



Sociology 3336g (570)
Sociology of Sport and Physical Fitness
Fall/ Winter 2025-2026

Instructor: D. Silva

Email: dsilva28@uwo.ca

Course Information

Calendar Description:

This course examines the social dimensions of sport and physical activity. The sociological perspective is used to analyze how sport is shaped by the family, the school system, socioeconomic class and cultural background. Issues to be considered include; sport as entertainment; violence, competition and injury; and sport and gender.

Prerequisite(s): Third or fourth year standing in a Sociology or Criminology module.

Extra Information: 3 hours.

Course Weight: 0.50

Breadth: Category A

Subject Code: SOCIOLOG

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

King's University College
Department of Sociology
Course Number SOC3336G SEC 570 – Sociology of Sport & Physical Fitness

Instructor Information

The instructor for this course is **Dr. Derek Silva**. This course is offered during the **winter 2026 academic term**.

He does not have a listed phone number but can be reached by email at dsilva28@uwo.ca.

Office hours are available by appointment and will be held in person or virtually via **Zoom or Skype**.

Lectures take place on Wednesdays from 8:30 AM to 11:30 AM.

Course Information

Prerequisites

1.0 from Sociology at the 1000 level.

Antirequisites

None.

Mandatory Texts and Materials

No textbook. Readings will be made available via the Cardinal Carter Library or supplied by instructor. There is no additional cost to course texts.

Course Overview

This is **not** a lecture course. As a senior-level seminar course, students are expected to actively participate both individually and in group activities and engage in a range of discussion and assessment methods. Students will study sport as a force that shapes social life and everyday experience. Students will examine how capitalism organizes athletic labour and the unpaid work that supports sport systems. Students will investigate racial capitalism in high performance settings and analyze how ideas about race and racism influence participation, treatment, and representation. Students will study exploitation in athletic workplaces and consider how pressure, injury, and limited control structure the lives of athletic workers. Students will also explore how nationalism uses sport to build collective identity and political authority. The course investigates gender and sexuality in relation to participation, access, and public debate. Students will study how ableism structures sport policy, classification systems, and everyday practices. Students will study transexclusionary politics and assess their effects on athletes, rules, and media conversation. Students will finish by evaluating how political actors use sport to shape opinion and organize power. Students will leave the course with a clear understanding that sport always reflects social struggle and sport always carries political meaning.

Course Objectives

Upon completion of this course, students will be able to understand the manner in which sociologists study sport and sporting cultures. At the end of this course, successful students will be able to:

1. Evaluate and apply key sociological theories to sport and sporting cultures.
2. Understand and discuss the role that race, gender, sexuality, and social class play in sport and the social institutions impacted by sport and leisure.
3. Contextualize sport within broader systems of historical, political, legal, and cultural change.
4. Evaluate and apply key concepts, ideas, and theoretical paradigms within sociology to the study of sport.
5. Develop, enhance, and apply critical thinking skills to sport and sporting cultures.
6. Develop, enhance, and apply critical writing and communication skills.

Grading Scale

A+ >90% Excellent. Mind-blowingly good. Grades in the A+ range represent performance that is above and beyond expectations, excellence with distinction. I wish I produced work in the A+ range at your stage. Excellence refers to

the combined results and not simply effort. While there is merit to hard work and long hours, it does not always guarantee success.

A >80% Extremely good. Grades in the A range represent excellent work at this level – work superior to peers.

B 70-79% Very Good work at this level of university. Mostly exceeds expectations and is considered very good relative to peers.

C 60-69% Satisfactory work. Average; You did what you had to do, but on par with most of your peers.

D 50-59% Subpar. This is why I have office hours, so let's chat. Grades in the D range represent performance that is unsatisfactory, but effort has been thoroughly demonstrated.

F <49% You have to give it another go. Grades in the F range represent performance that is absolutely unsatisfactory for this level of university.

All assignments must be submitted through Brightspace in the appropriate assignment box, with a file name that includes your last name.

