

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 Director/e-mail:** Dr. Parissa Safai (she/her), [psafai@yorku.ca](mailto:psafai@yorku.ca)

**Course Type:** Blended

**eClass:** <https://eclass.yorku.ca/course/view.php?id=87273>

**Term:** Winter 2024

**Time/Day/Location:** 8:30am to 9:50am, Mondays and Wednesdays, Bethune College 215

### **Health and Safety Information:**

In this course, all university community members must comply with York's health and safety protocols. We all share in the responsibility of keeping ourselves and others safe on our campuses.

### **Please Take Care of You and Each Other:**

We continue to experience challenging times given the continued aftershocks of the pandemic, conflict all around the world, and global political and economic insecurity. If you need mental health support, the following resources (this is not an exhaustive list) may be a good place for you to start:

[Good2Talk](#)

[Student Counselling, Health and Well-being](#)

[Well-being at York](#)

[Virtual Health Clinic](#)

[York University Psychology Clinic](#)

[York International](#)

[Calumet College and Stong College Student Success Programs](#)

[Calumet College and Stong College Online Student Support](#)

KINE 4495 is deeply committed to diversity, inclusivity, and equity for all. Throughout the year, 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, 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 an 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:*

Identify the major social, cultural, political and historical forces that frame the development and current system of sports medicine in Canada;

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;

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 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 location 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 excuses that will not be accepted under any circumstances for the course.

### **Technical Requirements for the Course:**

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

[Student Guide to EClass](#)

[UIT Student Services](#)

[Student Guide to Remote and Online Learning](#)

### **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 Policies and Procedures:**

#### **Copyright Information**

These course materials are designed for use as part of the HH/KINE 4495 course at York University and are the intellectual property of the instructors unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a violation of Copyright law. 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](#).

#### **KINE 4495 ADOPTS A ZERO-TOLERANCE POLICY WITH REGARD TO BREACH OF**

**ACADEMIC HONESTY.** Students should be familiar with the [Senate Policy on Academic Honesty](#). A valuable resource for students is the Faculty of Health's [Academic Integrity Tutorial](#). As already [communicated](#) to students, according to York's [Senate Policy on Academic Honesty](#), using text-

image-, code- or video-generating AI-tools to complete academic work without your instructor’s **knowledge** or **permission**, is considered to be a breach of academic honesty. For more information on AI and academic integrity, please go [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. The CD reserves the right to also utilize AI detection tools where necessary.

**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. If 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 KINE 4495 grading scheme conforms to the 9-point grading system used in undergraduate programs at York University. Assignments will bear either a letter grade or a corresponding number grade.

**Course Evaluation:**

<i>Assessment Item</i>	<i>Percentage of Final Grade</i>	<i>Due Date</i>
SPARK Academic Integrity Quiz	3%	January 31, 11:59PM EST
Test #1	15%	January 31
Test #2	15%	March 6
Test #3	10%	March 27
“Be the Instructor” Part 1: AI Evaluation Paper (25%) Part 2: Narrated Presentation (15%) Part 3: Peer Evaluation (10%)	50%	March 4 April 1 April 3, 11:59PM EDT
In-person class attendance and participation	7%	N/A

**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 EST/EDT on the due date. Late assignments will be penalized with a 20% grade reduction per day, unless they are accompanied by official documentation detailing a serious matter.

## Appeals Process:

You may ask for a grade reassessment on the assignment; 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 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.

## Lecture and Required Reading Schedule

DAY	DATE	TOPIC and REQUIRED READING	A/SYNC	MODE
M	Jan 8	Welcome and Housekeeping		In-person
W	Jan 10	Locating the Study of Risk, Injury and Sports Medicine		In-person
M	Jan 15	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	Jan 17	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 22	Pain and Injury Culture(s) McEwen, K., & Young, K. (2011). Ballet and pain: Reflections on a risk-dance culture. <i>Qualitative research in sport, exercise and health</i> , 3(2), 152-173.  Spencer, D. C. (2012). Narratives of despair and loss: Pain, injury and masculinity in the sport of mixed martial arts. <i>Qualitative research in sport, exercise and health</i> , 4(1), 117-137.	Async	eClass
W	Jan 24	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
W	Jan 29	Tutorial		In-person
W	Jan 31	<b>Test #1</b>	<b>Sync</b>	<b>eClass</b>
M	Feb 5	Guest Lecture: Resistance to the Culture of Risk (CoR)		In-person
W	Feb 7	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.		In-person
M	Feb 12*	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	Feb 14*	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
		<b>Winter Reading Week Feb. 17-23</b>		
M	Feb 26*	Doping, Drugging and Sport King, S. (2014). Beyond the War on Drugs? Notes on Prescription Opioids and the NFL. <i>Journal of Sport &amp; Social Issues</i> , 38(2), 184-193.	Async	eClass

