

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 Credit First Nation, the Huron-Wendat, the Haudenosaunee Confederacy and the Métis Nation of Ontario.

Faculty of Health, School of Kinesiology and Health Science

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

Course: HH/KINE 4495 3.0 (Section M)
Course Type: Blended
eClass (formerly known as Moodle): <https://eclass.yorku.ca/course/view.php?id=73967>
Term: Winter 2023

Time: 8:30am to 9:50am
Day/Location: Mondays, SLH 107
Wednesdays, VH 3009

Please review Lecture and Required Reading Schedule to ensure you attend in-person classes in the appropriate location.

Course Director: Dr. Parissa Safai
Email: psafai@yorku.ca
Office Hours: By Appointment Only

Health and Safety Information:

In this course, all university community members must comply with York's health and safety protocols, found on the [Better Together](#) website. All are strongly encouraged to:

- wear masks while indoors on campus;
- self-screen using the [YU Screen](#) tool prior to coming to campus for any in-person activities; and
- **NOT** attend in-person activities at any of York's campuses/locations if feeling unwell or if you answer yes to any of the screening questions.

All members of the York community share in the responsibility of keeping others safe on campuses and ensuring respectful interactions with one another.

Please Take Care of You and Each Other:

We continue to deal with the impact of COVID-19 and its far-reaching consequences. Please be kind and gentle with yourselves and others. There are a number of online free resources available to help support you. If you need help, the following list of websites (this is not an exhaustive list) may be a good place for you to start:

<https://good2talk.ca/>

<https://counselling.students.yorku.ca/>

<https://www.yorku.ca/bettertogether/>
<https://yorkinternational.yorku.ca/>
<https://www.yorku.ca/colleges/calumet/>
<https://www.yorku.ca/colleges/stong/>

HH/KINE 4495 is deeply committed to respecting diversity, inclusivity, and equity for all. Throughout the term, we will engage in discussion and dialogue with one another about complex issues in efforts to expand our understandings of our social world. Our conversations with one another may not always be comfortable, and we may need courage, patience, forgiveness, and generosity as we engage with the texts, with our own ideas and assumptions, and with one another. Collectively, we must protect our educational space for respectful but critical interrogation of ideas, and we must protect our diversity of thought and experience as a source of knowledge and strength. Our values in KINE 4495 directly align with the University's commitment to education without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability. For additional information on support, resources, and educational opportunities on equity, diversity, and inclusion at York University, please visit the *Centre for Human Rights, Equity and Inclusion* at: <https://rights.info.yorku.ca/>

Email and Office Hours:

Email communication will be reserved primarily for arranging a virtual office hours appointment if necessary and/or attending to issues that need to be resolved immediately. 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.

I will make every effort to respond promptly during business hours. However, please do NOT expect immediate responses to your emails. Emails sent after 4:30pm on Fridays will be responded to on the following Monday.

I am available for one-on-one office hours by appointment only. Please email me to book time. Where possible, consult the course outline prior to emailing since often the information you need is there.

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 provide students with an introduction to the social, cultural, and historical study of sports medicine.

Following this course, students will be able to:

1. Identify the major social, cultural, political and historical forces that frame the development and current system of sports medicine in Canada;
2. Critically examine the relationship between sports and medicine, including the “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 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. Students are expected to attend in-person during set class times and in the correct location. The course will involve a blend of in-person and online participation. In-person classes will not be recorded. Required readings are central to the course and the lectures will serve to enrich, clarify, and illustrate crucial issues from the assigned readings. Students are expected to have the relevant lecture and reading(s) completed prior to the in-person classes.

The asynchronous elements of the course have been developed to reside in scheduled class time; however, they can be completed outside of class time if so preferred. The synchronous sessions occur during specified class times and in the class locations noted above.

Students are responsible for being actively involved in the course, and for being regularly on eClass to ensure you have the latest information about the course. It is expected that students participate asynchronously on eClass via the platform’s discussion forum. “I did not know because I was not online” or “because I did not check eClass” are not excuses that will be accepted under any circumstances for the course.

