

*Faculty of Health  
School of Kinesiology and Health Science*

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.

**W23 HH KINE 4485**

**Social Determinants of Physical Activity and Health in Canada**

Course: KINE 4485 3.0  
Course Website: Accessed via e-Class <<https://eclass.yorku.ca>>  
Term: **Winter Term 2023**

Time/Location: Tuesday 12:30-1:50pm ACW 307  
Thursday 12:30-1:50pm CFA 312

Course Director (CD): Tammy George, Ph.D.  
Email: [georget@yorku.ca](mailto:georget@yorku.ca)  
Office: 319 Stong College  
Office Hours: Please contact me to schedule an in person or a virtual appointment.

Expanded Course Description:

The purpose of this course is to help students better understand the social determinants that shape the health of individuals, communities and the ability to engage in meaningful physical activity opportunities. Specifically, students will critically analyze: (1) the extent to which individuals have the resources to attain optimal health, broadly defined; and (2) the dynamic interplay of economic, political and social forces within which forms of sport, physical activity and health promotion initiatives have been developed, implemented, and contested in Canada. Students will examine these issues both at the level of social/historical and personal/immediate.

Organization of the Course: The course involves formal **in person** lectures by the CD and invited guests, supplemented with films, videos and social media where appropriate. The required readings are central to the course. The lectures will serve to enrich, clarify, and illustrate crucial issues from the assigned readings. Discussion will be incorporated into all of the lectures; students will be expected to be able to discuss the required readings cogently. All material is examinable.

### Course Learning Objectives:

1. To gain a basic and critical understanding of some of the major economic, political and social forces that influence health and frame sport and physical activity in Canada;
2. To apply key concepts in the evaluation and assessment of sport and physical activity opportunities and of resources for optimal health.
3. To develop skills for critical evaluation, written expression, and oral presentation in order to be able to understand, assess, critique and communicate effectively the ideas, concepts, perspectives and arguments addressed in the course lectures and readings.

### Important Course Information:

#### Learning Expectations and Environments

In the contemporary moment, we are faced with much uncertainty but we can commit, thereby attempt to guarantee, the safety and dignity of one another in the time we share as a class. As the course instructor, I intend to model the mutual respect demanded of the room and remind us of the enjoyment, rest, and renewal that is critical at this time. Should an issue arise, please never hesitate to communicate with me, directly, and I will do my humanly best to assist and support. There are also a number of resources available to you (virtually) as a student. Some are described below that York University offers, albeit, this is not an exhaustive list.

#### Course Text/Readings:

Reading is an important aspect of this course. It provides the foundation or what we will be covering on a week to week basis. Most readings are available in electronic format through OMNI on York University's Library system. Please note, you will have to search for the articles or books in question. I do not provide links to all the readings. In some cases, links to download the readings are provided through our course on eClass. Please see below in the course reading schedule where to locate the readings for the assigned week. I will let you know if, and when, a reading needs to be accessed through other means.

#### Course Evaluation:

<i>Assessment Item</i>	<i>Percentage of Final Grade</i>	<i>Due Date</i>
Personal Reflection Paper	15%	Monday, January 30 <sup>th</sup> , 2023 (Online Submission via Turnitin)
Health Media Review	15%	March 24 <sup>th</sup> (Online Submission via Turnitin)
Group Seminar Presentation	20%	Choose any reading after January 31 <sup>st</sup> onwards (Your selection is on a first come first serve basis)
Participation Grade	10%	Ongoing
Take Home Midterm Test	20%	Due: Friday, February 17 <sup>th</sup> , 2023 (Online Submission via Turnitin)

Take Home Exam(TBD)	20%	Due: Questions to be given on: April 6 <sup>th</sup> Take home test due on: April 10 <sup>th</sup> , 2022 by 11:59pm (Submission via Turnitin)
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### Course Assignment Submission Expectations:

#### Submitted Work:

Unless specified otherwise, all written work must:

- Be submitted in class and uploaded to e-Class as a Word document through Turnitin.
- Include Student Name and Number and Course Code and Instructor in the header
- 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 (see APA Publication Manual, 6<sup>th</sup> Ed.)

