

Acknowledgement of Indigenous Peoples and Traditional Territories

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as **Tkaronto** has been care taken by the **Anishinabek Nation**, the **Haudenosaunee Confederacy**, and the **Huron-Wendat**. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the **Mississaugas of the Credit First Nation**. This territory is subject of the **Dish with One Spoon Wampum Belt Covenant**, an agreement to peaceably share and care for the Great Lakes region.

Faculty of Health School of Kinesiology and Health Science

Aboriginal Physical Activity and Community Health

Course: HH/KINE 4315
Course Type: Remote Delivery
Course Website: <https://eclass.yorku.ca/eclass/course/view.php?id=13772>
Term: Winter 2021
Class Meetings: Tuesdays & Thursdays 11:30am-1:00pm EST/EDT.

Course Director: Ashley Day
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TA: Julia Ferreira Gomes: jfgomes@yorku.ca
Student Hours: Tea & Talk every other Thursday (see eClass) 10:30-11:30am EDT/EST.
Zoom (by appointment) Thursdays 1:00-2:00pm EDT/EST.

Please Take Care of You: We are all dealing with a tremendous amount of stress, anxiety, fear, and uncertainty as a consequence of the COVID-19 pandemic. Please be kind and gentle with yourselves and others during this difficult period of time. 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://coronavirus.info.yorku.ca/>

<https://yorkinternational.yorku.ca/>

I am deeply committed to respecting diversity, inclusivity, and equity for all. Throughout this course, 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

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of knowledge and strength. These values 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 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>

Indigenous Community Services: Access to Elders and Traditional Healing Services are available through the Centre For Aboriginal Student Services (CASS) located at 246 York Lanes. For general information contact: cassinfo@yorku.ca Director of Services Randy Pitawanakwat: rpitawan@yorku.ca Website: <https://aboriginal.info.yorku.ca>

Ontario Federation of Indigenous Friendship Centres offer a variety of programs and services for Indigenous Peoples located in Ontario. Please visit <https://ofifc.org> to find a Friendship Centre near you.

Miziwi Biik is a non-profit TO based organization supporting Indigenous Peoples with employment and access to training. Located at 167-169 Gerrard Street, East. Toronto. Visit <https://miziwebiik.com> or follow on Instagram @miziwe_biik.

Native Canadian Centre of Toronto (NCCT) is an Indigenous community centre that offer a variety of programs and services. All are welcome. Visit www.ncct.on.ca or follow on Instagram @nativecentre.

NCCT Youth Department provides programming and support to Indigenous Youth aged 12-24. Visit www.ncct.on.ca/programs/youth-program/ or follow on Instagram @ncctyouthdepartment

Native Child and Family Services of Tkaronto (#NCFST) is a community driven, child centred, and family focused organization offering many programs and services. Located a 30 College St. Toronto. Visit www.nativechild.org or follow on Instagram @nativechildoftoronto

Native Child Early Years is a Toronto based community centre offering programs and services for caregivers and children ages 0-6. Follow on Instagram @nativechild_earlyyears

2SpiritedPeopleOfThe1stNations is a Toronto based organization offering a variety of supports and services for the 2S community. Visit <http://2spirits.com> or follow on Instagram @2spiritstoronto

Métis Nation of Ontario offers a variety of programs and services for the Métis communities in Ontario. Please visit <http://www.metisnation.org> or follow on Instagram @metisnationon

Toronto Inuit Association offers programs and services for the Inuit community in Tkaronto and surrounding areas. Visit <https://www.torontoinuit.com> or follow on Instagram @torontoinuitassociation

Email and Student Hours: Email communication will be reserved primarily for arranging virtual student hours by appointment if necessary and/or attending to issues that need to be resolved immediately. Please ensure that email messages are professional, clear, and coherent. I will be available for virtual student hours via Zoom on Thursdays between 1:00-2:00pm EDT/EST (excluding holidays) by appointment only. **Where possible, consult the course outline prior to emailing since often the information you need is there.**

Email responses will be sent by 5:00pm Monday to Friday. Emails sent after 5:00pm on Friday will not receive a response until the following week. To be clear, I will NOT respond to emails on weekends. I will make every effort to respond promptly; however, please do not expect immediate responses to your emails. Please note, that this course depends on remote teaching and learning. There will be no in-class interactions or activities on campus.

Technical requirements for taking the course: Several platforms will be used in this course (e.g., eClass, Zoom, etc.), through which students will interact with 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), and how office hours will be conducted. Students will be expected to watch videos (pre-recorded lectures, films, videos), and participate in discussions via video conferencing through Zoom and eClass Chat. Students will therefore require:

- Stable, higher-speed internet connection;
- Computer with microphone, and/or a smart device with these features

A way to determine Internet connection and speed: there are online tests, such as [Speedtest](https://www.speedtest.net/), <https://www.speedtest.net/> that can be run.

Students shall 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.

