

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.

Philosophical Issues in Kinesiology and Health Science

Course: KINE 4490 3.0
Course Website: Accessed via Moodle <<https://moodle.yorku.ca>>
Term: Fall Term 2019

Time/Location:

T	10:00 - 11:30 pm	CC 106
R	10:00 - 11:30 pm	

Course Director (CD): Dr. Tammy George
Email: georget@yorku.ca
Office: 319 Stong College
Office Hours: Thursday: 12:30-2:30PM or by appointment.

Expanded Course Description:

How do we define and theorize the discipline of kinesiology? Simply conceived as the “science of human movement” this course complicates and problematizes the epistemological underpinnings of the discipline itself. This course is intended to give students a sense of how to understand philosophical issues in contemporary society as they relate to kinesiology, health science and medicine. Specifically, through various themes and topics, the course will offer students a theoretical and philosophical meditation on how we come to know what we know about the body and health in the contemporary moment.

Course Learning Objectives:

1. To gain a critical understanding of some of the major social, philosophical and political forces that influence the discipline of Kinesiology and that frame aspects of how we come to understand health, sport and the body.
2. To deepen and broaden from a sociocultural perspective key debates as they pertain to physical activity, sport and health in Canada; and
3. To develop skills for critical evaluation, written expression, and oral presentation in order to be able to understand, assess, critique and communicate effectively the ideas, concepts, perspectives and arguments addressed in the course lectures and readings.

Organization of the Course: The course involves formal lectures by the CD and invited guests, supplemented with films and 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 will be incorporated into all of the lectures;

Course Text/Readings:

Reading is an important aspect of this course. It provides the foundation or what we will be covering on a week to week basis. Most readings are available in electronic format through York University's Library. Persistent links to download the readings are provided through Moodle. Please see below in the course reading schedule where to locate the readings for the assigned week. I will let you know if and when a reading needs to be accessed through other means.

Course Evaluation:

<i>Assessment Item</i>	<i>Percentage of Final Grade</i>	<i>Due Date</i>
Critical Response Paper I	20%	September 26 th
Critical Response Paper II	20%	October 31 st
Critical Response Paper III	20%	November 14 th
In Class Midterm Test	20%	October 24 th
In Class Final Test	20%	December 3 rd

Course Policies

Unless specified otherwise, all written work must:

- **Be submitted in class to the CD as a Word document.**
- 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 APA formatting for in-text citations and referencing (see APA Publication Manual, 5th Ed.)

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/2013-2014/academic/grades/>)

Assignment Submission and Lateness Penalties:

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, you are required to submit your assignments **by 1:00 PM** on the due date. Electronic copies will not be accepted unless prior arrangements have been made.

An assignment is LATE if submitted after 1:30 PM on the due date. Late assignments will be penalized with one half letter grade (1 grade point) per day, unless they are accompanied by an Attending Physician Statement (see www.registrar.yorku.ca/index.php), court-date note, or by other official documentation detailing a serious matter.

Appeals Process:

You may ask for a grade reassessment on an 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 maximum one-page, typed letter or email and submit to the CD **by the next lecture date**. Your grade may go up, down, or remain the same. Grade reassessment decisions are final.

Assignment Deadline Extension and Missed Exam:

Students with a documented reason for requiring an extension or for missing the exam, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor's letter) may request accommodation from the CD. The length of the extension is up to the discretion of the CD. Regarding missed exams, students must write a make-up exam within 10 business days of the original exam date. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

KINE4490 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 Senate Policy on Academic Honesty and Academic Integrity, Ethics Review Process, Access/Disability, Student Code of Conduct, and Religious Observance Accommodation.

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. Every effort will be made to respond to emails within one to two business days.

