



**Faculty of Social Sciences  
Department of Political Science**

**Course Number: POLI 1P97**  
**Term/Year/Duration: Fall 2017**  
**Course Title: Politics and Sports**

---

**Instructor Name: Dr. Blayne Haggart**  
**Email: bhaggart@brocku.ca**  
**Office Location: Plaza 341**  
**Contact: Office hours: Wednesday, 3-5 pm**

---

**Times and Locations:**

*Lecture: 1-3 pm, AS 2014*

*Note: Classes at Brock University end ten minutes ahead of the hour or half hour.*

---

**Course Description:**

This course provides students with an introduction to foundational concepts in political science, such as capitalism, nationalism, gender and ethnicity, through the lens of sports. It does so through a comparative framework, examining Canadian and Australian politics and society, considering the similarities and differences between the two countries through the lens of their defining indigenous sports: ice hockey and Australian Rules football.

**Learning Objectives/Outcomes:**

By the end of this course, students should be able to:

- Understand foundational concepts in political science, such as capitalism, nationalism, militarism, and international governance;
- Understand the relationship between sociological variables such as gender and race/ethnicity, and wider political and social issues;
- Critically assess the relationship between sport and society;
- Understand and critically the similarities and differences between Canadian and Australian societies;
- Develop precise thesis statements and soundly constructed essay outlines;
- Write formal essays in a competent manner;
- Understand and avoid problems of plagiarism and other forms of academic misconduct; and
- Develop skills necessary to discuss and debate critically

### Required Readings and Texts:

The following texts is required for all students taking this course:

Lucille Charlton and Mark Charlton, *The Nelson Guide to Research and Writing in Political Science*, 2<sup>nd</sup> ed. Toronto: Thomas Nelson, 2013. Available in the bookstore. This text will **not** be available on the library reserve.

Matthew Klugman and Gary Osmond, *Black and Proud: The Story of an Iconic AFL Photo*. Sydney: Newsouth Press, 2013.

POLI 1P97 Coursepack, available in the bookstore. This coursepack includes all lecture readings. All lecture readings are available in the course package.

All seminar readings are available on the course Sakai page. Additional lecture readings (if necessary) will also be posted to Sakai.

Supplemental readings will also be available on Sakai. If you have any problem accessing these readings, please notify the instructor immediately.

All lecture and seminar readings are **mandatory**. Supplemental readings are not mandatory, but are designed to ensure that both Canadian and Australian perspectives are represented in weeks where the required readings focus on only one or the other country.

---

### Evaluation Components and Due Dates

---

Evaluation Component	Grade Weight	Due Date
Seminar participation	15%	n/a
Essay outline assignment	10%	October 4
Structured book review	10%	October 18
Midterm	10%	October 25
Research essay	25%	November 29
Final exam	30%	TBD
Total	100%	

**Important dates:** (check the section on sessional or important dates in the relevant online University calendar at <http://brocku.ca/webcal/>)

*November 6* is the date for withdrawal from the course without academic penalty.

*October 30* is the date you will be notified of 15% of your course grade.

## Essay outline assignment

To facilitate and improve essay development, each student is required to submit one essay outline at the due date listed above. Essay outlines serve as blueprints for essay development, helping to focus and organize students' research and analysis before they begin writing an essay. Each essay outline must contain a draft thesis statement outlining the general argument of the paper. Each essay outline should also list, in point form, at least three supporting arguments that will be used to help prove the essay's thesis, and each supporting argument should make reference to some logical and/or empirical evidence that illustrates it. The entire essay outline should be no more than two pages. A template for designing the essay outline will be provided by the instructor and further instruction on conceiving and constructing essay outlines will be provided in Essay Workshop #1 during regularly scheduled seminar time. The essay outline assignment does not have to be submitted to turnitin.com.

## Research essay assignment

Students in this course are required to complete one research essay. This essay will be approximately 2,000 words in length and the due date is listed above. This due date is firm and it is the responsibility of students to plan ahead and submit their paper on time (see below for the policy on late essays). All essays are to be written in formal academic style, must be fully referenced and should include a title page featuring an original title. All references must be completed using the APA (parenthetical) referencing format and bibliographies must be constructed using the APA referencing format. (Instructions on constructing APA (parenthetical) references can be found on p. 37-43 of Charlton & Charlton 2013 and instructions on constructing APA bibliographies can be found on pp. 43-48 of Charlton & Charlton 2013).