Technology requirements and FAQs for Moodle can be found **here** - <http://www.yorku.ca/moodle/students/faq/index.html>

Useful links describing computing information, resources and help for students:

Student Guide to eClass	https://thelp.yorku.ca/student-guide-to-moodle
Computing for Students Website	https://student.computing.yorku.ca/
Student Guide to eLearning at York University	http://elearning-guide.apps01.yorku.ca/
Learning Skills Services	https://lss.info.yorku.ca/online-learning/
Zoom@YorkU User Reference Guide	http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf
Zoom@YorkU Best Practices	https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf

Academic Accommodations for Students with Disabilities: While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The university encourages students with disabilities to register with [Student Accessibility Services](#) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. **Please let me know as early as possible in the term if you anticipate requiring academic**

accommodation so that we can discuss how to consider your needs within the context of this course.

Please familiarize yourself with [Academic Accommodation for Students with Disabilities Policy](#) **Students with or without disabilities can visit [Student Counselling and Development](#)** located in room N110 of the Bennett Centre for Student Services for personal counseling regarding emotional/psychological issues that may interfere with academic performance.

Expanded Course Description: This course will explore and critically analyze current literature and practice pertaining to community-based health, sport and physical activity with diverse populations. The course focuses on Indigenous communities within Canada and internationally. The course critically examines (de)colonization, "tradition" and the intersections of 'race'/ethnicity, sex/gender, ability, colonialism, and social class.

Major areas of exploration and discussion will include diverse Indigenous understandings and approaches to health, physical activity and sport; the role of sport, health and physical activity in impacting community, economic, social, cultural and environmental development. Literature related to Indigenous approaches to health, physical activity and sport are reviewed and assessed to respond to the following questions: How has sport been used as a colonizing endeavour? Who can use and engage with community-driven health, physical activity and sport programming? What are the assumptions within these types of interventions? What are the barriers and consequences of using sport, physical activity and health interventions to "improve" the lives of Indigenous Peoples and communities? In what ways does colonialism continue to implicate Indigenous health and dispossession? What are intergenerational traumas and how have these relationships influenced health/well-being, sport, and physical activity/cultural practices? What is the role of cultural resurgence in shaping health and well-being as well as relationships with sport and physical activity for Indigenous Peoples and communities?

Organization of the Course: This course is normally offered face-to-face but due to the COVID-19 pandemic will be delivered remotely. There will be no in-class interactions or activities on campus. Since we do not meet on a regular basis throughout the course, you are responsible for being actively and regularly on eClass to ensure you have the latest information about the course.

The course is offered with both synchronous and asynchronous elements. This means students will be expected to 'attend' class (via Zoom or eClass) during the scheduled time and can also engage in class work outside of the scheduled class time. This course includes pre-recorded lectures that will be supplemented by PowerPoint slides, as well as links to films, videos, and articles that students are required to review. Students are expected to have read the assigned readings before viewing the lecture.

The specific organization of the class is as follows:

Hour 1: Students view pre-recorded zoom lectures (Asynchronous). Zoom links and lecture materials will be posted every Tuesday by 11:30am EST/EST at the latest. All lecture materials can be found on the course eClass page.

Hour 2: Student-Led Discussions with TA will take place every Thursday via Zoom from 11:30am-1:00pm EST/EDT (Synchronous for assigned group). Each group will consist of 4-6 students that will be randomly assigned at the beginning of the term. Remaining students are

responsible for reviewing lecture articles or viewing weekly videos (Asynchronous). Please see schedule posted on eClass for scheduled date(s)/time(s).

Hour 3: Students will watch videos, review lecture articles/resources, work on Forum Posts/Responses, Learning Journals, and/or other assigned materials (Asynchronous).

Participation in the course revolves around posting and responding to each other via the discussion forum on the course eClass page. It is expected that students provide a **minimum** of one Forum Post (FP) and one Forum Response Post (FRP) each week. Forum posts and responses **must** have a connection to course readings, lectures, videos, and/or other materials.

Course Objectives: The purpose of this course is to assist students in developing a critical overview of historical, social, cultural, and political contexts of Indigenous health, physical activity/culture, and sport in Canada and internationally. Historical foundations of Indigenous participation in sport and recreation will foreground emerging challenges for contemporary sport policy and the relevance of physical activity and health promotion for Indigenous Peoples and communities. Students will be able to compare and contrast both Western and diverse Indigenous (First Nations, Inuit, and Métis) knowledges, and approaches of health and well-being. Students will additionally explore how policies regarding identity/status, land encroachment/dispossession, and education have contributed to contemporary challenges for Indigenous sport, health, and physical activity in Canada and abroad.

Learning Objectives and Expectations:

After taking this course, students will be able to meet the following **course learning expectations:**

1. Demonstrate critical thinking when considering the connections between theory, practice, and personal experiences in promoting physical activity, sport and health, with particular attention paid to Indigenous approaches to these issues (Assessment – Learning Journal, Territory Case Study, Forum Posts/Responses, Final Critical Reflection Paper).
2. Develop a critical understanding of community-based health (CBH), physical activity and sport, with specific attention to the social relations, structures of power and policies involved in CBH, physical activity, and sport programs (Assessment – Learning Journal, Forum Posts/Responses, Final Critical Reflection Paper).
3. Critically evaluate the strengths and weaknesses associated with of CBH-based interventions within Canadian and International Indigenous communities (Assessment - Learning Journal, Forum Posts/Responses, Final Critical Reflection Paper).
4. Critically reflect on the attempts by various national and international stakeholders to use sport as a way in which to ‘improve’ the lives of Indigenous – and other marginalized – groups (Assessment - Learning Journal, Forum Posts/Responses, Final Response Paper).
5. Apply and share intercultural learning with others (Assessment –Guided Group Discussion, Group Discussion Evaluation/Feedback, Territory Case Study, Forum Posts/Responses).