Student Accessibility Services (SAS)

SAS provides academic accommodations and support to students with documented disabilities who are enrolled in programs at York's Keele Campus. To register with Student Accessibility Services, students should upload their disability-related documentation to the online registration format: accessibility.students.yorku.ca

Contact Info: By email: sasinfo@yorku.ca OR by Phone: 416.736.5755

SAS is located in N108 Ross Building or N204 Bennett Center for Student Services

Food and Housing Insecurity

When students face challenges securing food and/or housing, it can be difficult and challenging to learn. If you are in this situation and feel comfortable, please let me know, and I will do what I can to

connect you with the appropriate resources. Our campus offers various services and supports for students; know that you are alone in dealing with these issues.

Accommodations with Students with Children

Many students have care responsibility for a child in their life, whether as a parent, guardian, and older sibling, cousin etc. If your childcare needs come into conflict with the course schedule, please don't feel as though you need to miss class. I understand that sometimes, plans fall through and should this happen you are welcome to bring your child to class with you. I kindly ask that you bring materials to keep them busy and remain mindful of your classmates. If you have any questions or concerns, please do not hesitate to contact me.

The Centre for Sexual Violence, Response, Support and Education

If you or your colleagues are dealing with issues in relation to sexual violence or require support, The Centre for Sexual Violence, Response, Support and Education can provide you with the support you may need. They can be reached at: 416.736.5211.

Writing Centre

The Writing Centre at York University can be a very useful tool throughout in your academic journey. If you feel that you struggling with your writing, make an appointment with the writing Centre as soon as possible. They offer online tutoring, on-campus tutoring and writing workshops. They are located in the Ross Bldg. S311, by phone: 416.736.5134 or at: writing-centre.write.laps.yorku.ca OR lapswrit@yorku.ca

Weekly Lecture and Required Reading Schedule

September 5th	<p>Welcome and Introduction</p> <p>-</p>
September 10-12	<p>Theoretical Grounding I</p> <p>Andrew, D. (2008). Kinesiology's inconvenient truth and the physical cultural studies imperative. <i>Quest 60</i>: 45 – 62. (Available as an electronic source on YUL)</p> <p>Andrews, D.L. Silk,M., Francombe, J., Bush, A. (2013) <i>McKinesiology. Review of Education, Pedagogy, and Cultural Studies</i> 35:5, pages 335-356.</p> <p>Lindo, L.M. (2007). Whiteness and Philosophy: Imagining Non-White Philosophy in Schools. In P.R. Carr & D.E. Lund (Eds.) <i>The Great White North? Exploring Whiteness, Privilege and Identity in Education</i>. (pp. 189 – 199). Rotterdam, Sense Publishers.</p> <p>Extra: **Reid, H. L. (2009). Sport, Philosophy, and the quest for knowledge. <i>Journal of the Philosophy of Sport</i> 36: 40-49. (Available as an electronic source on YUL,</p>
September 17-19	<p>Theoretical Grounding II</p> <p>Smith, L.T. (1999). Introduction: Research through imperial eyes. In <i>Decolonizing methodologies. Research and Indigenous peoples</i>. (pp. 1-18). London/New York: Zed Books. (Available as an electronic source on YUL)</p> <p>Smith, L.T. (1999). Chapter 2: Research through imperial eyes. In <i>Decolonizing methodologies. Research and Indigenous peoples</i>. (pp. 42-57). London/New York: Zed Books. (Available as an electronic source on YUL)</p>
September 24 - 26	<p>Knowledge, Power Relations and the Medical Encounter</p> <p>Lupton, D. (1995). Perspectives on power, communication and the medical encounter: implications for nursing theory and practice. <i>Nursing Inquiry</i>, 2(3): 157-163. (Available as an electronic source on YUL)</p> <p>Zola, I.K. (1972). Medicine as an Institution of Social Control. <i>The Sociological Review</i>, 20(4): 487- 504. (Available as an electronic source on YUL)</p> <p style="text-align: center;">***First Reading Response Due***</p>
October 1 – 3	<p>The War on Obesity?</p> <p>Murray, S. (2008). Pathologizing “Fatness”: Medical Authority and Popular</p>