**All essays must be submitted to turnitin.com to authenticate their originality before they will be graded. Specific instructions on using turnitin.com will be provided in class by the course instructor. All essays must also be accompanied by a signed Statement on Academic Integrity, available under the 'Resources' tab on the course Sakai page.**

Students are permitted to write their essay on any of the seminar topics (listed below in italics) outlined on the course syllabus. It is expected that the thesis for your essay will specifically address the question posed in your chosen seminar topic. The seminar reading for your chosen seminar topic will be an initial starting point for your research, but at least five additional scholarly sources should also be used. Your essay should be analytical (not just descriptive) and should develop an original thesis aimed at resolving your chosen topic question. **Any essay received that has been written on an unapproved topic (i.e., one not listed on this course syllabus) will not be marked and will receive an automatic grade of zero.**

## Statement on academic misconduct

Because academic integrity is vital to the well-being of the university community, Brock University takes academic misconduct very seriously. Academic misconduct includes plagiarism, which involves presenting the words and ideas of another person as if they were your

own, and other forms of cheating, such as using crib notes during a test or fabricating data for a lab assignment.

The penalties for academic misconduct are severe. A grade of zero will be given for any assignment involving academic misconduct in this course. A second offense may result in suspension from the University. Students are urged to read the section of the Brock University Undergraduate Calendar that pertains to academic misconduct.

Instruction on identifying and avoiding academic misconduct will be provided in this course. In addition, students are reminded that the Student Development Centre (Schmon Tower, Room 400) offers free workshops on writing and study skills and on avoiding plagiarism. Students are also encouraged to take advantage of the following resources to help them understand and avoid academic misconduct:

- An instructional sheet on how to avoid plagiarism (available at: <http://www.brocku.ca/academic-integrity/undergraduate-students/how-to-avoid-plagiarism>)
- A video on academic integrity (available at: <https://www.brocku.ca/academic-integrity/video-download>)
- An online academic integrity tutorial (available at: <http://www.brocku.ca/academic-integrity/academic-integrity-tutorial>)

The standards and norms regarding some of this material may differ across disciplines. It is your responsibility to ask your teaching assistant or professor for clarification if needed. **Ignorance is NOT an acceptable excuse for academic misconduct.**

### **Policy on late essays**

Essays received by the instructor or deposited in the Political Science department essay drop box after 4:00 PM of the date on which they were due will be penalized at a rate of **FOUR percent each day late. No paper will be accepted two weeks after the due date.**

An essay is considered received when the **original hard copy** (printed, not digital) of the paper is in the hands of the instructor or in the box outside the Political Science Department's office. (ALL ESSAYS MUST INCLUDE A TITLE PAGE WITH THE FOLLOWING INFORMATION CLEARLY MARKED: STUDENT NUMBER, TA and INSTRUCTOR'S NAME, COURSE NAME and NUMBER). Having an essay date-stamped by security, or the library, or anyone else does not constitute receipt of the essay by the Political Science Department.

Extensions of due dates are granted only in circumstances that are beyond the student's control, such as health problems that are supported by a medical certificate or other, clearly equivalent, situations. Time management problems are not grounds for extensions. You are strongly urged to avoid these penalties by beginning to work on essays early in the term; by setting your own

target dates for completion that are several days before the due date; and by carefully budgeting your time.

### **Policy on returning marked essays**

Marked essays will normally be returned during class meetings or at the final examination. Students who are not in class to receive their essays or do not receive them at the final examination can obtain them in two ways: 1) directly from the instructor during his/her office hours (unless the instructor specifies in the course outline or by notice on his/her office door that this option is not available), and/or 2) directly from the instructor on specific days and at specific times announced in class or posted on his/her office door. Essays that are not picked up within six months after the end of term will be shredded.

### **Seminar participation**

The seminar sessions are a very important component of this course, supplementing and expanding on the material covered in lectures and providing you with important essay development and writing skills. Students need to be aware that seminar participation is not synonymous with seminar attendance: your attendance at seminars is the very minimum expectation and attendance alone will not ensure you a passing seminar participation grade.

