

Acknowledgement of Indigenous Peoples and Traditional Territories:
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 New Credit, the Huron-Wendat, the Haudenosaunee Confederacy and the Métis Nation of Ontario.

School of Kinesiology, Faculty of Health and Science, York University

COMMUNITIES IN MOTION: EXPLORING THE BEHAVIOURAL AND SOCIO-CULTURAL STUDY OF
SPORT AND PHYSICAL ACTIVITY

Course: KINE 2040 3.0
Term: Winter Term 2023
Time/Location: M 11:30am-1:00pm Online Zoom
W 11:30am-1:00pm Curtis Lecture Hall (CLH) H
Course Director (CD): Dr. Alix Krahn
Email: akrahn@yorku.ca
Office: 326 Bethune
Office Hours: By appointment only
Course Website: Accessed via eClass < <https://www.yorku.ca/eclass/>>

Please Take Care of You:

We are continuing to deal with difficult times and as such a tremendous amount of stress, anxiety, fear, and uncertainty due to the ongoing COVID-19 pandemic. Please be kind and gentle with yourselves and others. There are a number of online free resources available to help support you. If you need help, the following list of websites (this is not an exhaustive list) may be a good place for you to start:

<https://good2talk.ca/>

<https://counselling.students.yorku.ca/>

<https://yubettertogether.info.yorku.ca>

I am deeply committed to respecting 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 2040 directly align with the University's commitment to education without discrimination based on race, national or ethnic origin, colours, religion, sex, age or mental or physical disability. For additional information on support,

resources, and educational opportunities on equity, diversity, and inclusion at York University, please visit the Centre for Human Rights, Equity and Inclusion at: <https://rights.info.yorku.ca/>

Expanded Course Description:

While often associated with space and place, the concept of community can encompass more than just geography to include individuals connected together along complex psychological, social, cultural, and political dimensions. Within and across our varied communities, sport and physical activity routinely play an important role in bringing people together – and sometimes even dividing them apart. Behavioural and socio-cultural scholars explore sport and physical activity in efforts to better understand how sport and physical activity influences our lives and communities and, in turn, is influenced by our lives and communities.

This course introduces students to the behavioural and socio-cultural study of sport and physical activity with emphasis on exploring sport and physical activity in relation to communities and community building; and identifying behavioural and societal barriers to and facilitators of participation in sport and physical activity. In addition, students will be introduced to the research processes that underpin the behavioural and socio-cultural study of sport and physical activity – from the starting point of cultivating curiosity, to developing a research question, to gathering and analyzing data, to the end point of communicating findings to others.

This course also affords students an opportunity to learn about and develop competency in effective communication and group work skills. Experiential learning activities throughout the course will provide students with opportunities to practice their professional development in these areas.

Course Learning Objectives:

This course:

- Exposes students to theory and research in the behavioural and socio-cultural study of sport and physical activity in Canada.
- Introduces students to barriers to and facilitators of participation in sport and physical activity in relation to varied conceptualizations of community.
- Orients students to the research process as it pertains to the behavioural and socio-cultural study of sport and physical activity in the community.
- Introduces students to connecting knowledge to action through Knowledge Mobilization (KMb).
- Provides students with opportunities to develop and demonstrate university-level reading comprehension, critical evaluation, writing and communication skills etc.

Course Learning Outcomes:

Following completion of this course, students will be able to:

- Identify the similarities and distinctions between the behavioural and socio-cultural study of sport and physical activity.

- Discuss the multi-dimensional nature of community as understood theoretically and personally.
- Identify barriers to and facilitators of sport and physical activity participation within and across a range of communities.
- Identify central tenets of and key stages in doing research in the behavioural and socio-cultural study of sport and physical activity.
- Describe Knowledge Mobilization (KMb) as a strategy and range of activities centred on connecting knowledge to action.
- Identify different orientations to group work, and skills to advance effective group-based work.