6. Critically examine colonial histories and how these contribute to determinants of Indigenous health and wellbeing of individuals, communities, and Nations (Assessment – Guided Group Discussion, Forum Posts/Responses, Final Critical Response Paper).

COURSE TEXT / READINGS: The following textbook is **required** for KINE 4315. It is available through the York University Bookstore in both print (\$67.95) and digital (\$62.95):

Greenwood, M., De Leeuw, S., & Lindsay, N. (2018). *Determinants of Indigenous peoples' health: beyond the social* (Second edition.). Toronto: Canadian Scholars.

To order a print copy, search course: KINE 4315
https://www.bookstore.yorku.ca/buy_textbooks.asp

For digital, search for course: KINE 4315
https://www.bookstore.yorku.ca/sell_access_codes.asp

The following book is **recommended** for KINE 4315. It is available in print (\$32.95) through the York University Bookstore.

Forsyth, J., & Giles, A. (2012). *Aboriginal peoples and sport in Canada historical foundations and contemporary issues*. Vancouver: UBC Press.

To order a print copy, search course: KINE 4315
https://www.bookstore.yorku.ca/buy_textbooks.asp

Digital version available through UBC Press:
<https://www.ubcpres.ca/aboriginal-peoples-and-sport-in-canada>

Required textbooks, videos, and readings throughout this course will serve to enrich, clarify, and illustrate crucial issues and challenges highlighted from lectures. All readings outside of the course textbooks are available in electronic format through York University's Library (YUL). In addition, persistent links to download the readings will be provided through eClass. 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. ***Please contact me ASAP if you/they cannot access/or purchase the required course text. Textbooks will not be a barrier to enrolment and/or participation in this course***

Textbooks: Please see the York University Bookstore webpage (<https://bookstore.yorku.ca>) for ordering e-books and for the information about free shipping of course books/kits to students with a Canadian address.

Digital content: York University Libraries also has access to online content that can be linked (using permalinks) through eClass. A Library guide on creating permalinks/stable links to articles/e-books/electronic resources, can be found in various databases/Omni (the new library catalogue <https://researchguides.library.yorku.ca/permalinks> -- that can be used in eClass. When students click on the stable link, they will be asked to authenticate through Passport York and then they have full access to the online resource. Using these permalinks addresses copyright issues.

Evaluation: final grades for the course are based on the following items weighted as indicated:

Student-Led Discussion with TA:	10%
Territory Case Study:	15%
Forum Posts (FP):	10% (10x1.0%)
Forum Response Posts (FRP):	10% (10x1.0%)
Learning Journals:	40% (4x10%)
Final Critical Reflection Paper:	15%

Evaluation and Due Dates

Unless specified otherwise, all written work must;

- Include a Title Page with Student Name and Number.
- Be double-spaced, use 12pt font, and have 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 (see link in eClass).

Assessment Item	Percentage of Final Grade	Due Date/Time
Student-Led Discussion	10%	Once per term. <u>Thursdays 11:30am-1:00pm EDT/EST.</u> <u>Discussions begin the week of Jan 18th</u> Please see schedule on eClass for details.
Territory Case Study	15%	Due <u>Sunday Feb 28th, 2021 11:59pm EDT/EST.</u>
Forum Post (FP)	10% (10 weeks x 1.0%)	Weekly FP's must be completed by Sunday at 11:59pm EST <u>beginning the week of January 18th</u>
Forum Response Post (FRP)	10% (10 weeks x 1.0%)	Weekly FRP's must be completed by Sunday at 11:59pm EDT/EST <u>beginning the week of January 18th</u>
Learning Journals	40% (4 journals x 10%)	Please see schedule for due dates/details.
Final Critical Reflection Paper	15%	<u>Due Thursday April 8th, 2020 by 11:59pm EDT/EST.</u>

****Note: The last day to drop the course without penalty is March 12th, 2021:**

<https://registrar.yorku.ca/enrol/dates/fw20>

1. Student-Led Discussion (SLD) with TA (10%) (Learning objectives #5,6)

Students will be randomly divided into small groups of 4-6 at the beginning of the term.