Technical Requirements for the Course:

In order to fully participate in this course, students will be required to participate in eClass-based discussion/activities. Where necessary, students should also be prepared to participate via Zoom-based video conferencing. In addition to stable, higher-speed internet, students will need access to a computer with webcam and microphone, and/or a smart device with these features. There are many ways to determine your internet connection and speed; for example, there are online tests, such as [Speedtest](#), that can be run.

Here are some useful links describing computing information, resources and help for students:

[Student Guide to EClass](#)

[Student Resources for EClass FAQs](#)

[Zoom@YorkU Best Practices](#)

[Zoom@YorkU User Reference Guide](#)

[Computing for Students Website](#)

[Student Guide to eLearning at York University](#)

IMPORTANT INFORMATION FROM YU SENATE:

Several platforms may be used in this course (e.g., eClass, Zoom, etc.) through which students will interact with the course materials, the course director, as well as with one another. Please review the syllabus to determine how the class meets (in whole or in part). In addition, students should note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Course Text/Readings:

There are required readings throughout the course and the lectures will serve to enrich, clarify, and illustrate crucial issues from the assigned readings. Required readings are available in electronic format through York University's Library (YUL). In addition, persistent links to download the readings are provided through eClass. 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.

Grading:

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York University. Assignments will bear either a letter grade designation or a corresponding number grade. For a full description of York's grading system, see the York University Undergraduate Calendar.

Course Evaluation:

<i>Assessment Item</i>	<i>Percentage of Final Grade</i>	<i>Due Date</i>
SPARK Academic Integrity Quiz	2.5%	By Friday, January 20, 2023, 11:59PM EST
Test #1	10%	January 25
Test #2	10%	February 15
Test #3	10%	March 15
Test #4	10%	April 10
"Be the Instructor" - Film Review – Part 1 (10%) - Peer Feedback Session (2.5%) - Film Review – Part 2 (15%) - Narrated Presentation and Mock Qs (15%)	42.5%	February 6 Feb 27 March 1 April 5
Course Participation - In-person class participation - eClass Participation	5% 10%	N/A N/A

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

In efforts to help maintain academic integrity to the fullest extent possible, please familiarize yourself with the university's [Senate Policy on Academic Honesty](#). Breaches of academic integrity range from cheating (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.) to aiding and abetting (helping someone else to cheat or accepting someone's else help in cheating). The Faculty of Health offers excellent resources to help you better understand what constitutes [academic integrity and breach of academic integrity](#). Additional information can be found here: <https://www.yorku.ca/unit/vpacad/academic-integrity/>

These course materials are designed for use as part of the KINE 4495 course at York University and are the intellectual property of the instructor unless otherwise stated. The buying and selling of any course material (including lecture slides, evaluation items, etc.) 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 [here](#).

To protect further against plagiarism, students will be normally required to submit their written assignments to Turnitin (via the course eClass webpage) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website.

Assignment Submission and Lateness Penalties:

Proper academic performance depends on students doing their work well and on time. Assignments are due on their due dates and you are required to upload your assignment to eClass by the beginning of class on the due date. E-mailed assignments will not be accepted. Extensions will not be granted. Unless otherwise specified, course work is considered LATE if handed in after 8:45am EDT/EST on the due date. Late assignments will be penalized with a 20% grade reduction per day, unless they are accompanied by an Attending Physician's Statement, 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. This letter must be emailed back to the instructor by no later than the beginning of the following class. 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.

Lecture and Required Reading Schedule

DAY	DATE	TOPIC and REQUIRED READING	A/SYNC	MODE
M	Jan 9	Welcome and Housekeeping	Sync	In-person
W	Jan 11	Locating the Study of Risk, Injury and Sports Medicine	Async	eClass
M	Jan 16	Sport and Film Boyle, Millington, B., & Vertinsky, P. (2006). Representing the Female	Async	eClass