	<p>Culture. <i>Sociology of Sport Journal</i>, 25, 7-21. (Available as an electronic source on YUL)</p> <p>Rail, G. (2012). The Birth of the Obesity Clinic. Confessions of the Flesh, Biopedagogies and Physical Culture. <i>Sociology of Sport Journal</i>, 29(2): 227-253. (Available as an electronic source on YUL)</p> <p>Rinaldi, J., Rice, C., LaMarre, A., McPhail, D., Harrison, E. (2017). Fatness and Failing Citizenship. <i>Somatechnics</i>, 7(2): 218-233. (Available as an electronic source on YUL)</p>
October 8 -10	<p>Rethinking Mental Health</p> <p>LeFrançois, B. A., Menzies, R., Reaume, G. (2013). Introducing Mad Studies. (pp. 1 -18). In <i>Mad Matters: A Critical Reader in Canadian Mad Studies</i>. Toronto, ON: Canadian Scholars Press. (Available on Moodle)</p> <p>Morrow, M. (2013). Recovery: Progressive Paradigm or Neoliberal Smokescreen?. In <i>Mad Matters: A Critical Reader in Canadian Mad Studies</i>. (pp. 323-333) Toronto, ON: Canadian Scholars Press. (Available on Moodle)</p>
October 15 th -17 th	<p>***Thanksgiving/Reading Week! NO CLASS***</p>
October 22 rd -24 th	<p>Midterm Review October 22nd</p> <p>***Midterm Test (In Class on the 24th) ***</p>
October 29 th – October 31 st	<p>Rethinking the “normal” body</p> <p>Clare, E. (2015). “freaks and queers” in <i>Exile and Pride: Disability, Queerness, and Liberation</i>. Durham: Duke University Press, pp. 81-118. (Available on Moodle)</p> <p>McGuire, A. (2010). “Disability, non-disability and the politics of mourning: Rethinking the ‘we’.” <i>Disability Studies Quarterly</i>. 30.3/4: (Available online and through YUL)</p> <p>Withers, A. J. (2012). Diagnosing People as Problems: The Medical Model. In</p>

	<p><i>Disability Politics and Theory</i>. New York, Fernwood Publishing. (To be provided on Moodle/Available through Google)</p> <p style="text-align: center;">**2nd Reading Response Due in Class ***</p>
November 5 th – 7 th	<p>Digital Technologies and Bodily Surveillance</p> <p>Goodyear, V. A., Kerner, C., Quennerstedt, M. (2017). Young people’s uses of wearable healthy lifestyle technologies; surveillance, self-surveillance and resistance. <i>Sport Education and Society</i>: 1-14. (Available as an electronic source on YUL)</p> <p>Whitson, J. R. (2014). Foucault’s Fitbit: Governance and Gamification. In S.P. Walz and S. Deterding (Eds.) <i>The Gameful World: Approaches, Issues, Applications</i>. Cambridge, MA: MIT Press. (To be provided on Moodle/Available through Google)</p>
November 12 th – 14 th .	<p>The Politics of Food</p> <p>Cairns, K., Johnston, J. and MacKendrick, N. (2013). Feeding the ‘organic child’: Mothering through ethical consumption. <i>Journal of Consumer Culture</i>. 13(2): 97-118. (Available as an electronic source on YUL)</p> <p>Cairns, Kate and Josée Johnston. 2018. On (not) knowing where your food comes from: Meat, mothering, and ethical eating. <i>Agriculture and Human Values</i> 35(3): 569-580. (Available as an electronic source on YUL)</p> <p style="text-align: center;">***Final Critical Readings Response Due ***</p>
November 19 th -21 st	<p>Philanthropy and Health</p> <p>King, S. (2010). Pink diplomacy: On the uses and abuses of breast cancer awareness. <i>Health Communication</i>, 25, 286-289. (Available as an electronic source on YUL)</p> <p>King, S. (2013) Philanthrocapitalism and the healthification of everything. <i>International Political Sociology</i>, 1, 96-98. (Available as an electronic source on YUL)</p>
November 26 th -28 th	<p>Dixon, N. (2001). The ethics of supporting sports teams. <i>Journal of Applied Philosophy</i>, 18(2): 149-158.</p> <p>Morgan, W. (2006). Chapter 2: The moral case against American</p>

	contemporary sports. In <i>Why Sports Morally Matter</i> . (pp.25-50). New York: Routledge.
December 3 rd	Final Term Test