Each group will be assigned one week when they will engage in a synchronous student-led discussion with the TA via Zoom on **Thursdays from 11:30am-1:00pm EDT/EST**. Each student will be given 5 minutes to present on an **idea/concept/argument** related to the materials for that week. Each student will then be responsible for facilitating a 5–10-minute

discussion based on questions they pose to the larger group. Students will be evaluated on their ability to explain ideas and arguments (their own or of the readings) in an organized and coherent way. Students will also be assessed on their ability to advance the discussion, such as building on, and responding to comments, made by others, asking additional questions, summarizing, identifying new directions, etc. Contributions **should be connected with course materials**. For full grades, students must participate consistently throughout the allotted time (verbally/actively listening). Students are expected to be prepared for [i.e., have read the weekly reading(s) and watched the lecture recording/videos] for the discussion. **Zoom Video is not required – voice/chat functions are accepted methods of participation.**

2. Territory Case Study (15%) (Learning Objectives #1,5)

Please review the land acknowledgement included at the top of your course outline. The Territory Case Study asks students to learn about the First Peoples, Nations and Territories of the lands in which we currently occupy. This assignment is about examining these rich histories as well as our relationships to them. Students can find the Territory Case Study in the February 22-28 module on the course eClass page. **The Territory Case Study is due via eClass by Sunday February 28th, 2021 by 11:59pm EDT/EST.**

3. Forum Posts (FP) (10 X 1.0%=10%) (Learning objectives #1,2,3,5,6)

Students will submit at least one Forum Post (150-300 words) on the weekly eClass discussion board. Forum Posts must be related to weekly lecture materials, readings, videos, and/or other class discussions. Students can offer insights, critiques, question gaps in knowledges, or highlight ideas and/or concepts that were potentially missed. Students may also post related media, question assumptions, offer revised understandings of course materials, and solicit feedback from peers on ideas and/or themes that require further thought and/or clarification. Students will be assessed on demonstrating that they have viewed, read, and understood the course material by referring to specific content; expressed through the clarity and purpose of the post. **Weekly Forum Posts are due every Sunday by 11:59pm EDT/EST without exception.**

4. Forum Response Posts (FRP) (10 X 1.0=10%) (Learning objectives #1,2,3,5,6)

Students will write a response (150-300 words) to Forum Posts made by their peers during the week. Posts should follow the 3C format – compliment, comment, make a connection (with course material, current issues, etc.). Students will be assessed on the ability to advance the discussion; build on/respond to posts, pose questions as appropriate; via substance and quality of the response; by demonstrating you have read and understood the course material by referring to specific content; and meeting guidelines (i.e., 3C on time, word limit). **Weekly Forum Response Posts are due Sunday by 11:59PM EDT/EST without exception.**

5. Learning Journal (LJ) (4 Journals @ 10% =40%) (Learning objectives # 1,2,3,4).

Learning journals will be used in KINE 4315 to assess students' understanding of lectures, readings, key concepts, theories, and class discussions/activities. Students will keep a learning journal to record their critical reflections on course materials. Learning journals are thought to be an effective learning tool because they:

- Allows students to track learning and growth over time;
- Provide an opportunity for students to reflect on what they are reading, experiencing, discussing in writing and/or by other creative ways that are personally meaningful;

- Encourages students to question personal assumptions as well as dominant knowledge bases in their profession; and
- Asks students to think deliberately and document the implications of new learning in their own situations, such as in relation to their own interest areas, and their own future work and lives (Wade & Yarbrough, 1996).

A bulk of this course is dedicated to questioning our epistemological assumptions of Indigenous/community health, well-being, sport, physical activity and cultural studies. Journaling is therefore fundamental to this learning in which students can; provide insights to different challenges/situations; reflect on personal experiences while connecting them to course materials; question assumptions/prior beliefs and offer revised understandings of course materials. **Journaling will serve as a learning tool to assist in developing capacity to complete the Final Critical Reflection Paper.** It is expected that you will bring readings, lecture materials, discussions, and current events into journal entries to demonstrate your knowledge and application of course material (and how this challenges your values and the kinesiology profession). You have to do more than simply summarize course material.

Assessment:

- Demonstrate that you are **critically analyzing and understanding the assigned reading(s)**. Entries must critically relate and respond to ideas, topics, and/or themes found within lectures, lecture materials, films and/or discussions.
- **Make connections**. Connect theory to practice and personal experiences. Connect course materials to your own experiences, assumptions, beliefs, and taken-for-granted knowledges.
- **Apply what you are learning to your life**. Be specific by providing examples and explanations. How will you use these knowledges? How has your personal thinking been challenged? What does this mean for your career in healthcare and beyond?
- Students can use specific examples from lectures, literatures, films, class discussions and other class activities. Assess these in relation to broader health discourses, literatures, and/or bodies or knowledge.

Due dates: There are a total of 4 journal submissions for the term that **must be submitted via eClass**. Please include your name and student number for all submissions. The following deadlines apply for a total of 4 journal entries:

1. **Sunday, January 31st @ 11:59pm EDT/EST**
2. **Sunday, February 14th @ 11:59pm EDT/EST**
3. **Sunday, March 14th @ 11:59pm EDT/EST**
4. **Sunday, March 28th @ 11:59pm EDT/EST**

Format:

- Learning journal formats can include many modalities including but not limited to written entries, poems, drawings, paintings, digital/print media submissions, photography, podcasts, videos, collages, dance, etc. Students are encouraged to share and express learning in ways most personally meaningful. Students must be able to virtually submit their work: links, audio files, jpegs, word docs, etc.
- Written entries should be 3-4 pages double spaced and should be clear/concise. Please see course policies on written submissions.
- First person pronouns are acceptable for written journal entries. However, students must adhere to APA guidelines. Please see eClass for further information.