		Pugilist: Narratives of Race, Gender, and Disability in Million Dollar Baby. <i>Sociology of Sport Journal</i> , 23(2), 99-116.		
W	Jan 18	Violence and the Tolerance of Damage in Sport Young, K. (1993). Violence, risk and liability in male sports culture. <i>Sociology of Sport Journal</i> , 10(4), 373-396.	Async	eClass
M	Jan 23	Tutorial	Sync	In-person
W	Jan 25	Test #1	Sync	eClass
M	Jan 30	Pain and Injury Culture(s) Sparkes, A. and Smith, B. (2008). Men, spinal cord injury, memories and the narrative performance of pain. <i>Disability & Society</i> , 23(7), 679-690.	Async	eClass
W	Feb 1	On Death and Dying in Sport Palmer, C. (2002). 'Shit happens': The selling of risk in extreme sport. <i>The Australian Journal of Anthropology</i> , 13(3), 323-336.	Async	eClass
M	Feb 6	Tutorial	Sync	In-person
W	Feb 8	The Social History of Sports Medicine Safai, P. (2007). A critical analysis of the development of sport medicine in Canada, 1955-80. <i>International Review for the Sociology of Sport</i> , 42(3), 321-341.	Async	eClass
M	Feb 13	Tutorial	Sync	In-person
W	Feb 15	Test #2	Sync	eClass
		Winter Reading Week Feb. 18-24		
M	Feb 27	The Sports Medicine System of Professions Theberge, N. (2009). 'We have all the bases covered.' Constructions of Professional Boundaries in Sport Medicine. <i>International Review for the Sociology of Sport</i> , 44(2-3), 265-281.	Async	eClass
W	Mar 1	Tutorial	Sync	In-person
M	Mar 6	Delivery of Care in Sport Theberge, N. (2008). "Just a Normal Bad Part of What I Do": Elite Athletes' Accounts of the Relationship Between Health and Sport. <i>Sociology of Sport Journal</i> , 25(2), 206-222.	Async	eClass
W	Mar 8	Doping, Drugging and Sport King, S. (2014). Beyond the War on Drugs? Notes on Prescription Opioids and the NFL. <i>Journal of Sport & Social Issues</i> , 38(2), 184-193.	Async	eClass
M	Mar 13	Tutorial	Sync	In-person
W	Mar 15	Test #3	Sync	eClass
M	Mar 20	Brain Trauma in Sport Dean, N. A. (2019). "Just Act Normal": Concussion and the (Re) negotiation of Athletic Identity. <i>Sociology of Sport Journal</i> , 36(1), 22-31.	Async	eClass
W	Mar 22	Guest Lecture: Concussion Management Clacy, A., Goode, N., Sharman, R., Lovell, G. P., & Salmon, P. (2019). A systems approach to understanding the identification and treatment of sport-related concussion in community rugby union. <i>Applied Ergonomics</i> , 80, 256-264.	Sync	In-person
M	Mar 27	Tutorial	Sync	TBD
W	Mar 29	Guest Lecture: Athlete Maltreatment and Safe Sport Donnelly, P., Kerr, G., & Kidd, B. (2022). Contesting the autonomy of sport to realize the right to safe sport: A Canadian case study. <i>The International Sports Law Journal</i> , 22(2), 165-170.	Sync	TBD

M	Apr 3	The Politics of Health in Sport Safai, P., Johnson, J. and Bryans, J. (2016). "The Absence of Resistance Training? Exploring the Politics of Health in High Performance Youth Triathlon." <i>Sociology of Sport Journal</i> , 33(4), 269-281.	Async	eClass
W	Apr 5	Tutorial	Sync	In-person
M	Apr 10	Test #4	Sync	eClass

Unless Specified Otherwise, All Written Work Must:

- Include the title, student name, and number in the header
- Be double-spaced
- Use 12pt Times New Roman font
- Use one-inch margins all around
- Have numbered pages
- Use 7th Ed. APA formatting for in-text citations and referencing

Instructions on Course Evaluation Items

SPARK Academic Integrity Quiz

In efforts to help maintain academic integrity to the fullest extent possible, all students are required to familiarize themselves with the meaning of academic integrity by completing SPARK’s Academic Integrity module at the beginning of the course. The link to the SPARK Academic Integrity module can be found here: <https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>. By no later than Friday, January 20, 2023, 11:59PM EST, students must complete the SPARK Academic Integrity quiz within eClass. The deadline for this assessment item will NOT be extended under any circumstance, and additional opportunities to complete the quiz past the due date will not be provided.