Students are expected to come well prepared for seminars by completing the weekly seminar and lecture readings and reflecting upon issues and questions that will stimulate discussion. Students are expected to be active participants, making weekly contributions to seminar discussions. Students are also expected to engage their discussions in a respectful manner, feeling free to explore and debate a variety of issues and ideas, but never resorting to personal slights or attacks. Please note that all of the seminar readings are available on the course Sakai page under the 'Resources' tab on the left side of the page.

### **Final exam**

The final exam, held at a scheduled time during the exam period, will cover all of the material from the course lectures, seminars and readings. It will involve a mix of multiple choice and essay questions testing students' knowledge of the course material, their ability to analyze and synthesize this material, and the essay development skills they have acquired during the course.

### **Late Submission Policy:**

The penalty for late submission of assigned coursework is 4% per day, unless accompanied by medical documentation. See Medical Exemption Policy and the medical health certificate at <http://www.brocku.ca/health-services/policies/exemption>

### **Relationship between attendance and grades:**

Students are expected to attend all classes and must submit all assignments in order to pass this course.

## Class schedule

### Week 1 – Course introduction

September 6

- Lecture: “What can sports tell us about politics and society?” & “Introduction to Australian Rules football”
  - In-class video: What is AFL? Aussie rules explained
  - Brigid Delaney, “Grand final weekend is hell for this AFL unperson. Exile to Sydney is a relief,” *The Guardian*, October 5, 2015, <https://www.theguardian.com/commentisfree/2015/oct/05/grand-final-weekend-is-hell-for-this-afl-unperson-its-why-i-exiled-myself-to-sydney>
  - Nick Faris, “How Canada became an unlikely powerhouse in women’s Australian rules football,” *National Post*, August 1, 2017. <http://nationalpost.com/sports/how-canada-became-an-unlikely-powerhouse-in-womens-australian-rules-football/wcm/097374ae-e147-40f7-b220-b525443c4041>
- Seminar (Sept. 7-12): Introduction, and “Essay Workshop I: How to Conduct Research and Construct Essay Outlines”
  - Reading: Lucille Charlton & Mark Charlton, *The Nelson Guide to Research and Writing in Political Science*, chapters 1-2.

### Week 2 – Sport and history

Colonialism and the British influence on Canadian and Australian society.

September 13

- Lecture: “The roots of Canadian and Australian sport and society”
  - Reading: Richard Gruneau and David Whitson, *Hockey Night in Canada: Sport, Identities and Cultural Politics*. Toronto: Garamond Press, 1993. Chapter 2: Origins of the Modern Game.

Seminar (Sept. 14-19): *How has Canadian and Australian political, social and economic history shaped the development of its main sports?*

- Reading: Geoffrey Blainey, “The Hidden Money,” in *A Game of Our Own: The Origins of Australian Football*, 2<sup>nd</sup> ed. Melbourne: Griffin Press, 2003. 157-175.

### **Week 3 – Sport and capitalism**

How capitalism influences politics and society.

**September 20**

- Lecture: “Why is there an NHL team in Las Vegas? Why are NHL teams owned by billionaires and AFL teams by the community?”
  - Reading: John Hannigan, “From Maple Leaf Gardens to the Air Canada Centre: The downtown entertainment economy in ‘world class’ Toronto,” in David Whitson and Richard S. Gruneau, eds. *Artificial Ice: Hockey, Culture, and Commerce*. Toronto: Broadview Press, 2006.
- Seminar (Sept. 21-26): *Will the AFL become more professional, like the NHL? Should it?*
  - Reading: Andy Fuller, “Commercialise my footy: how the AFL’s grip on the game shrinks the fan’s role,” *The Conversation*, March 22, 2017.  
<https://theconversation.com/commercialise-my-footy-how-the-afls-grip-on-the-game-shrinks-the-fans-role-72090>

### **Week 4 – Sport and labour**

The role of workers in politics and society.

