respect, and dignity in the time we share. Should an issue arise, please communicate with the instructor directly. The instructor will do everything in their power to remedy the situation and support you. Alternatively, there are several resources available to you as a student at York University (listed alphabetically below).

Family Care Policy

York University does not have an official policy on family care in the classroom. I understand that emergencies happen—particularly now—and that caregiving plans may suddenly change.

Should you anticipate such issues, feel free to contact me to establish a plan to address (potential) needs regarding family obligations.

Late Submission Policy

The penalties for late submission of assigned coursework (e.g., papers, assignments) are 10% per day unless previously discussed with the course instructor and/or accompanied by Faculty-approved documentation.

Academic Advising <https://kine.info.yorku.ca/academic-advising-office/>

Academic advising appointments are available through the Faculty of Health, Office of Student and Academic Services. The Kinesiology and Health Science Academic Office can aid with academic (KINE) and practicum (PKIN) courses, course progression, course enrolment, transfer credits, etc. as well as a variety of in-house learning skills, career education, and accessibility services resources and workshops. Students may attend virtual workshops, fairs, or schedule one-on-one appointments with a learning strategist and/or career educator at (416) 736-5299, email (ugkhs@yorku.ca) or through their website.

Career Centre <https://careers.yorku.ca/>

The Career Centre provides a range of career services for undergraduate and graduate students including career workshops, one-on-one advising, and other career education resources.

Mental Health and Wellness <https://mhw.info.yorku.ca/resources/resources-at-york/students/>

York University has a number of different confidential counselling services for undergraduate enrolled in KINE degree programs. Many students find it helpful to meet with a counsellor to learn how to manage stress around schedules, exams, relationships, or any other (un)expected challenge. For a list of all available activities and resources, see their website for more details.

Student Success Centre <https://success.students.yorku.ca/>

The Student Success Centre offers group workshops and individual counselling on a wide range of learning issues, including time management, stress and anxiety, exams, textbook reading, note-taking, concentration, memory and other aspects of study.

Student Accessibility Services <https://accessibility.students.yorku.ca/>

Accessibility Services provides services and programs for students with documented needs. Students with temporary injuries also qualify. Services include test and exam arrangements, note-taking services, etc.

Writing Centre <https://writing-centre.writ.laps.yorku.ca>

The Writing Centre provides free instruction to develop your writing skills. Trained instructors can help you improve your capacity to plan, organize, write, and revise academic papers in any subject. They also help ESL students with language issues. For an appointment, email (lapswrit@yorku.ca) or call (416) 736-2100 ext. 55134.

Course Evaluation

The following is intended as a brief outline. Further detail will be provided throughout the term as necessitated—but can also be made available at the request of a student.

	Percentage	Due date
Class Participation	20% (attendance not included)	Ongoing throughout term
Civic Journalism	30% (max. 1000 words)	October 20 @ 11:59pm
Irresistible Revolution	20% (Presentation) + 30% (Final)	Nov 29 & Dec 1 & Dec 6

Class Attendance & Participation, 20%

Ongoing throughout term

This is a seminar style class wherein everyone is expected to have read the assigned material for each class. Class time will be dedicated to a discussion of this material: it will be research-driven yet tailored to reflect the response and knowledge of the class. Do not overburden the class with a refusal to engage or to speak too much. Practice a generous criticality—deepen, complicate, or clarify the material while recognizing and honoring the effort and experience of everyone in the room. Deliberate with integrity. Debate with dignity.

Civic Journalism Project, 30%

Due: October 20 @ 11:59pm

Each student will be asked to write (max. 1000 words) on a contemporary issue related to sport and/or physical culture. Written in an op-ed style, course content and relevant literature will be used to interrogate the relationship between sport/physical culture and a related social issue. It is advised that the issue chosen for this assignment be related to the topic selected for the final assignment. This assignment could also be submitted as a mini-YouTube video or podcast, but a list of academic references is still required. Group work is also accepted.

Symposium Presentation, 20% + Final Assignment, 30%

**Symposium held on November 29 & December 1
Final Assignment due on December 6 @ 11:59pm**

This two-part assignment will ask each student to participate in, and present at, our #KINE4480Symposium prior to the submission of their final assignment. To complete this two-part assignment, each student will be asked to (i) investigate a contemporary issue in relation to sport and/or physical culture; (ii) research an intervention or strategy to respond to the issue; and ultimately (iii) argue the importance of this intervention in a presentation and final assignment. The symposium will act as a chance to articulate and refine strategies prior to final submission. Note: a mini-documentary, podcast, website, art installation, annotated playlist, etc. is totally acceptable instead of a final paper. Group work and/or peer collaboration is also possible and encouraged.