6. Final Critical Reflection Paper (15%) (Learning objectives #1,2,3,4,6)

The Final Critical Reflection Paper is **due on our final day of class Thursday April 8th, 2021.** This paper will be guided by questions posed by the CD. Questions and further instructions will be posted on eClass by **Thursday March 25th. A Drop-In Writing Session with the CD via Zoom is scheduled for Tuesday April 6th, 2021 from 11:30-1:00pm EST/EDT.**

Format:

- Include a Title Page with Student Name and Number.
- 4-6 pages double spaced, 12pt font, one-inch margins all around.
- Include numbered pages.
- Use paragraphs (point form notes not accepted).
- Use APA formatting for in-text citations and referencing (see link in eClass).
- Include 4-8 scholarly references from class or other relevant literatures.

****All students will be granted 3 Grace Days that can be applied to any course work excluding weekly Forum/Response Posts. The Final Critical Reflection Paper must be submitted no later than Monday April 12th, 2021 by 11:59pm EDT/EST. Grace Days will be monitored but please indicate the number of Grace Days used on any/all late submissions.**

Weekly Lecture and Required Reading Schedule

Date	Topic/Readings	Deadlines
Jan 7 th	Welcome! Housekeeping and Intro to Remote Learning	N/A
Jan 11 th - 17 th	<p>The Colonial Context – Part 1</p> <p>Required Reading: Truth and Reconciliation Commission of Canada, “Honouring the Truth, Reconciliation for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada” (Ottawa: Truth and Reconciliation Commission, 2015) Available at: http://nctr.ca/assets/reports/Final%20Reports/Executive_Summary_English_Web.pdf</p> <p>Please read: “The History” Pages 37-90 – Up to Health: “For sickness, conditions at this school are nothing less than criminal”</p> <p>Videos of the Week: Colonization Road (44min) https://www.cbc.ca/firsthand/episodes/colonization-road</p> <p>Hayden King on Treaties (11min). Available via YouTube: https://www.youtube.com/watch?v=6niWvsqV_oM</p>	N/A
Jan 18 th - 24 th	<p>The Colonial Context – Part 2</p> <p>Required Reading: Truth and Reconciliation Commission of Canada, “Honouring the Truth, Reconciliation for the Future: Summary of the Final Report of the Truth and</p>	<p>Grp A</p> <p>FP/FR P1</p>

	<p>Reconciliation Commission of Canada” (Ottawa: Truth and Reconciliation Commission, 2015) Available at: http://nctr.ca/assets/reports/Final%20Reports/Executive_Summary_English_Web.pdf Please read remainder of: “The History” Pages 90-133.</p> <p>Videos of the Week: Nikki Sanchez - Decolonization is for Everyone (13min). Available via YouTube: https://www.youtube.com/watch?v=QP9x1NnCWNy</p> <p>The Indian Act Explained with Bob Joseph (25min). Available via YouTube: https://www.youtube.com/watch?v=OhBrq7Ez-rQ</p> <p>Michael Cheena: healing from residential school (4min). Available via YouTube: https://www.youtube.com/watch?v=ddZEeeaozDE&feature=emb_title</p> <p>Heartspeak: Shannen's Dream (11min). Available via YouTube. https://www.youtube.com/watch?v=3Gy38grr35c</p>	
Jan 25 th - 31 st	<p>Identity is Health</p> <p>Required Textbook Reading: <i>Determinants of Indigenous peoples’ health: beyond the social</i> (Second edition.). Toronto: Canadian Scholars. Please read:</p> <p>Chapter 3. Hunt (2018). Embodying Self-Determination: Beyond the Gender Binary. Pp. 22-39.</p> <p>Chapter 13. MacDougall, B. (2018). Knowing Who You Are: Family History and Aboriginal Determinants of Health. Pp. 127-146.</p> <p>Recommended Reading: Wilson, C., Flicker, S., Restoule, J.P. (2015). Beyond the colonial divide: African diasporic and indigenous youth alliance building for HIV prevention. <i>Decolonization: Indigeneity, Education & Society</i> 4(2) 76-102. Available at: https://oculyor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/q36jf8/alma991036273530905164</p> <p>Videos of the Week: How the Oka Crisis of 1990 Sparked the Resurgence of Indigenous Identity (44min).</p> <p>Waneek Horn-Miller remembers Oka (10 min).</p> <p>Trans and Native: Meet the Indigenous Doctor Giving Them Hope (7min). https://www.youtube.com/watch?v=MSnvtj0G3cA</p>	LJ1 Grp B FP/ FR P2
Feb 1 st - 7 th	<p>Colonial Determinants of Indigenous Health</p> <p>Required Textbook Reading: <i>Determinants of Indigenous peoples’ health: beyond the social</i> (Second edition.). Toronto: Canadian Scholars. Please read:</p>	Grp C FP/ FR P3