#### 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/2013-2014/academic/grades/>)

#### Assignment Submission and Lateness Penalties

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, you are required to submit your assignments before 11:59pm on the due date. Emailed copies will not be accepted unless prior arrangements have been made.

An assignment is LATE if submitted after the due date. Late assignments will be penalized 5% per day, unless they are accompanied by an Attending Physician Statement (see [www.registrar.yorku.ca/index.php](http://www.registrar.yorku.ca/index.php)), court-date note, or by other 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 has been wrongly graded, explain why in a maximum one-page, typed letter or email 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.

#### Assignment Deadline Extension and/or Missed Exam

Students with a documented reason for requiring an extension or for missing the exam, 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. Students requesting a make-up exam will do so at the discretion of the course director. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

KINE 4485 adopts a zero-tolerance policy with regard to Breach of Academic Honesty and Integrity. Please refer to York University Secretariat website <[www.yorku.ca/secretariat/](http://www.yorku.ca/secretariat/)> for further information on Senate Policy on Academic Honesty and Academic Integrity, Ethics Review Process, Access/Disability, Student Code of Conduct, and Religious Observance Accommodation. Please also refer to the faculty of Health's presentation on academic honesty for additional information. <http://health.info.yorku.ca/files/2012/10/Academic-Honesty-Presentation-FINAL-COPY-April-18-2013.pdf>

### Email policy

Students are welcome to use email to share comments and concerns not raised in class. However, email communication will be reserved primarily for arranging appointments and/or attending to issues that need to be resolved immediately (i.e., cannot wait until the next lecture). Where possible, consult the course outline prior to emailing since often the information is there. Course material will be reviewed in class or in office hours only. Every effort will be made to respond to emails within one to two business days. Please note that on weekends I do not check email as frequently and therefore my responses will be slower.

### Other Important Information, Resources and University Policies

Mental Health and Wellness (<https://mhw.info.yorku.ca/resources/resources-at-york/students/>) York University has a number of different confidential counselling services for undergraduate and graduate students enrolled in KINE degree programs. Many students find it helpful to meet with a counsellor to learn how to manage stress around schedules, exams, relationships, or any other (un)expected challenge. For a list of all available activities and resources, see their website for more details.

### *Take Care of Yourself and Each other*

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 transition period. 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/>

Academic Advising (<https://kine.info.yorku.ca/academic-advising-office/>) Academic advising appointments are available through the Faculty of Health, Office of Student and Academic Services. The Kinesiology and Health Science Academic Office can provide assistance with academic (KINE) and practicum (PKIN) courses, course progression, course enrolment, transfer credits, etc. as well as a variety of in-house learning skills, career education, and accessibility services resources and workshops. Students

may attend virtual workshops, fairs, or schedule one-on-one appointments with a learning strategist and/or career educator at (416) 736-5299, email ([ugkhs@yorku.ca](mailto:ugkhs@yorku.ca)) or through their website.

Career Centre (<https://careers.yorku.ca/>) The Career Centre provides a range of career services for undergraduate and graduate students including career workshops, one-on-one advising, and other career education resources.

#### Student Accessibility Services (SAS)

SAS provides academic accommodations and support to students with documented disabilities who are enrolled in programs at York's Keele Campus. To register with Student Accessibility Services, students should upload their disability-related documentation to the online registration format: [accessibility.students.yorku.ca](http://accessibility.students.yorku.ca)

Contact Info: By email: [sasinfo@yorku.ca](mailto:sasinfo@yorku.ca) OR by Phone: 416.736.5755 and is located in N108 Ross Building or N204 Bennett Center for Student Services

#### Food and Housing Insecurity

When students face challenges securing food and/or housing, it can be difficult and challenging to learn. If you are in this situation and feel comfortable, please let me know, and I will do what I can to connect you with the appropriate resources. Our campus offers various services and supports for students; know that you are alone in dealing with these issues.