Students will have unlimited attempts to achieve a perfect score (100%). A perfect score is required for successful completion of this course element and the full 2.5%. Part marks will not be given.

The completion of the SPARK Academic Integrity quiz indicates that you have read, understood, and agree with York University’s policies about academic dishonesty and the penalties for breaches of academic honesty.

“Be the Instructor” Major Assignment

The purpose of this assignment is to draw your attention to the portrayal (or lack of) of sport-related pain, injury, risk, health and healthcare in popular film. This assignment requires students to: identify a popular sport or physical culture film (documentaries are not allowed) of interest; view and review the film; critically analyze key relevant themes that arise within and/or through the film as supported by scholarly literature; and then teach about the film via a narrated PowerPoint (or equivalent) presentation to an imaginary undergraduate class.

Specific Instructions:

- Each student is to select a popular film on a sport or physical (which can include physical activity, exercise, dance, etc.) subject. For this assignment, documentaries are not permissible.

- Every student must select a different film and film selections must be confirmed with the CD on a 'first come, first serve' basis. Students will be able to sign up their films with the CD as early as January 9, 2023.
- Part 1 (**3 double-spaced pages max**): Watch your chosen film and prepare a descriptive review of the film, with an eye towards: highlighting the pain, injury, risk, health/healthcare issues/themes that are (or are not) evident; and discussing whether or not your chosen film is relevant for KINE 4495. Successful and persuasive reviews will: include an effective and concise summary of the film; cite specific examples of narrative, dialogue and/or production elements to support the review; identify the strengths and/or weaknesses of the film; and be written in an error-free, organized, and appropriate academic manner. Part 1 does not require external references.
- Part 1 must be uploaded to the course eClass page by no later than **February 6, 2023, 8:30am EST**.
- Part 2 (**6 double-spaced pages max**): Prepare a critical scholarly analysis of your chosen film. Identify three (3) sport and health-related themes as framed in and/or through the film, and discuss the significance of the themes as portrayed/represented in the film and as supported by scholarly literature. Course readings may be utilized for Part 2, but successful papers will go above and beyond the course required readings. While there are no minimums or maximums in terms of number of references for this portion of the major assignment, 6-8 sources are considered a reasonable range. Please remember that the assignment will be evaluated for the quality of your arguments and the clarity and sophistication of your writing, and not for the quantity of writing.
- During the week of February 20, students will be divided into small groups (2-3 people) and will engage in a peer feedback exercise about the Film Review Part 2 in progress. Specific instructions will be provided to students prior to the start of the exercise, and students will be evaluated on the clarity and constructiveness of their feedback to their groupmate(s). Students may choose to not participate in the peer review exercise; however, those who do not participate will receive a zero for this element and no alternative assignments will be provided. Feedback will need to be uploaded to the course eClass page by no later than **February 27, 2023, 8:30am EST**.
- Part 2 must be uploaded to the course eClass page by no later than **March 1, 2023, 8:30am EST**.
- The last stage of this assignment involves developing a narrated and engaging PowerPoint (or equivalent) presentation, no longer than 5 mins, where you "teach" your film to an imaginary undergraduate class. In addition, students are required to develop and submit two (2) mock test questions that are specific to their "lecture." One of the questions must be in multiple choice format and the other question must be developed in a short answer format.
- The content you developed in your first and second parts of your film review constitutes the content for the presentation. Because of the time constraint, you may have to be selective about what to include in your narrated presentation.

- Your presentation must be informative and engaging! However, please remember that the assignment will be evaluated more so for depth and quality of the content you will be teaching, and less so for the style or flashiness of the visuals.
- By no later than **April 5, 2023, 8:30am EDT**, the narrated presentation and the mock test questions must be uploaded to the course eClass page as per the direction of the instructor.