	<p>Chapter 1. Reading, C. (2018). Structural Determinants of Aboriginal Peoples' Health. Pp. 3-17.</p> <p>Palmater, P. D. (2011). Stretched beyond human limits: Death by poverty in first nations. <i>Canadian Review of Social Policy</i>, (65), 112-127. Available at: http://ezproxy.library.yorku.ca/login?url=https://search-proquest-com.ezproxy.library.yorku.ca/docview/1240370652?accountid=15182</p> <p>Recommended Reading: Schill, K., Terbasket, E., Thurston, W. E., Kurtz, D., Page, S., McLean, F. & Oelke, N. (2019). Everything Is Related and It All Leads Up to My Mental Well-Being: A Qualitative Study of the Determinants of Mental Wellness Amongst Urban Indigenous Elders. <i>The British Journal of Social Work</i>, 49(4), 860-879. http://dx.doi.org.ezproxy.library.yorku.ca/10.1093/bjsw/bcz046</p> <p>Video of the Week: Dr. Suzanne Stewart - Surviving Canada (34min). Canada's failure to address Indigenous health inequities.</p> <p>Coffee with my Ma Podcast (Kaniehtiio & Kahentinetha Horn): Episode 4 "Ma Steals Larry The Cree Baby, Surviving the 60s Scoop" (28min). Available via:</p> <p>Stitcher: https://www.stitcher.com/show/coffee-with-my-ma</p> <p>Apple Podcasts: https://podcasts.apple.com/ca/podcast/ep-4-cwmm-ma-steals-larry-cree-baby-surviving-60s-scoop/id1372866076?i=1000414688794</p> <p>Youth Rising Up Against Canada's Mercury Crisis (5min). YouTube: https://www.youtube.com/watch?v=JgasHx0pJxM</p>	
Feb 8 th - 14 th	<p>Colonial Legacies in Sport & Health</p> <p>Required Textbook Reading: <i>Determinants of Indigenous peoples' health: beyond the social</i> (Second edition.). Toronto: Canadian Scholars. Please read:</p> <p>Chapter 9. Steinhauer, D., & Lamouche, J. (2018). miyo-pimatisiwin 'A Good Path.'. <i>Determinants of Indigenous Peoples' Health in Canada: Beyond the Social</i>, 80-92.</p> <p>Forsyth, J. (2013). Bodies of meaning: Sports and games at Canadian residential schools. In <i>Aboriginal peoples and sport in Canada: Historical foundations and contemporary issues</i>. Pp. 15-34. Available https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/q36jf8/alma991036279980205164</p> <p>Recommended Reading: Forsyth, J. (2007). The Indian Act and the (re) shaping of Canadian Aboriginal sport practices. <i>International Journal of Canadian Studies/Revue internationale d'études canadiennes</i>, (35), 95-111. DOI https://doi-org.ezproxy.library.yorku.ca/10.7202/040765ar</p> <p>Video of the Week – Indian Horse:</p>	LJ2 Grp D FP/FR P4

	Available via York libraries: https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/q36jf8/alma991028397419705164 (101min).	
Feb 15 th - 21 st	Reading Week – No Classes	N/A
Feb 22 ⁿ - 28 th	<p>Intergenerational Traumas, Healing & Hope.</p> <p>Required Textbook Reading: <i>Determinants of Indigenous peoples' health: beyond the social</i> (Second edition.). Toronto: Canadian Scholars. Please read:</p> <p>Chapter 12. Greenwood & Jones (2018). Being at the Interface: Early Childhood as a Determinant of Health. Pp. 112-126.</p> <p>Chapter 14. Chandler & Dunlop (2018). Cultural Wounds Demand Cultural Medicines. Pp. 147-160.</p> <p>Recommended Reading: Marsh, T. N., Cote-Meek, S., Young, N. L., Najavits, L. M., & Toulouse, P. (2016). Indigenous healing and seeking safety: A blended implementation project for intergenerational trauma and substance use disorders. <i>International Indigenous Policy Journal</i>, 7(2) 1-36. https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/sqt9v/cdi_doaj_primary_oai_doaj_org_article_43a6e427e45d4eb8b11400b80cb3584e</p> <p>Video of the Week: Professor Greg Malszecki's Last Lecture with Friends: Healing & Happiness in a Broken World. Available via YouTube: watch 1:04-2:01 https://www.youtube.com/watch?v=-wi1Dh_eRxM&feature=youtu.be (57min)</p>	<p>Grp E</p> <p>FP/FR P5</p> <p>Case Study Due Sun Feb 28th 11:59 EST</p>
Mar 1 st - 7 th	<p>Honouring Indigenous Contributions to Sport & Health</p> <p>Required Textbook Reading: <i>Determinants of Indigenous peoples' health: beyond the social</i> (Second edition.). Toronto: Canadian Scholars. Please read:</p> <p>Chapter 6. Brant-Castellano, M. (2018). The Spiritual Dimension of Holistic Health: A Reflection. Pp. 54-60.</p> <p>Chapter 8. Kennedy, R, K-J. (2018). Raven Healing. Pp 73-79.</p> <p>Chapter 10. Tagalik, S. (2018). Inuit Knowledge Systems, Elders, and Determinants of Health. Pp. 93-101.</p> <p>Videos of the Week: Creator's Game: The Quest for Gold and the Fight for Nationhood. Candace Maracle. (42min). Available via YUL: https://ocul-yor.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01OCUL_YOR:</p>	<p>Grp F</p> <p>FP/FR P6</p>