Instructions on Course Evaluation Items

I. 60% Critical Reading Response Paper (20% each. Approximately 3 double-spaced pages, 1000 words maximum not including references)

Due Dates: Critical Response Paper I – Thursday, September 26th, 2019
Critical Response Paper II – Thursday, October 31st, 2019
Critical Response Paper III – Thursday, November 14th, 2019

Each student is required to hand in a **3-page** critical reading response paper. They are each valued at 20% each. For the designated week, you are to write a reading response incorporating a minimum of two of the articles covered for that week. Try not to summarize the readings, but rather engage with the theoretical ideas put forth by the author. Think about the following questions as you read and write: Do you agree with the author? Do you disagree with the author? What is the author trying to convey in the piece? What new insights are offered? What do you believe is missing? Do the readings speak to your own experience? How is it challenging you? Your reading response should a) address the readings in some capacity (I want to know that you have read the pieces) and b) offer a critical engagement with the ideas offered. Engage with the readings. The goal of these critical reflections is not to have any authoritative or definite answers, but to showcase **how** you are thinking and engaging with the material. You may end up having more questions after the readings, which I encourage you to incorporate into your reading reflection. As you write this critical response imagine your audience to be the instructor, your fellow classmates and even the author(s) you are responding to. Consider the following questions to guide you as you critically read and engage with this assignment (you do not need to answer all of these questions in your assignment they are designed to get you thinking about the readings:

- a) What were the main themes or ideas covered in the article or chapter?
- b) What were the author's main thesis, argument, and/or conclusion? Does it resonate with you? Why or why not?
- c) What kinds of evidence did the author use to explain or support his/her thesis, argument or conclusion?
- d) Does this article or chapter support or contradict others that you have read? (Be specific and offer informed evidences/arguments for your thoughts)
- e) What questions or critiques would you raise after reading the article? What are the gaps, inconsistencies and limitations?
- f) What are the implications of the author's argument?

- g) How does this article speak to your own experiences?
- h) How does this article or chapter speak to the course?

Please note that when responding to readings for week of September 19th, for instance, **your paper must be turned in that same day before I begin the lecture**, and before we discuss those readings in class. **In short, you can NOT write a reading response paper on readings already discussed in class.**

Mandatory Format Requirements for Written Work:

Unless specified otherwise, all written work must:

- **Be submitted in class and uploaded to Moodle as a Word document through Turnitin.**
- 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 APA formatting for in-text citations and referencing (see APA Publication Manual, 5th Ed.)

And Remember... Proofread your paper carefully for errors in spelling, punctuation and grammar, and stick to the word length limit of the assignment (1000 words maximum). Try to view the paper from the reader's perspective. Will the arguments make sense to a popular audience who do not have a special background on this issue? Did you use technical terms not familiar to the average reader? Use simple, straightforward language with a reasonable tone.

II. 20% Midterm Test – Date: Thursday, October 24th, 2019

Students can expect this midterm to cover at least a minimum of the first four weeks' worth of course material. This test will be composed of short answers and essay questions. Details will be provided later on in the course and will be accompanied with a comprehensive review. **Instructions and sample exam questions will be distributed during designated review days and/or posted on Moodle. It is your responsibility to make sure that you are in class to adequately review the material.**

III. 20% End of Term Final Test – Date: Monday, December, 3rd 2019

The final term test will be scheduled on **Tuesday, December 3rd, 2019**: **Students are also reminded that vacation plans are not accommodated and not sufficient justification for final exam absences and should not schedule such events at any point during this test period. Students should also not ask me to write the final term test before it is scheduled to be written by the rest of the class.** The final term test will be cumulative and may include multiple choice/true or false in format, and survey all course content with a concentration on material discussed after in-class midterm test. The focus of the term test will be on the course readings and lectures.