**September 27**

- Lecture: “Why is the average NHL salary so high and the average AFL salary much lower?”
  - Reading: *Hockey Night in Canada*, Chapter 5: The Work World of Pro Hockey
- Seminar (Sept. 28-Oct. 3): *Are professional athletes paid too much money?*
  - Readings: Sean Avery, “Transition Season,” *The Players’ Tribune*, June 18, 2015; and  
Ross Booth, “History of player recruitment, transfer and payment rules in the Victorian and Australian Football League,” *ASSH Bulletin* 26, June 1997: 13-33.

### **Week 5 – Sport and indigenous peoples (I): Australia**

Indigenous politics and colonialism.

**October 4**

**ESSAY OUTLINE ASSIGNMENT DUE AT THE BEGINNING OF LECTURE**

- Lecture: “What is the relationship between Aussie Rules football and Australian Indigenous politics?”
  - Readings: Matthew Klugman and Gary Osmond, *Black and Proud: The Story of an Iconic AFL Photo*. Sydney: Newsouth Press, 2013.

Jake Niall, "Adam Goodes debate: For too many, it's a case of 'don't think, boo'," *Sydney Morning Herald*, May 31, 2015.

- Seminar (Oct. 5-17): *What is the relationship between Aussie Rules football and Australian Indigenous politics?*
  - Readings: Gregory Phillips and Matthew Klugman, "The land we play on: equality doesn't mean justice," *The Conversation*, August 3, 2016. <https://theconversation.com/the-land-we-play-on-equality-doesnt-mean-justice-62101>
  - Craig Little, "Indigenous round highlights how far AFL has come but there is still work to be done," *The Guardian*, May 28, 2017. <https://www.theguardian.com/sport/2017/may/29/indigenous-round-highlights-how-far-afl-has-come-but-there-is-still-work-to-be-done>

## **OCTOBER 11: FALL BREAK WEEK, NO CLASSES**

### **Week 6 – Sport and indigenous peoples (II): Canada**

Indigenous politics and colonialism.

**October 18**

#### **STRUCTURED BOOK REVIEW DUE AT THE BEGINNING OF LECTURE**

- Lecture: "Why does First Nations hockey have such a violent reputation?"
  - Reading: Michael A. Robidoux, "Chapter 4: Constructing the other through hockey," in *Stickhandling Through the Margins: First Nations Hockey in Canada*, Toronto: University of Toronto Press, pp. 110-129; 134-144.
- Seminar (Oct. 19-24): *What does hockey tell us about the relationship between Canada and Canada's Indigenous peoples? What lessons are there for Canada in the Australian experience?*
  - Readings: Scott Gilmore, "Canada's race problem? It's even worse than America's." *Macleans.ca*, January 22, 2015. <http://www.macleans.ca/news/canada/out-of-sight-out-of-mind-2/>; and  
  
Karen Pauls, "Icing racism in hockey: Players speak out," *cbc.ca*, November 13, 2014. <http://www.cbc.ca/news/canada/manitoba/icing-racism-in-hockey-players-speak-out-1.2831319>

### **Week 7 – Sport and drugs (international institutions)**

How international institutions affect domestic politics and society

**October 25**

**NOTE: THE FIRST HOUR OF THE LECTURE WILL BE AN IN-CLASS MIDTERM**

- Lecture: “Why do we care if athletes take performance-enhancing drugs?”  
**Guest Lecturer: Dr. Kathryn Henne (University of Waterloo, former player, US international rugby team)**

- Readings: Kathryn Henne, “The straight dope on regulating fair play in sport,” *Anthropology News*, July 29, 2016.

Bengt Kayser and Aaron CT Smith, “Globalization of anti-doping: The reverse side of the medal,” *BMJ*, July 12, 2008, 85-87. <http://www.bmj.com/bmj/section-pdf/186520?path=/bmj/337/7661/Analysis.full.pdf>

- Seminar (Oct. 26-31): *Should an international organization like the World Anti-Doping Agency (WADA) be able to set doping policy in domestic sports leagues like the AFL or NHL?*

**Note: Readings provide background for the Essendon Bombers doping scandal, which you will be expected to discuss in seminar. This seminar will be conducted as a debate**

- Readings: Essendon doping saga timeline. <http://www.abc.net.au/news/2013-03-08/essendon-doping-saga-timeline/4708474>