#### Accommodations with Students with Children

Many students have care responsibility for a child in their life, whether as a parent, guardian, and older sibling, cousin etc. If your care needs come into conflict with the course schedule, please don't feel as though you need to miss class. I understand that sometimes, plans fall through and should this happen you are welcome to have your children appear to lecture with you. If you have any questions or concerns, please do not hesitate to contact me.

#### The Centre for Sexual Violence, Response, Support and Education

If you or your colleagues are dealing with issues in relation to sexual violence or require support, The Centre for Sexual Violence, Response, Support and Education can provide you with the support you may need. They can be reached at: 416.736.5211.

#### Writing Centre

The Writing Centre at York University can be a very useful tool throughout in your academic journey. If you feel that you are struggling with your writing, make an appointment with the writing Centre as soon as possible. They offer online tutoring, Skype and Facetime sessions and writing workshops. They are located in the Ross Bldg. S311, by phone: 416.736.5134 or at: [writing-centre.write.laps.yorku.ca](http://writing-centre.write.laps.yorku.ca) OR [lapswrit@yorku.ca](mailto:lapswrit@yorku.ca)

## Weekly Lecture and Required Reading Schedule

<p>Week 1 January 12<sup>th</sup></p>	<p><b>Welcome and Introduction!</b></p> <p>Mikkonen, J., &amp; Raphael, D. (2010). <i>Social determinants of health: The Canadian facts</i>. Retrieved from <a href="http://www.thecanadianfacts.org/">www.thecanadianfacts.org/</a>. Toronto, ON: York University School of Health Policy and Management. <i>(To be referenced throughout the course)</i></p>
<p>Week 2 January 17<sup>th</sup> -19<sup>th</sup></p>	<p><b>Theoretical Grounding I:</b> <b>-Review <u>Social Determinants of Health</u> from previous week</b></p> <p>Ball, K. (2006). People, places...and other people? Integrating understanding of intrapersonal, social and environmental determinants of physical activity. <i>Journal of Science and Medicine in Sport</i>, 9, 5, 367-370. <i>(Available online through YUL)</i></p> <p>Collins. P.H. (1993). Toward a new vision: Race, class, and gender as categories of analysis and connection. <i>Race, Sex, &amp; Class</i>, 1(1), 25-46. <i>(Available online through Google)</i></p> <p>Pirtle, W.N.L. (2020). Racial Capitalism: A Fundamental Cause of Novel Coronavirus (COVID-19) Pandemic Inequities in the United States. <i>Health Education &amp; Behavior</i>, 47(4) 504 –508. <i>(Available through YUL and Google)</i></p> <p>Sharma, M., Pinto, A., Kumagai, A.K. (2018). Teaching the Social Determinants of Health: A Path to Equity or Road to Nowhere? <i>Academic Medicine</i>, 93: 25-30. <i>(Available Online and thru e-Class)</i></p>
<p>Week 3 January 24<sup>th</sup> – 26<sup>th</sup></p>	<p><b>Theoretical Grounding II:</b> <b>SDOH Colonialism and Indigenous Peoples in Canada</b></p> <p>Alfred, G. T. (2009) Colonialism and State Dependency. <i>International Journal of Indigenous Health</i>, 5, (2): 1-19. <a href="https://jps.library.utoronto.ca/index.php/ijih/article/view/28982">https://jps.library.utoronto.ca/index.php/ijih/article/view/28982</a></p> <p>Reading, C. (2018). Structural Determinants of Aboriginal Peoples’ Health. In M. Greenwood, S. de Leeuw, N.M. Lindsay and C. Reading (Eds.) <i>Determinants of Indigenous Peoples’ Health in Canada 2<sup>nd</sup> Edition</i>. (pp. 3-17). Toronto, ON: Canadian Scholars Press. <i>(Available online through YUL and e-Class)</i></p> <p>Chandler, M. and W.L. Dunlop. (2018). Cultural Wounds Demand Cultural Medicines. In M. Greenwood, S. de Leeuw, N.M. Lindsay and C. Reading (Eds.) <i>Determinants of Indigenous Peoples’ Health in Canada 2<sup>nd</sup> Edition</i>. (pp. 78- 90). Toronto, ON: Canadian Scholars Press. <i>(Available online through YUL and e-Class)</i></p>
<p>Week 4 January 31<sup>st</sup> – February 2<sup>nd</sup></p>	<p><b>Space and Place</b></p> <p>Barton, H. (2009). Land use planning and health and well-being. <i>Land Use Policy</i>, 26S, S116-S123. <i>(Available online through YUL)</i></p>

