

<p>Course Name: KNPE 367/3.0</p> <p>Fitness, the Body and Culture</p> <p>Not Offered 2020-2021</p>	<p>Course Instructor:</p> <p>Dr. Mary Louise Adams</p>	<p>Contact Hours: Lectures: 2 x 1.5 hrs/wk / 12 weeks Lab: 1 x 1.5 hrs/wk / 6 weeks</p> <p>Prerequisite: KNPE 167/3.0 or (SOCY 226/3.0 and SOCY 227/3.0) or SOCY 221/6.0 Level 3 or above in a KINE, PHED, or SOCY plan.</p>												
<p>Course Description:</p> <p>In this course we will focus on fitness, exercise and the body. Over the last 150 years ideas about what counts as a fit body, who is able to have a fit body, and what one should do to attain one have changed significantly. In the present day, physical fitness is an important aspect of identity for many people. The quest for fitness consumes our leisure time and our money. Our desires to be fit are framed by popular notions of beauty and moral rectitude as well as by continually changing scientific ideas, which are themselves never free of ideological influences. Throughout the term we will explore historical and contemporary ways of making sense of fitness, exercise, and bodies to see how these are connected to broader social and political themes. Why is obesity the first non-infectious condition to be labelled an epidemic? What is the relationship between ideas about fitness and social differences of inequality like race, class, ability, sexuality, age, or gender? Our readings will be interdisciplinary and will include theoretical pieces as well as those specifically related to exercise, fitness and physical activity.</p>		<p>Course Texts:</p> <p>The readings for this course will be available on OnQ.</p>												
<p>Intended Student Learning Outcomes:</p> <ul style="list-style-type: none"> To reflect on the meaning of fitness and physical activity in everyday life, especially the relationships between fitness and identity To investigate fitness and exercise as not just physical but also complex cultural, historical, and political phenomena To question taken-for-granted ideas about fitness, exercise, and the body To develop the art of the good question To develop advanced skills in reading, writing, speaking, research, and analysis, especially the identification, assessment and construction of arguments 		<p>Course Evaluation:</p> <table> <tr> <td>Weekly writing assignments</td> <td>40%</td> </tr> <tr> <td>Body Project</td> <td>15%</td> </tr> <tr> <td>Participation</td> <td>15%</td> </tr> <tr> <td>Gym Class Participation</td> <td>5%</td> </tr> <tr> <td>Gym Class Exercise</td> <td>5%</td> </tr> <tr> <td>Take Home Exam</td> <td>20%</td> </tr> </table>	Weekly writing assignments	40%	Body Project	15%	Participation	15%	Gym Class Participation	5%	Gym Class Exercise	5%	Take Home Exam	20%
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<ul style="list-style-type: none"> • To develop group work skills • To experience the pleasures of sociological analysis 	
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Course Outline

Historical perspectives on fitness and bodies	Physical literacy
Embodiment – thinking about movement beyond biology	Physical activity – influences on participation
The meanings of exercise: Walking and swimming	The individual focus in health promotion
The meanings of exercise: Pleasure	Health as a super-value
Frameworks for understanding fitness - Normativity	Critical perspectives on physical activity
Episodes in the history of PE: Colonialism and racialized bodies	Obesity – science and politics
What does physical education do?	Presentations and wrap-up

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