Lisa Albergo, “WADA appeals: It ain’t over yet folks,” May 19, 2015. [http://www.afana.com/drupal5/news/2015/05/15/wada\\_appeals\\_it\\_aint\\_over\\_yet\\_folks-7231](http://www.afana.com/drupal5/news/2015/05/15/wada_appeals_it_aint_over_yet_folks-7231)

Daryl Adair, “AFL illicit drug reform needs to be about more than punishment,” *The Conversation*, April 13, 2015. <https://theconversation.com/afl-illicit-drug-reform-needs-to-be-about-more-than-punishment-39927>

Mark Miller, “Essendon verdict: No winners in this sorry saga,” *The Drum*, March 31, 2015. <http://www.abc.net.au/news/2015-03-31/mark-no-winners-in-this-sorry-asada-saga/6362594>

## **Week 8 – Sport and race/Essay writing**

Race’s influence on Canadian politics.

### **November 1**

- Lecture: “Why does PK Subban get booed all the time?”
  - Reading: Stacy L. Lorenz and Rod Murray, “The Dennis Rodman of hockey: Ray Emery and the policing of blackness in the Great White North,” in *Commodified and Criminalized: New Racism and African Americans in Contemporary Sports*, David J. Leonard and C. Richard King, eds. Plymouth: Rowman and Littlefield, 2011.
- Writing, Referencing and Plagiarism

- Reading: Lucille Charlton & Mark Charlton, *The Nelson Guide to Research and Writing in Political Science*, chapter 3
- Seminar (Nov. 2-7): *What does the treatment of race in the NHL and Canadian hockey tell us about Canadian politics and society?*
  - Readings: Cecil Harris, “The N-Bomb,” in *Breaking the Ice: The Black Experience in Professional Hockey*. Toronto: Insomniac Press, 2003, pp. 147-156; and  
T’cha Dunlevy, “Blackface in Quebec: Intent vs. offence,” *Montreal Gazette*, February 21, 2015.  
  
Brendan Kelly, “What the Puck: P.K. Subban hating went into overdrive Monday,” *Montreal Gazette*, June 12, 2017.  
  
Rachel Décoste, “The Habs and have-nots: Why Subban should leave Canada,” *Huffington Post*, September 30, 2014.

### **Week 9 – Sport and gender (I): Masculinity**

Gender’s influence on politics and society.

#### **November 8**

- Lecture: “Is this what a real man looks like? Differences in Masculinity between the AFL and NHL”
  - Reading: *Hockey Night in Canada*, Chapter 8: Violence, Fighting, and Masculinity
- Seminar (Nov. 9-Nov. 14): *Why is hockey so violent?*
  - Readings: Lindsay Fitzclarence and Christopher Hickey, “Real footballers don’t eat quiche: Old narratives in new times,” *Men and Masculinities* 4, no 2 (2001): 118-139.  
  
Nkb, “On Steve Downie, Don Cherry and Violence in Hockey Culture,” SB Nation, December 24, 2016. <https://www.silversevensens.com/2016/12/24/14075372/on-steve-downie-don-cherry-and-violence-in-hockey-culture>

### **Week 10 – Sport and gender (II): Femininity**

Gender’s influence on politics and society.

#### **November 15**

- Lecture: “Why are women’s professional leagues treated as second class? & Why are so many more women fans of the AFL than the NHL?”
  - Rob Hess, “‘Ladies are specially invited’: Women in the culture of Australian Rules football,” *The International Journal of the History of Sport* 17, no. 2-3 (2000): 111-141.

- Rob Hess, “Growth of women’s football has been a 100-year revolution – it didn’t happen overnight.” *The Conversation*, February 3, 2017.  
<https://theconversation.com/growth-of-womens-football-has-been-a-100-year-revolution-it-didnt-happen-overnight-71989>
- Seminar (Nov. 16-21): *Why are women’s professional leagues treated as second class?*
  - Readings: Russell Jackson, “A game of their own: AFLW causing an amateur football revolution,” *The Guardian*, June 23, 2017.  
<https://www.theguardian.com/sport/2017/jun/23/a-game-of-their-own-aflw-causing-an-amateur-football-revolution>
  - Erin Riley, “There is no defence for failing to pay players in the AFL women’s league a living wage,” *The Sydney Morning Herald*, August 31, 2016.  
<http://www.smh.com.au/lifestyle/news-and-views/opinion/there-is-no-defence-for-failing-to-pay-players-in-the-afl-womens-league-a-living-wage-20160831-gr5mow.html>

### **Week 11 – Sport and nationalism**

The influence of nationalism on society.