	<p>YOR_DEFAULT&search_scope=MyInst and CI&tab=Everything&docid=alma991036311246605164</p> <p>Dr. Nadine Caron: Canada's First Female Indigenous Surgeon (22min). Available via YUL: https://curio-ca.ezproxy.library.yorku.ca/en/video/nadine-caron-canadas-first-female-indigenous-surgeon-12941/</p> <p>Remembering Xulsimalt (Harry Manson) Indigenous Inductee to Canada's Soccer Hall of Fame (10min): https://www.youtube.com/watch?v=Lz9_upfCZN4</p> <p>Recommended Reading: Sasakamoose, J., Bellegarde, T., Sutherland, W., Pete, S., & McKay-McNabb, K. (2017). Miyo-pimātsiwin developing indigenous cultural responsiveness theory (ICRT): Improving indigenous health and well-being. <i>International Indigenous Policy Journal</i>, 8(4). 1-18. Available: http://ezproxy.library.yorku.ca/login?url=https://search-proquest-com.ezproxy.library.yorku.ca/docview/1960179124?accountid=15182</p>	
<p>Mar 8th – 14th</p>	<p>Topic: Two-Eyed Seeing in Health, Sport & Physical Activity</p> <p>Required Readings: Ermine, W. (2007). The ethical space of engagement. <i>Indigenous Law Journal</i>, 6, 193-201. Available: https://heinonline.org/HOL/P?h=hein.journals/ilj6&i=193&a=eW9ya3UuY2E</p> <p>Lavallée, L., & Lévesque, L. (2013). Two-eyed seeing: Physical activity, sport, and recreation promotion in Indigenous communities, 206-228. In: Forsyth, J., & Giles, A. R. (Eds.). (2013). <i>Aboriginal peoples and sport in Canada: Historical foundations and contemporary issues</i>. Vancouver: UBC Press.</p> <p>Videos of the Week: Two-Eyed Seeing with Albert Marshall, Elder, Eskasoni First Nation, Unama'ki District (Cape Breton), Nova Scotia (36min). Available on YouTube: https://www.youtube.com/watch?v=DTJtAdH9_mk</p> <p>Dr. Marcia Anderson-DeCoteau: Indigenous Knowledge to Close Gaps in Indigenous Health(18min): https://www.youtube.com/watch?v=lpKjuitEYI</p> <p>Recommended Readings: Bartlett, C., Marshall, M., & Marshall, A. (2012). Two-eyed seeing and other lessons learned within a co-learning journey of bringing together Indigenous and mainstream knowledges and ways of knowing. <i>Journal of Environmental Studies and Sciences</i>, 2(4), 331-340. doi: https://doi.org/10.1007/s13412-012-0086-8</p> <p>Martin, D (2012). Two-eyed seeing: a framework for understanding indigenous and non-indigenous approaches to indigenous health research. <i>Canadian Journal of Nursing Research</i>, 44(2), 20–42. https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/sqt9v/cdi_pubmed_primary_22894005</p>	<p>LJ3</p> <p>Grp G</p> <p>FP/FR P7</p>

<p>Mar 15th – 21st</p>	<p>Health of the Land, Health of the People</p> <p>Required Readings:</p> <p>In Course Textbook: <i>Determinants of Indigenous peoples' health: beyond the social</i> (Second edition.). Toronto: Canadian Scholars.</p> <p>Chapter 16. Richmond, C. (2018). The Relatedness of People, Land, and Health: Stories from Anishinabe Elders (pp. 167-186).</p> <p>Chapter 18. Women's Earth Alliance Native Youth Sexual Health Network (2018). <i>Violence on the land, violence on our bodies</i> (pp. 204-223).</p> <p>Videos of the Week: Sacred Water Walks with Josephine Mandamin (7Min). Available via YouTube: https://www.youtube.com/watch?v=vV5zD2GrAAg</p> <p>Water is Life - Indigenous Perspectives on Water (9min). YouTube: https://www.youtube.com/watch?v=keRf2_Dc0No</p> <p>Recommended Video: One More River – The Deal That Split the Cree (1h32min). Available via YouTube: https://www.youtube.com/watch?v=gUIZejarull</p> <p>Recommended Reading: LEANNE BETASAMOSAKE SIMPSON. (2017). LAND AS PEDAGOGY. In <i>As We Have Always Done</i> (p. 145–173). University of Minnesota Press. https://doi.org/10.5749/j.ctt1pwt77c.12 Available: https://ocul.yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/sqt9v/cdi_jstor_books_j_ctt1pwt77c_12</p>	<p>Grp H</p> <p>FP/ FR P8</p>
<p>Mar 22ⁿ ^d – 28th</p>	<p>Indigenous Sport Policy and the Politics of 'Reconciliation'</p> <p>Required Readings: Sport Canada's policy on Aboriginal peoples' participation in sport. (2005). Canadian Heritage. Available: https://epe.lac-bac.gc.ca/100/200/301/cdn_heritage/sport_can_policy_aboriginal-e/CH24-10-2005E.pdf</p> <p>Forsyth, J., & Paraschak, V. (2013). The Double Helix: Aboriginal People and Sport Policy in Canada. In Thibault L. & Harvey J. (Eds.), <i>Sport Policy in Canada</i> (pp. 267-293). University of Ottawa Press. Available: www.jstor.org/stable/j.ctt5hjk9x.11</p> <p>Exercising Spiritual Health: one hour of class time this week is dedicated to discovering and reflecting upon what spiritual health means for yourselves. Take time to reflect and engage in activities/relations that contribute to your spiritual health, balance, and overall well-being. This is a great exercise to reflect upon in learning journals, however only if folx are comfortable in doing so.</p> <p>Recommended Reading:</p>	<p>LJ4</p> <p>Grp I</p> <p>FP/ FR P9</p> <p>Final Critic al Ref Q's post ed on eClas s</p>