Email and Office Hours:

Email is great when used in moderation. Please ensure that email messages are professional, clear, and coherent. KINE 2040 is not the only course and/or academic related work I have this coming semester. As such, please do NOT expect an immediate response and please know that I reserve the right to NOT reply over the weekend. I will also be available for office hours via Zoom or phone by appointment. Please email me with the subject line *Request Office Hours*. Where possible please consult the course's eClass page and/or the course outline prior to emailing me since most often the information you seek can be found there. If you ask me a question regarding content that has been posted online and/or covered in lecture, I will re-direct you to the necessary course materials for your reading and/or viewing.

Organization of the Course:

KINE 2040 is offered as 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. The required readings/videos are central to the course and the lectures will serve to enrich, clarify, and illustrate crucial issues from the assigned readings/videos. The course will also involve a blend of in-person and online participation through tutorials. The required readings/videos as well as the lecture content will be discussed in weekly tutorials. Links to lectures, supplemental materials, and required readings will be located on the course's eClass page.

Course Text/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 the course's eClass page. In the event that 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 in advance of in person tutorials on Wednesday.

KINE 2040 adopts a zero-tolerance policy with regard to Breach of Academic Honesty. Please refer to the [York University Secretariat website](#) for Senate Policy on Academic Honesty as well as to the [Faculty of Health's Academic Integrity Tutorial](#) webpage. Please note that the buying and selling of course material (including lecture slides, evaluation items, etc.) may constitute an infringement of intellectual property rights and/or a breach of Academic

Honest. Additional information on [Student Rights and Responsibilities](#) is available to you as well.

Copyright Information

These course materials are designed for use as part of the KINE 2040 course at York University and are the property of the instructor(s) unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, 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.

Course Evaluation

<i>Assessment Item</i>	<i>Percentage of Final Grade</i>	<i>Due Date</i>
Community Observation Assignment- Part I	20%	February 15
Community Observation Assignment- Part II	25%	Written report: April 3 Presentations: April 5
Mini Lecture and Reading/Video Quizzes	15%	January 25, Feb 8, March 1, 15 & 27
Participation	20%	N/A
Final Exam	20%	TBD

Grading:

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments will bear either a letter grade designation or a corresponding number grade (e.g., A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.) (For a full description of York grading system see the York University Undergraduate Calendar - <http://calendars.registrar.yorku.ca/2014-2015/academic/grades/>)

Unless specified otherwise, all written work must:

- Include a Title Page with Student Name and Number
- Be double-spaced
- Use 12pt Times New Roman font
- Use one-inch margins all around
- Have numbered pages
- Use paragraphs (point form notes are not acceptable)
- Use APA formatting for in-text citations and referencing

Assignment Submission and Lateness Penalties:

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments are due in lecture on their due dates, and you are required to hand in your assignment by the beginning of lecture in class or online. Emailed assignments will not be accepted. There will be a grace period of ten minutes, meaning that an assignment is only

considered LATE if handed in after 11:40am on the due date (e.g., 11:41pm is considered late). Late assignments will be penalized with a 20% grade reduction per day, unless they are accompanied by a completed APS form or official documentation detailing a serious matter.

Appeals Process:

You may ask for a grade reassessment on an assignment. This, 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 should be re-evaluated, explain why in a one-page (max) typed letter attached to your assignment and submit to the CD by the next lecture date. Your grade may go up, down, or remain the same. Grade reassessment decisions are final. Participation grades cannot be appealed.

Assignment Deadline Extension and Missed Test:

Students with a documented reason for requiring an extension, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor’s letter) may request accommodation from the CD. The length of the extension is up to the discretion of the CD.

Deferred quizzes will NOT be arranged. Failure to write any quizzes on the day will result in a zero. Exceptions will only be made for students with supporting documentation (e.g., doctor’s letter). Very late extensions or accommodations for the final exam or any other evaluation matter for the course will require students to submit a formal petition to the Faculty of Health.