W	Feb 28*	<b>Brain Trauma in Sport</b> 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
M	Mar 4	<b>Tutorial</b>		In-person
W	Mar 6	<b>Test #2</b>	Sync	eClass
M	Mar 11*	<b>Biohacking and The Cult of Wellness</b> Snape, J. (2023, September 14). 'My ultimate goal? Don't die.' Bryan Johnson on his controversial plan to live forever. <i>The Guardian</i> . Retrieved from <a href="#">here</a> .	Async	eClass
W	Mar 13	<b>The Sociology of Mental Health in Sport</b> Magee, J., Spaaij, R., & Jeanes, R. (2015). "It's recovery united for me": Promises and pitfalls of football as part of mental health recovery. <i>Sociology of Sport Journal</i> , 32(4), 357-376.	Async	eClass
M	Mar 18*	<b>Guest Lecture: Concussion Management</b> 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	Zoom
W	Mar 20*	<b>Guest Lecture: Athlete Maltreatment and Safe Sport</b> 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.		In-person
M	Mar 25	<b>"Be the Instructor" Q-and-A</b>		TBD
W	Mar 27	<b>Tutorial</b>		In-person
M	Apr 1	<b>Test #3</b>	Sync	eClass
W	Apr 3	<b>"Be the Instructor" Showcase</b>	Async	eClass

### **Instructions on Course Evaluation Items**

#### SPARK Academic Integrity Quiz

In efforts to help fully maintain academic integrity, 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 January 31, 2024, 11:59PM EST, students must complete the SPARK Academic Integrity quiz within eClass. Students will have unlimited attempts to achieve a perfect score (100%). A perfect score is required for successful completion of this evaluation item and the full 3%. Part marks will not be given.

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

#### "Be the Instructor" Major Assignment

The purpose of this assignment is to allow you to explore a topic related to sport, health, and medicine from a socio-cultural perspective in greater depth, and then translate your knowledge of a peer-review scholarly article via a narrated PowerPoint (or equivalent) presentation to an imaginary undergraduate class.

*Specific Instructions:*

- Choose one of the topics identified below. Topics must be confirmed with the CD on a ‘first come, first serve’ basis. You will be able to sign up your topics as early as January 8, 2024. Please note that there can only be a max number of four people per topic.
  - The medicalization of sleep, rest, and recovery in professional sport
  - The health consequences of harassment and hazing in sport
  - The “epidemic” of ACL injuries among female athletes
  - Sport, health, and the environment
  - Sport, health, and the COVID-19 pandemic
  - The health consequences of hosting the Olympics
  - Health and poverty in high performance sport
  - The constraints and opportunities of Rowan’s Law
  - The dangers of early sport specialization among children and youth
  - Mental health and high-performance sport
  - Policing pregnancy in elite sport
  - Choose your own adventure (with permission of CD)
- Part 1: To begin the research process, prepare an AI-generated summary of your chosen topic using a free generative AI tool (e.g., ChatGPT, perplexity, etc.). Without the use of AI, reflect on the summary and critically evaluate its strengths and weaknesses (2 pages maximum). Consider the following questions: Is the summary well organized? How does the AI-generated summary relate (or not) to KINE 4495? What key ideas or concepts are raised in the AI-generated and are they discussed in a useful manner? What are the gaps or limitations in the AI-generated summary?
- Using the AI-generated outline as a point of departure, identify one (1) scholarly peer-review article on your chosen topic. Read and review the article.
- Prepare an AI-generated summary of your chosen reading and contrast the generated summary with the required reading. Without the use of AI, reflect on the summary and critically evaluate its strengths and weaknesses (5 pages maximum). Consider the following questions: Is the summary well organized? How well does the AI-generated summary summarize the content of the reading? How well are essential points and key concepts captured? How well does the AI-generated summary evaluate the strengths and weaknesses of the article? relate (or not) to KINE 4495? What are the gaps or limitations in the AI-generated summary?
- Without the use of AI, prepare a brief reflection paper (max 1 page) on your experiences using AI for this assignment. Share the ways in which you found using AI helpful, as well as the ways in which it was not helpful. What recommendations would you offer a fellow student if they were considering using AI for their coursework?
- Part 1 (the AI-generated summary of your chosen topic, the AI-generated summary of your chosen reading, the two critical evaluation papers, and the reflection piece) must be uploaded to the course’s eClass page by no later than March 4, 2024, 8:30am EDT. Please make sure to include the questions/prompts posed and the full citation for the article in proper APA format on the cover page.

- Part 2: The next component of this assignment involves developing a narrated and engaging PowerPoint (or equivalent) presentation, no longer than 5 mins, where you “teach” your chosen article to an imaginary undergraduate class.
- Because of the time constraint, you will have to be selective about what to include in the narrated presentation. The presentation must be informative and engaging! However, please remember that the presentation will be evaluated more so for depth and quality of the content being taught, and less so for the style or flashiness of the visuals.
- Part 2 must be uploaded to the course’s eClass page by no later than April 1, 2024, 8:30am EDT. The presentation will be graded according to the following criteria (out of 15 marks):
  - Content: Does the presentation effectively teach the reading 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 Part 1 been considered 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? (5 marks)
- Part 3: On April 3, 2024, each student will have an opportunity to view classmates’ narrated presentations and offer peer evaluation via a module on the course’s eClass page. 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 on four (4) narrated presentations.

### Tests

There will be three 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 CD, 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/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 Attendance and Participation:

The participation grade is based on substantive contributions and participation during in-person classes and in/through eClass (where necessary) 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 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 commentary 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.