



**Learning Outcomes:** Upon completion of this course, students will be able to:

1. explain the relationships between various societal institutions and sport (knowledge);
2. explain how various social determinants and biographical factors affect sports practices (comprehension);
3. critically reflect on the ways in which social construction provides a way of thinking about how we are shaped through our sports practices (reflection);
4. analyze pertinent issues in contemporary sports from a sociological perspective (application / reflection).

**Required Course Material:** Scherer, J. & Wilson, B. (Eds.) (2020) Sport and Physical Culture in Canadian Society (2<sup>nd</sup> Edition). North York, ON: Pearson Canada.

**Class Schedule:**

DATE	TOPIC	READINGS/SOURCES
<b>Week 1</b>		
January 9	Introductions/Course Outline Review	Course Outline
January 11	Sport as Contested Terrain	Chapter 1 (Scherer & Wilson, 2020)
January 13	Meet your TAs/ Article Comprehension Assignment Instructions	No Readings
<b>Week 2</b>		
January 16	What is Critical Theory?	Chapter 2 by Ian Ritchie (Scherer & Wilson, 2020)
January 18	A Brief History of Canadian Sport	Chapter 3 by Carly Adams (Scherer & Wilson, 2020)
January 20	Virtual Open Office Hours (with Adam)	No Readings
<b>Week 3</b>		
January 23	Sport and Social Stratification	Chapter 4 by Rob Beamish (Scherer & Wilson, 2020)
January 25	Race, Indigeneity and Sport I	Preface and Introduction Chapters in: Joseph, J., Darnell, S., & Nakamura, Y. (Eds.). (2012). Race and sport in Canada: Intersecting inequalities. Canadian Scholars' Press.
January 27	Assignment #1: Engaging with Complexity of Sport Literature Assignment #1 due at end of class	Worksheet #1 (on OWL)

**Week 4**

January 30

Race, Indigeneity, and Sport II

Chapter 5 by Victoria Paraschak,  
Matias Golob, Janice 0.006 Tw 6.3 (as)-.y24 0.006 T

February 1

The Sexual Politics of Sport I

February 3

Virtual Open Office Hours (with  
Adam)

February 27	Sport and Neoliberalism I	Chapter 9 by Stacy L. Lorenz (Scherer & Wilson, 2020)
March 1	Sport and Neoliberalism II	Chapter 10 by Parissa Safai (Scherer & Wilson, 2020)
March 3	Super Bowl Analysis Assignment Instructions (with Adam)	No Readings
<b>MARCH 7: COURSE DROP DATE</b>		
<b>Week 8</b>		

March 6	Sport Media I	Chapter 11 by Jay Scherer and Mark Norman (Scherer & Wilson, 2020) M411 (a)-.04a#.#4a\$5BDEJCAmer)-18os
March 8	Sport Media II	
March 10	Workshop #2: Mini-Media Analysis (with TAs)  Worksheet #2 due at end of class	

March 22	Sport for Development (?) II	Coakley, J. (2011). Youth sports: What counts as "positive development?". Journal of Sport and Social Issues, 35(3), 306-324.
March 24	Super Bowl Analysis due at 5:00 p.m.	No Class
<b>Week 11</b>		

March 27 Sport, Sustainability, and the Environment I

March 29 Sport, Sustainability, and the Environment II

March 31

immediately following the Superbowl, which takes place at State Farm Stadium in Glendale, Arizona on February 12

Students will be asked to take a clear position on this issue utilizing sociological sources and course concepts. More detailed instructions will be given in class and on OWL.

Students must have their topic approved by their teaching assistant before the end of the March 24 class.

Format: Five pages (excluding title page and references) double spaced, APA formatted/referenced 12-point font size Times New Roman font.

Final Exam	Value: 35%	Date: TBD- final examination period
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The final exam will consist of short and long answer questions that cover the term's content.

We will discuss the content of the final exam in greater detail during the final week of the course

### Late Assignment Penalty

Late assignments will lose 15% for every 24 hours that passes after the due date (including weekends). Students are responsible for keeping back-up copies of all written work and assignments for this class.

### Assignment Feedback Policy

Students must adhere to the following procedure for seeking additional feedback and/or making a regrade request:

1. Students must wait a **minimum of 48 hours** after return of work or grade review to contact the primary grader regarding their submission evaluation
2. Students **must be specific in their request**. Simply asking for more feedback is not an acceptable request. As such students should closely review the assignment rubric and/or instructions before contacting the primary grader.

### Assignment Regrading Policy

Students are **highly encouraged** to request a meeting with the primary grader of the submission before making a formal regrade request to the instructor. As stated above, students must request additional feedback on a specific aspect(s) of their submission. ( )0.6

1. The website for Registrarial Services is <http://www.registrar.uwo.ca>.

In accordance with policy

material presented in a particular class. **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.**

**Personal Response Systems** (“clickers”) may be used in some classes. For those classes in which we use this technology, it is your responsibility to ensure that the device is activated and functional. You must speak with the course instructor immediately, if you have any concerns about whether or not your clicker is malfunctioning.

You must use only your own clicker. For all components of this course in which clicker records are used to compute a portion of the grade:

- The use of somebody else’s clicker in class constitutes a scholastic offence;
- The possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offense

#### 4. **Academic Considerations and Absences from Lectures and Assessments**

##### Religious Accommodation

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic counsellors in their Home Department. Additional information is provided in the [Western Multicultural Calendar](#).

##### Academic Accommodation

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact [Accessible Education](#), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found [here](#).

##### Academic Consideration

The University recognizes that a student’s ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic counsellors in their home units, at their earliest opportunity. Academic counsellors may refer students to [Accessible Education](#) for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic counsellors within five (5) business days of their return to academic responsibilities. Any such documents



will be retained in the student's file, and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy. Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic counseling, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the

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>.

## 7. Grades

Where possible assignment objectives and rubrics will be posted on OWL.

Generally, students can expect some form of feedback on their performance in a course before the drop date.

November 12th, 2022 (for first term half-courses)

November 30th, 2022 (for full-year courses)

March 7th, 2023 (for second term half-or full year courses)

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work that 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".

### Appealing a Grade Within this Course

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student's control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Department Chair (submission of written request)
3. The Dean of the Faculty (submission of written request)

In the case of perceived procedural unfairness, steps 2 and 3 are carried out within the Department and Faculty offering the course. In the case of extenuating medical or compassionate circumstances that impact on a grade, steps 2 and 3 are carried out within a student's Home Department and Faculty.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not

available to the student, or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31<sup>st</sup> (for first-term half courses) or June 30<sup>th</sup> (for second-term half courses or full-year courses)

## 8. Support Services

### Health and Wellness:

Information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

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

There are various support services around campus and these include, but are not limited to:  
Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>  
Ombudsperson Office -- <http://www.uwo.ca/ombuds/>

## 9. 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>