Weekly Lecture and Required Reading Schedule

DATE	TOPIC AND REQUIRED READING	FORMAT
Jan 9	Welcome and Introduction to KINE 2040	Sync/Zoom 11:30-1:00pm
Jan 11	Welcome and Introduction to KINE 2040: What is community in motion? https://www.tv.org/video/documentaries/toronto	In Class CLH H 11:30-1:00pm
Jan 16	Introduction to Research: From curiosity to communication	Sync/Zoom 11:30-1:00pm
Jan 18	Introduction to Research: From curiosity to communication <i>The journey of a community engaged scholar: An auto-ethnography (Cutforth, 2013)</i> <i>Note: Reading questions posted eClass will be submitted for attendance grades</i>	Tutorial Cancelled
Jan 23	Introduction to Behavioural and Socio-Cultural Approaches to Research in Community	Sync/Zoom 11:30-1:00pm
Jan 25	Introduction to Behavioural and Socio-Cultural Approaches to Research in Community <i>Review of Community-Based Research: Assessing Partnership Approaches to Improve Public Health (Israel et al., 1998)</i>	In Class CLH H 11:30-1:00pm

	Mini Lecture/Reading Quiz 1	
Jan 30	Socio-Cultural Case Study 1: Dr. Parissa Safai Citius, Altius, Pauperius: Poverty and High Performance Athletes	Async/ eClass 11:30-1:00pm
Feb 1	Socio-Cultural Case Study 1: Dr. Parissa Safai <i>The Absence of Resistance Training? Exploring the Politics of Health in High Performance Youth Triathlon (Safai et al., 2016)</i>	In Class CLH H 11:30-1:00pm
Feb 6	Socio-Cultural Case Study 2: Hadeth Rassol	Async/ eClass 11:30-1:00pm
Feb 8	Socio-Cultural Case Study 2: Hadeth Rassol Mini Lecture/Reading Quiz 2	In Class CLH H 11:30-1:00pm
Feb 13	Behavioural Case Study 1: Dr. Joe Baker	Async/ eClass 11:30-1:00pm
Feb 15	Behavioural Case Study 1: Dr. Joe Baker Reading to be provided by Guest Community Observation Part I Due	In Class CLH H 11:30-1:00pm
Feb 18-24	Winter reading week	No Classes
Feb 27	Behavioural Case Study 2: Dr. Rebecca Bassett-Gunter	Async/eClass 11:30-1:00pm
Mar 1	Behavioural Case Study 2: Dr. Rebecca Bassett-Gunter Reading to be provided by Guest Mini Lecture/Reading Quiz 3	In Class CLH H 11:30-1:00pm
Mar 6	Professional Development: Communication and working with others	Sync/Zoom 11:30-1:00pm
Mar 8	Professional Development: Communication and working with others https://learningcommons.yorku.ca/groupwork/	In Class CLH H 11:30-1:00pm
Mar 13	Skill Development: Knowledge Mobilization (KMb)	Sync/Zoom 11:30-1:00pm
Mar 15	Skill Development: Knowledge Mobilization (KMb) <i>A report detailing the development of a university-based knowledge mobilization unit that enhances research outreach and engagement (Phipps, 2011)</i> Mini Lecture/Reading Quiz 4	In Class CLH H 11:30-1:00pm
Mar 20	Socio-Cultural Case Study 3: Dr. Gobika Sriranganathan	Async/eClass 11:30-1:00pm
Mar 23	Behavioural Case Study 3: Dr. Kathryn Johnston	In Class CLH H 11:30-1:00pm
Mar 27	Community Practitioner 1: Sport in Community Micaella Riche Lay-Up Basketball Mini Lecture/Reading Quiz 5	In Class CLH ? 11:30-1:00pm
Mar 29	Community Practitioner 2: Medical Care in Community Dr. James Krahn (MD) Envoy Medical Dispatcher	In Class CLH H 11:30-1:00pm

April 3	Thinking about Community and Research Beyond KINE 2040 <i>Community Observation Part II- Written Report Due</i>	Sync/Zoom 11:30-1:00pm
April 5	Showcase and Articulation <i>Community Observation Part II- Presentations</i>	In Class CLH H 11:30-1:00pm
April 10	Course Review and Exam Preparation	Sync/Zoom 11:30-1:00pm
April 12-27	<i>Winter examination period— Final EXAM TBD</i>	NO CLASS

Specific Instructions on Course Evaluation Items

Community Observation Assignment – Part I (20%)

This assignment involves both individual and team-based work. Evaluation for this assignment will be based on individual work. The purpose of this assignment is to: 1) allow you to observe people interacting with one another in a setting; 2) define how you see or do not see community in your chosen setting; 3) reflect on your own relationship (or lack of relationship) with others in your chosen setting, as informed by the themes and concepts raised in the course; 4) collectively identify an issue or question that warrants further investigation; and 5) begin to practice effective teamwork skills.