Civic Journalism Project Rubric
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Due: October 20 @ 11:59pm
 Submit as Word Document to eClass
 APA Format, font size 11 or 12, single or double space
 1000-word max., not inclusive of reference list

Mark: /30

Skill	Distinguished	Proficient	Developing	Incomplete
Introduction (5)	Effectively summarized and described the key issue	Proficiently summarized and described the key issue	Moderately summarized or described the key issue	Does not summarize and/or describe the key issue
Analyse (10)	Use key text from course to illustrate the issue	Proficiently used key text but does vague connection to issue	Does not explain relevance of key text from course to issue	Does not use text from course to illustrate relevant issue
Provide Evidence (5)	Effective and solid evidence to illuminate the argument	Proficient evidence to illuminate the argument	Partial, weak evidence to illuminate the argument	Does not provide evidence to illuminate the argument
Reflection (10)	Clearly and cleverly argued relevance to broader social issue or impact	Proficiently argued relevance to broader social issue or impact	Partially argued but without adequate evidence, explanation or nuance	Does not connect to broader social issue or impact
Grammar*	Appropriate and clear language used throughout; direct, concise, and grammatically coherent	Proficiently appropriate and clear; proficiently direct, concise, and somewhat grammatically coherent	Moderately appropriate and clear; moderately direct, concise, and somewhat grammatically coherent	Inappropriate and unclear language used throughout; indirect, non-concise, and grammatically incoherent

*Keep in mind, although grammar is not quantitatively included in this rubric, it will be considered throughout the assessment of each skill.

Irresistible Revolution Symposium Presentation & Final Assignment Rubric

Due: December 5 @ 11:59pm

Submit as Word Document or electronic file to eClass

APA Format, font size 11 or 12, single or double space

4000-word max., not inclusive of reference list

Presentation Mark: /20

Final Assignment Mark: /30

Skill	Distinguished	Proficient	Developing	Incomplete
Introduction/ Description (5)	Outstanding relevance, creativity, and compelling knowledge / experience	Demonstrated relevance (and possibly creativity)	Minimal relevance, little description	Minimal relevance, knowledge / experience not offered
Research Question & Methodology (5)	Clear and concise; realistic and targeted a specific problem	Clear, seem realistic but downplayed or unnecessarily wordy	Moderately clear or information lack clarity; unrealistic	Not described at all, unclear and / or obviously unrealistic
Connection to Course Content (10)	Engagement with course content is clear and nuanced	Engagement with course content is clear but not nuanced	Engagement with course content moderately clear and not nuanced	Engagement with course content is minimal (neither clear nor nuanced)
Solution & Conclusion (10)	Clearly connected to course content and realistic	Proficiently connected to course content and relatively realistic	Moderately connected to course content but unrealistic	Not connected to the course nor realistic

Irresistible Revolution Template

Submit as Word Document or electronic file to eClass
APA Format, font size 11 or 12, single or double space
4000-word max., not inclusive of reference list

1. Introduce topic and theme(s) from course investigated (approx. 500 words)

E.g., I would like to explore the COVID-19 policies and public health strategies on women involved in informal economies, specifically migrant women in sex work in Toronto, Ontario.

2. Articulate the research question/s (approx. 500 words)

Provide background into your particular concern or interest related to the broader topic and state the research question that your project will address. I hear it is helpful to write your RQ down on a sticky note and stick it to your computer screen to continue to refer back to this question as you write—or return to the question once the paper is done and make sure it is adequately addressed in paper or rephrase the question so that it is.

E.g., How has anti-Asian racism, which heightened in the pandemic (Lam et al. 2021), contribute to violence against women in sex work?

3. Description of methodological approach (approx. 250 words)

Just tell me what you did—pay particular attention to any limitations imposed at this time. Method sections should be honest and forecast future lines of flight for the work.

E.g., To write this assignment, I reread the work of Lam et al. (2021), Crenshaw (1991) and Simpson (2017) with particular attention to the critique of carceral feminism as a tool of colonialism. I used the material created by Butterfly Toronto to analyse in relation to this literature.

4. Connection to relevant course material (approx. 1000 words)

You know this drill—connect and expand upon our reading and learning in the term. You must know the material cited intimately enough to be able to deeply explore a key theme in relation to your topic—esp. if you plan to connect one author to another or multiple, as discussed throughout the term.

5. Solution, logically connected to course material (approx. 750 words)

This is a massive category—clearly the expectation is not that you create the next Google. The intention of this section is that you think productively—not merely pessimistically—about the issue you tackled or considered throughout the term. Be less concerned with the empirical bit.

No one in the class did a deep ethnography this term, and I am fine with that. I focused more on the content than the community-engaged bit—apologies if anyone is now mad about that. Focus more on the theory or content that you read, and we discussed in class. With respect to the emphasis on a productive intervention for the future, and as A. Gramsci wrote, be intellectually pessimistic or critical but remain an optimist of will. At 35, he was sentenced to jail for his political opposition, he made three priorities for his time: 1. Improve physical and mental health; 2. Learn Russian; and 3. Read about the political economy. He served nearly a decade in jail; you can survive a season in quarantine.

E.g., The COVID-19 pandemic illustrated the violence of existent federal legislation and municipal policies created with the intention to “protect” women in sex work.

6. Conclusion (approx. 500 words)

Rephrase your RQ, summarize your argument, connection to the course (major theme/s explored in this piece), and rearticulate your solution for the future—the solution should be a logical extension from course material.

E.g., In conclusion, we should work with women and broader communities directly impacted by legislation and policies rather than impose strategies created without their involvement.