	Paraschak, V. (2019). #87: Reconciliation, Sport History, and Indigenous Peoples in Canada. <i>Journal of Sport History</i> , 46(2), 208–223. https://doi.org/10.5406/jsporthistory.46.2.0208	
Mar 29 th – Apr 4 th	<p>Indigenous Health & Physical Activity. Decolonization and Cultural Resurgence in Sport and Health.</p> <p>Required Readings: In Course Textbook: <i>Determinants of Indigenous peoples' health: beyond the social</i> (Second edition.). Toronto: Canadian Scholars.</p> <p>Chapter 22. Warner, A. (2018). Reshaping the Politics of Health: A personal perspective. Pp. 274-280.</p> <p>Chapter 26. Walker, L.M. & Behn-Smith, D. (2018). Medicine is relationship: Relationship is medicine. Pp. 320-332.</p> <p>McGuire-Adams, T., & Adams, R. (2015). 4Vitality Kettle Bell Training: Fostering Physical Resurgence amongst the Urban Indigenous Community Members. <i>PHEnex Journal = Revue PhénEPS</i>, 7(1), 2-11. Available: https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/sqt9v/cdi_proquest_journals_2336251447</p> <p><u>Drop-in Writing Support with CD: Tuesday April 6th, 2021 @ 11:30am-1:00pm EST.</u> This is an optional/informal synchronous Zoom session where students can ask questions about course materials and the Final Critical Reflection Paper. Attendance is not mandatory. Zoom link is posted on eClass.</p> <p>Recommended Reading: Thorpe, H., Brice, J., & Rolleston, A. (2020). Decolonizing Sport Science: High Performance Sport, Indigenous Cultures, and Women's Rugby. <i>Sociology of Sport Journal</i>, (37)2, 73-84. DOI: https://doi-org.ezproxy.library.yorku.ca/10.1123/ssj.2019-0098</p>	Grp J FP/ FRP 10
Apr 12 th	Final Critical Reflection Papers due last class. Thursday April 8 th by 11:59pm EDT/EST via eClass. Last day to submit Winter Term Course Work April 13 th .	Due 11:59 pm EST

Grading, Assignment Submission, Lateness Penalties and Missed Tests

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 and tests 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/2010-2011/academic/index.htm>)

Assignment Submission: Assignments are to be handed in via eClass by the deadlines noted under the evaluation/description sections of the course outline. To promote academic integrity in this course, students may be required to submit their written assignments to Turnitin (via the course eClass). This submission is 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](https://www.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.

Lateness Policy: Proper academic performance depends on students doing their work well and on time. **Assignments are due by 11:59pm EDT/EST on the dates specified** in the evaluation section of the course outline. An assignment is considered LATE if handed in after 11:59pm EDT/EST on the due date. Late assignments will be penalized with a 20% grade reduction per day, unless they are accompanied by a doctor's, court-date note, or by other official documentation detailing a serious matter. Students are provided **3 Grace Days** that can be applied to any assignment excluding Forum Posts and Response Posts. **Please indicate the number of Grace Days used on any/all late submissions.**

Appeals Process: You may ask for a grade reassessment on an assignment. If you believe that your assignment has been wrongly graded, explain why in a maximum one-page email to the CD by the next business day. Your grade may go up, down, or remain the same. Grade reassessment decisions are final. Discussion Participation grades cannot be appealed.

Missed Group Discussion Participation: Students with documented technical difficulties during the Group Discussion Participation or with a documented reason for missing the assigned discussion participation day – such as illness, compassionate grounds, attending ceremonies, religious observances, etc., which is confirmed by supporting documentation – may complete their discussion participation at a later date. Specifically, the student would participate in a discussion at a later date; or attend virtual office hours via Zoom and engage in the discussion with the CD.

ACADEMIC HONESTY AND INTEGRITY

In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK's Academic Integrity module at the beginning of the course. Breaches of academic integrity range from cheating (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.) to aiding and abetting (helping someone else to cheat). All breaches in this course will be reported to the appropriate university authorities, and can be punishable according to the Senate Policy on Academic Honesty.

These course materials are designed for use as part of the KINE 4315 course at York University and are the intellectual property of the instructor unless otherwise stated. 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.

IMPORTANT COURSE INFORMATION FOR STUDENTS

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) -

<http://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust2012.pdf>

- Senate Policy on Academic Honesty and the Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

Last revised: May 8, 2020 by KHS

November 2013
Links updated November 2014