**November 22**

**Guest lecturer (2<sup>nd</sup> half): Katie Winstanley, McMaster University. Subject: Soccer and Scottish nationalism**

- Lecture: “Why is the national anthem sung before NHL games but not regular-season AFL games?”
  - Reading: Brian Kennedy, “Confronting a compelling Other: The Summit Series and the nostalgic (trans)formation of Canadian identity,” in Andrew C. Holman, ed., *Canada’s Game: Hockey and Identity*. Quebec City: McGill-Queen’s University Press, 2009.
- Seminar (Nov. 23-28): *Should the national anthem be played before all sporting events?*
  - Reading: Tony Collins, “The invention of sporting tradition: National myths, imperial pasts and the origins of Australian Rules football,” in *Myths and Milestones in the History of Sport*, ed. Stephen Wagg. New York: Palgrave Macmillan, 2011. 8-31.  
  
Jesse Spector, “It’s time for American sports to ditch the national anthem,” *Sporting News*, September 9, 2016. <http://www.sportingnews.com/other-sports/news/national-anthem-protest-brandon-marshall-broncos-colin-kaepernick-megan-rapinoe-yankees-blue-jays/l4p9kumhos7r1sex2znwn2uau>

### **Week 12 – Sport and militarism**

The role of the military in society.

**November 29**

**Guest lecturer: Dr. Mark Norman, University of Toronto**

- Lecture: “Why are hockey and footy so intertwined with the military?”
  - Readings: Jay Scherer and Jordan Koch, “Living with war: Sport, citizenship, and the cultural politics of post-9/11 Canadian identity,” *Sociology of Sport Journal*, 27 (2010): 1-29; and
 

Mark McKenna, “Anzac Day: How did it become Australia’s national day?” in Marilyn Lake and Henry Reynolds, eds., *What’s Wrong with Anzac? The Militarization of Australian History*. Sydney: University of New South Wales Press, 2010. pp. 110-134.
- Possible essay question: *Should the Canadian or Australian (your choice) military have such a strong presence in hockey/footy?*
- Seminar (Nov. 30-Dec. 5): Exam review

## Academic Policies

### Academic Integrity:

#### Statement for undergraduate courses

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one’s own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section VII, “Academic Misconduct”, in the “Academic Regulations and University Polices” entry in the Undergraduate Calendar, available at <http://brocku.ca/webcal> to view a fuller description of prohibited actions, and the procedures and penalties.

#### Plagiarism software:

If plagiarism software is used (Turnitin.com), a statement to that effect must be included on the outline including an option to opt out.

#### Sample statement regarding Turnitin.com

This course may use Turnitin.com, phrase-matching software. If you object to uploading your assignments to Turnitin.com for any reason, please notify the instructor to discuss alternative submissions.

### Intellectual Property Notice:

All slides, presentations, handouts, tests, exams, and other course materials created by the instructor in this course are the intellectual property of the instructor. A student who publicly posts or sells an instructor’s work, without the instructor’s express consent, may be charged with misconduct under Brock’s Academic Integrity Policy and/or Code of Conduct, and may also face adverse legal consequences for infringement of intellectual property rights.

### Academic Accommodation:

As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the university community with disabilities. If you require academic accommodations related to a documented disability to participate in this course, you are encouraged to contact Services for Students with Disabilities in the Student Development Centre (4th floor Schmon Tower, ex. 3240). You are also encouraged to discuss any accommodations with the instructor well in advance of due dates and scheduled assessments.

**Academic Accommodation due to Religious Obligations:**

Brock University acknowledges the pluralistic nature of the undergraduate and graduate communities such that accommodations will be made for students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event. Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructor(s) for alternative dates and/or means of satisfying requirements.

**Medical Exemption Policy:**

The University requires that a student be medically examined in Health Services, or by an off-campus physician prior to an absence due to medical reasons from an exam, lab, test, quiz, seminar, assignment, etc. The Medical Certificate can be found at: <http://www.brocku.ca/health-services/policies/exemption>