Specific Instructions:

1. Read all the instructions before starting!
2. Organize into a team no larger than four. Please make sure to discuss your expectations for yourself and one another for this assignment prior to finalizing your group. Each group must create their own team name, and each team must complete and submit a Team Contract (found on eClass) prior to starting the assignment and NO later than January 25th.
3. Working together, identify a community of people you wish to observe in a public setting. Your team gets to define 'community' with individuals and groups in the area of sport and physical activity.
4. Once the team has decided on what community of people to observe, work together to choose a public setting you wish to observe. Suitable public settings include, but are not limited to, public spaces (e.g., parks, coffee shops, restaurants, libraries, museums), the public spaces of sports or fitness clubs (e.g., gym, yoga studio, dance studio), the public spaces of community/recreational centres (e.g., shopping malls, hospital lobbies or waiting areas, etc.).
5. Individually, prior to the observation, reflect on what you anticipate observing while 'in the field' and why you may be anticipating that. Record your thoughts as you will need them later.
6. Individually, carry out an observation of your chosen setting. All team members must conduct their own observations. You must carry out two separate occasions of observation of the same setting, each approximately 20-30 minutes in duration (for a total of 40-60 minutes).

7. Individually, as part of the observation, reflect on the following questions (this is not an exhaustive list nor do students necessarily have to cover all the points):
 - What is the setting as a physical/social space?
 - Who are the people in the setting? How are they different? How are they the same? What are they doing? How are they doing it?
 - Are the people in the setting interacting with one another? How are they interacting, or not interacting?
 - What social class, gender, race or other differences can I see?
 - How am I involved or not in this setting?
 - Do I see 'community' in this setting and, if so, what does that mean to me?
8. Individually, prepare a written report about your observations, including a diagram of the setting. The report needs to include a detailed account of what was observed. In other words, describe the setting that you observed.
 - As much as possible you should try to provide an account of what you have learned about the setting and its participants. In other words, what analytic insights about your observations do you take away from the exercise?
 - Reflect on the experience of doing observation. Try to address the following type of questions (remember this list is not exhaustive nor do you have to cover all the points): What did you observe that you might not have seen as a casual observer or participant in the setting? How did you feel in the setting? What issues arose for you in writing up your fieldnotes?
 - Reflect on your assumptions. Retrieve your work from Part 5 and reflect on your expectations of the setting in relation to what you did observe. Did you have an assumption or assumptions about what you would observe and, if so, why? How do think your personal history and identity shaped your observation?
9. On February 15th, each member of the team will hand in their completed individual community observation report.

Community Observation Assignment – Part II (Total of 25%: Written work = 15%; Presentation = 10%)

This is a team-based assignment that builds on the work done in Part I. The grade for the assignment will be distributed equally among team members unless otherwise discussed with the course Director (CD) at least one week prior to the showcase date. Individual team members will be required to complete and submit a Peer Evaluation of one another at the completion of the project (form to be posted on eClass).

This assignment gives students an opportunity to: 1) reflect on the work undertaken in Part I and collectively identify an issue or question that warrants further exploration; 2) delve into the preliminary stages (i.e., development of research question and examination of existing bodies knowledge) of the research process as it relates to an issue 'from the community;' 3) identify and articulate how further research on your group's chosen issue or question is relevant to your group's chosen community (KMb); and 4) practice effective communication and teamwork skills through the development of a creative presentation of the team's choosing.