*Note: This is a third-year senior-level seminar. Grades of A and A+ are very difficult to achieve and would **mean your work is entirely superior to your peers.**

Assignment Breakdown and Due Dates

Students will, by week 4 (January 28th, 2026), indicate in writing to the professor the percent of final grade that will be allocated to each of the four assignments within the parameters outlined below. The total percentage allocation *must* equal 100%.

In-Class Participation (minimum 10% - maximum 20% of grade, split equally between attendance & weekly questions and class contributions)

- 1) Attendance & Weekly Questions** – attendance in class and the preparation and submission of 2 questions based on the readings each class. All students are allowed to miss 1 class without penalty.
- 2) Class Contributions** – qualitative and quantitative assessment of your contributions to class discussion. All students are allowed to miss 1 class without penalty.

Book Review – Oral (minimum 15% - maximum 25% of final grade)

Discussion Leader Presentation (minimum 15% - maximum of 25% of final grade)

Final Research Proposal (minimum 25% - maximum 50% of final grade)

Late Penalty: Late assignments will be given a 10% deduction per day (inclusive of weekends) up to 5 days (50% deduction). Assignments will not be accepted on the 6th day past due (inclusive of weekends).

Course Calendar / Topic Breakdown

A note on readings: In this class we will practice a “read one, skim one” approach to the required materials. What this means is that, unless you are one of the discussion leaders for that week, students are expected to deeply engage with one of the readings each week and “skim” or lightly engage with the other as the basis for satisfactory work. Either reading is fine. Weekly questions for class attendance can be on only one of the course readings for each week.

- **January 7:** Introduction to the course: What is Sport?
Reading: Syllabus
- **January 14:** The Social Significance of Sport

- 1) Chapter 1 of Giulianotti, R. 2016. *Sport: A Critical Sociology*. Cambridge, UK: Polity. Available via library here: https://ocul-uwo.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01OCUL_UWO:UWO_DEFAULT&search_scope=MyInst_and_CI&tab=Everything&docid=alma991044438423605163.
 - 2) Beneke, C. (2014). Is Religion Losing Ground to Sports? *Washington Post* (posted to Brightspace)
- **January 21:** Sport, Capitalism, and Social Reproduction
 - 1) Budd, A. 2004. Sport and capitalism. In *Sport and International Relations* (pp. 43-59). Routledge. (posted to Brightspace)
 - 2) Kalman-Lamb, Nathan. 2019. "Athletic Labor and Social Reproduction." *Journal of Sport and Social Issues* 43(6): 515-530.
 - **January 28:** Racial Capitalism and Sport
 - 1) [Hawkins, B. \(2010\). "Chapter One: Brief Historical Overview and the Experiences of Black Athletes and Students at Predominantly White Institutions: A Mind Is a Terrible Thing to Waste" in *The New Plantation: Black Athletes, College Sports and Predominant*](#)
 - 2) Khan, A. I. 2025. Accidentally telling the truth: racial capitalism on the college sports plantation. *Communication and Critical/Cultural Studies* 22(3): 315-333.
 - **February 4:** "Race," Racism, and Sport
 - 1) Parady, B. 2021. The White Settler Imagination of Hometown Hockey." *Canadian Ethnic Studies* 53(3): 103-120.
 - 2) Keaton, A. C., Frederick, E., Branch, K., & Pegoraro, A. 2023. "Brittney Griner, intersectionality, and "woke politics": A critical examination of Brittney Griner's return to the United States." *Sociology of Sport Journal* 41(2): 141-151.
 - **February 11:** Athletic Labour & Exploitation: The Case of Big-Time College Football
 - 1) Kalman-Lamb, N., & Silva, D. 2024. 'Play'ing college football: Campus athletic worker experiences of exploitation. *Critical Sociology* 50(4-5), 863-882.
 - 2) Tatos, T., & Singer, H. (2021). Antitrust anachronism: The interracial wealth transfer in collegiate athletics under the consumer welfare standard. *The Antitrust Bulletin*, 66(3), 396-430.
- February 14–22:** Winter Break (No class or tutorials)
- **February 25:** Nationalism and Sport: The Case of Canadian National Identities
 - 1) Aladejebi, F., Allain, K. A., George, R. C., & Nzindukiyimana, O. 2022. ""We The North"? Race, Nation, and the Multicultural Politics of Toronto's First NBA Championship." *Journal of Canadian Studies* 56(1): 1-34.
 - 2) Kennedy, L., Silva, D., Coelho, M., & Cipolli, W. 2019. ""We are all Broncos": Hockey, tragedy, and the formation of Canadian identity." *Sociology of Sport Journal*, 36(3): 189-202.
 - **March 4:** Book Review Oral Presentations
 - **March 11:** Gender, Sexuality, and Sport
 - 1) Brown, L. E. C., Williams, A. L., Schweinbenz, A. N., & Pegoraro, A. 2024. "A perfect storm: Black feminism and women's national basketball association Black athlete activism." *Sociology of Sport Journal* 42(1):1-9.
 - 2) Posbergh, A. (2022). "Defining 'woman': A governmentality analysis of how protective policies are created in elite women's sport." *International Review for the Sociology of Sport* 57(8): 1350-1370.