Grading Guidelines for Narrated Presentation

The presentation and mock questions will be graded according to the following criteria (out of 15 marks):

- **Content:** Does the presentation effectively teach the film to an imaginary undergraduate class? Is the content of the “lecture” easy to understand and follow? Does it make sense? Is the presentation well organized? Does it meet the requirements of the assignment? Where applicable, has the feedback provided by the marker/grader from Parts 1 and/or 2 been taken into account in the presentation? **(10 marks)**
- **Style:** Is it engaging? Is the presentation well narrated with appropriate academic language and tone? Is it visually accessible and free of errors? Does it meet the time limits? **(3 marks)**
- **Mock test questions:** Have the correct number and format of questions been submitted? Do the questions effectively relate to the content in the narrated presentation? Do they meaningfully test a person’s knowledge of the content? Do they go beyond short-term/rote memory of content? **(2 marks)**

Tests

There will be four tests in this course, each administered during a synchronous eClass session. Test format may include multiple choice and/or short answer and/or long-form essay question(s).

Students must make every effort to arrange adequate internet connection, especially for tests. If a student has any specific concerns about their internet connection, they should seek all available options for writing their test in a location with a stable internet connection. If a student is not confident they can access a reliable internet connection, they should communicate their concerns to the Course Director well in advance of the test.

The tests are to be completed individually. Unless otherwise indicated by the Course Director, students are NOT to seek/receive any help from other students on the test and are NOT to give other students help on the test.

Missed Test Policy/Procedure

- Students are not required to submit documentation for missed tests.
- There is only ONE make-up opportunity for any and all missed tests. You must be available to write on that date. No exceptions will be made for any student.
- The weight of the make-up test will be determined by the number of missed tests during the winter term.
- The date of the make-up test will be scheduled during the Winter exam period.
- Accommodations for missing the make-up test will require students to submit a formal petition to the Faculty of Health.
- Please note that the instructor reserves the right to change the format of the make-up test.

Course Participation:

The participation grade is based on substantive contributions and participation during in-person classes and in/through eClass throughout the entire course. In general, students will be assessed: on demonstrating that they have read and understood the course material by referring to specific content; on the clarity of the purpose of the post (i.e., to inform, persuade, critique, ask question, provide opposing views); on the degree of critique and innovative connections; on thoughtful commentary; and on quality of writing (error-free, appropriate academic tone/level of writing).

In general, it is expected that students will make thoughtful, substantive contributions and not simply summarize or repeat course content, other student's contributions, or post internet links without context or analysis. Again, evaluation will be primarily based on students' discussion and facilitation of the material in an informed manner. Personal anecdotes and opinions are valuable sources of information but primary contributions to class discussion should be based on readings and lectures. When personal experiences and/or opinions are shared, students are encouraged to connect these anecdotes with course material. Facilitation involves building on, responding to, etc. the comments made by peers and the instructor in a thoughtful manner. For full participation marks, students must participate consistently and meaningfully throughout the course.

It is expected that students participate asynchronously on eClass via the platform's discussion forum. Students' contributions will be accessible to the entire class, and students are expected to respond to and build on one another's ideas.

On eClass, students are expected to contribute throughout the term as creators/facilitators and participants of activities and discussion threads. Consider the eClass discussion forum as another way in which to discuss important themes, raise questions, or even review course materials.

Once you have reviewed the required lecture/reading materials, students should access the general discussion forum on eClass. Periodically, the instructor will post a prompt or instruction on an eClass discussion thread. Depending on the prompt/question, students may be asked to read and critique a video or popular media article; propose solutions to different problems/situations; reflect on own experiences and connect them to course material; question personal assumptions about and offer revised understandings of course material, prior beliefs and/or past experiences. These are interactive forums and students are encouraged to answer the instructor's and each other's questions, reflect on and respond to other people's posts, and to begin their own discussion threads.

Students are expected to post at least five (5) times (whether their own self-initiated threads or in relation to the instructor's prompts/instruction) and students are expected to post at least five (5) responses to eClass Posts made by their peers throughout the course.

Do NOT leave your participation on the eClass discussion forum to the end of the term as doing will not meet the minimum standards of this course element.