Specific Instructions:

1. Read all the instructions before starting!
2. Once all team members have conducted their individual observations, reconvene. Working together, discuss your experiences and reflections and collectively identify one issue about the community of people you have observed that warrants further investigation.
3. Working together, complete the Team Check-in form (found on eClass) which will ask you to briefly identify how the teamwork is progressing to date including strengths and/or potential areas for improvement. The bottom of the form requires your team to state the one issue about the community of people you have observed that warrants further investigation. Submit this form on March 8th.
4. Imagine you are all researchers asked by your chosen community to help build a proposal for a research project that pertains to the issue your group has chosen. The proposal will be presented to an imaginary Funder for their consideration, and the imaginary Funder welcomes creatively presented and thoughtful proposals that show how research on the chosen issue is relevant to or for the community.
5. As a team, explore the behavioural and/or socio-cultural research that has been conducted to date on your chosen idea. This work will assist your team in understanding what is known about your chosen issue in existing research and practice and in identifying the specific research question(s) that will be the focus of your proposed project. Review academic/scholarly sources as well as popular media resources (e.g., research, policy, news reports, magazine articles, etc.) that pertain to your team's chosen community. Your teams' review of these materials (course-specific required readings and beyond) must include both description of the materials and analysis of the content within them.
6. Working together, develop the introduction, review of literature, and rationale sections for the imaginary proposed study as well as the section on the potential contributions of the proposed study to the community (or community organization if applicable). Your team must clearly identify the research question(s) that arose in Part 5. Your team will NOT engage in conducting research.
7. Finally, as a team develop a creative presentation to communicate the work undertaken in Part 6. The presentation can be performance-based (e.g., a play, skit, song, spoken poetry, rap), visual arts-based (cartoon, painting, sculpture), digital (e.g., digital storytelling), or more traditional and academic (e.g., similar to a 3-mins thesis presentation) in nature. The presentation must highlight the introduction, review of literature, and rationale sections for the imaginary proposed study as well as the section on the potential contributions of the proposed study to the community. You may find it helpful to imagine this presentation like a pitch for your research project to the imaginary Funder for their support and money.
8. On April 3rd, each team must hand in a written report of the introduction, review of literature, and rationale sections for the imaginary proposed study as well as the section on the potential contributions of the proposed study to the community. It is expected that you will reference a minimum of six (6) scholarly, peer-reviewed articles. Lecture material from this course or other courses will not count towards minimum

requirement. The written report is not to be a 'first draft' document, rather a polished final product.

9. On April 5th, each team will present their proposed study. Performance-based presentations cannot exceed 5-minutes in duration and time limits will be strictly enforced.

Participation (Total: 20% Attendance = 5% Tutorial Engagement=15%)

The participation grade for this course will be a blend of attendance and engagement with the course materials. Specifically, students will gain grades for attending and participating in the tutorials that have been developed to support and advance students in their skill and professional development, in the areas of effective communication and group work, Knowledge Mobilization, and professionalism. One way in which student engagement will be encouraged and graded, is through a weekly question posed to the class, which students must answer in an email to the CD. Once students have sent their email answers, students will then share their responses with the members of their group prior to engaging in additional planned activities. Each week, and prior to their tutorial, students should access the course eClass site to find relevant course reading and/or video. Students are expected to have completed the reading and/or video and will be expected to participate in group activities in thoughtful, substantive, and interactive ways.

Mini Lecture/Reading/Video Quizzes (5 @ 3% each; total = 15% of final grade)

Throughout the term, there will be mini quizzes (3% each) focused on lectures and required readings/videos. The quizzes will be administered in class and students will be given a maximum of 20 minutes to complete the lecture/reading quiz. Students will be required to bring Photo ID (i.e., student ID and/or Driver's License) as well as a writing utensil. Additionally, students will be given only ONE chance to complete the lecture/reading/video quiz. Missed reading quizzes will automatically result in zero (0) for that specific quiz. Make-up reading quizzes will NOT be provided. No exceptions will be made for individual students.

Final Exam (20%)

There will be a final exam focused on lecture content and required readings and may include multiple choice, and/or short answer questions, and/or essay question(s). The final exam will be cumulative, meaning that ALL course content is examinable. The final class of the year 9as indicated in the course outlined) will be dedicated to reviewing course content as well as specific examination preparation. Students can expect to hear more details about the final exam (e.g., allocation of marks per section, potential essay questions etc.) and all questions pertaining to the final exam will be answered.