- **March 18:** Bodies, Ableism, and Sport
 - 1) Silva, C. F., & Howe, P. D. 2012. "The (in) validity of supercrip representation of Paralympian athletes." *Journal of sport and social issues* 36(2): 174-194.
 - 2) Townsend, R. C., Carroll, P., Madden, L., Orakani, S. N., Kelly-Costello, Á., Movold, J., & Witten, K. 2025. "Articulations of Ableism in Sport and Physical Activity." *Journal of Sport and Social Issues aop*. <https://doi.org/10.1177/01937235251384735>

- **March 25:** Transexclusionary Politics and Sport
 - 1) Travers. 2024. "The Carceral Logic of Female Eligibility Policies: Gender as a Civilizing Narrative, the Science of Sex Testing, and Anti-Trans Legislation." *Sociology of Sport Journal* 41(3): 213-223.
 - 2) Posbergh, A., Bekker, S, Cooky, C., Pape, M., Teetzel, A, and Travers. 2024. "Critical Reflections on the Governance of Women and Gender Expansive Athletes: An Intersectional Interdisciplinary Dialogue." *Sociology of Sport Journal* 41(4): 353-361.

- **April 1:** Sport is *Always* Political!
 - 1) Silva, D., Kalman-Lamb, N., Chen, C., Allain, K., Laurendeau, J., Joseph, J., ... & de Oca, J. M. 2025. "Settler Colonialism–Genocide–Athleticide: The Destruction of Sport in Occupied Palestine." *Sociology of Sport Journal*, 1(aop): 1-13.
 - 2) Agyemang, K. J., Singer, J. N., & Weems, A. J. 2020. "'Agitate! Agitate! Agitate!': Sport as a site for political activism and social change." *Organization* 27(6): 952-968.

- **April 8:** Research Proposal Workshop class
Materials: None

KING'S UNIVERSITY COLLEGE

GENERAL COURSE POLICIES

2025-2026

1. Academic Accommodations, Consideration for Absences

Academic Accommodation (Accessibility)

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

Academic Consideration for Student Absence

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf.

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

Absences from Final Examinations

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

2. Support Services

Accessibility, Counselling and Student Development at King’s University College:

<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King’s University College: <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:

https://www.uwo.ca/health/mental_wellbeing/

Academic Support Services at King’s University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

GBSV Support:

King’s is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

<https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing Care@kings.uwo.ca or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western’s Gender-Based Violence & Survivor Support Case Manager by [email](#) or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

See also https://www.uwo.ca/health/student_support/survivor_support/get-help.html

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

3. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

4. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with your instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see <https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

5. Copyright of Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

6. Use of Recordings

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

7. Policy on Attendance

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.