<p><b>(Presentations Begin)</b></p>	<p>De Leeuw, S. (2015). <b>Chapter 9</b> Activating Place: Geography as a Determinant of Indigenous Peoples' Health and Well-Being. In M. Greenwood, S. de Leeuw, N.M. Lindsay and C. Reading (Eds.) <i>Determinants of Indigenous Peoples' Health in Canada 2nd Edition</i>. (pp. 90-104). Toronto, ON: Canadian Scholars Press. <i>(Available online through e-Class)</i></p> <p>Diez Roux, A.V. (2001). Investigating neighbourhood and area effects on health. <i>American Journal of Public Health, 91</i>, 11, 1783-1789. <i>(Available online through YUL)</i></p> <p>Friedman, M., Andrews, D. &amp; Silk, M. (2004). Sport and the façade of redevelopment in the postindustrial city. <i>Sociology of Sport Journal, 21</i>, 2, 119-139. <i>(Available online through YUL)</i></p> <p><b>Film: Colonization Road CBC</b></p>
<p>Week 5 February 7<sup>th</sup> – 9<sup>th</sup></p>	<p><b>Welfare State, Sport and Health</b></p> <p>Bercovitz, K. L. (2000). A critical analysis of Canada's 'Active Living': Science or politics? <i>Critical Public Health, 10</i>, 1, 19-39. <i>(Available online through YUL)</i></p> <p>Coburn, D. (2000). Income inequality, social cohesion and the health status of populations: the role of neo-liberalism. <i>Social Science &amp; Medicine, 51</i>, 1, 135-146. <i>(Available online through YUL)</i></p> <p>Tirado, L. (21 Sept. 2014) "Poor people don't plan long-term. We'll just get our hearts broken." Retrieved from <a href="https://www.theguardian.com/society/2014/sep/21/linda-tirado-poverty-hand-to-mouth-extract">https://www.theguardian.com/society/2014/sep/21/linda-tirado-poverty-hand-to-mouth-extract</a> <i>(Available online through Google)</i></p>
<p>Week 6 February 14<sup>th</sup> – 16<sup>th</sup></p>	<p><b>MIDTERM REVIEW and Take Home Test Admin: February 14<sup>th</sup></b></p> <p><b>Due: Friday, February 17<sup>th</sup> – ONLINE Submission via Turnitin</b></p>
<p>Week 7 February 18<sup>th</sup> - 26<sup>th</sup></p>	<p><b>Fall Reading Study Break! – NO CLASS!</b></p>
<p>Week 8 February 28<sup>th</sup> – March 2<sup>nd</sup></p>	<p><b>Social Exclusion and Physical Activity</b></p> <p>Galabuzi, G. E. (2016). Social Exclusion. In D. Raphael (Ed.) <i>Social Determinants of Health Canadian Perspectives 3<sup>rd</sup> Edition</i>. (pp. 388 -418). Toronto: Canadian Scholars Press. <i>(Available online through e-Class)</i></p> <p>Oliver, K.L., &amp; Hamzeh, M. (2010). 'The boys won't let us play:' Fifth-Grade mestizas challenge physical activity discourse at school. <i>Research Quarterly for Exercise &amp; Sport, 81</i>, 1, 38-51. <i>(Available online through YUL)</i></p> <p>Reid, C., Frisby, W., &amp; Ponc, P. (2002). Confronting two-tiered community recreation and poor women's exclusion: Promoting inclusion, health and social</p>

	justice. <i>Canadian Woman Studies</i> , 21, 3, 88-94. ( <i>Available online through YUL</i> )
Week 9 March 7 <sup>th</sup> -9 <sup>th</sup>	<p><b>Social Exclusion and Health</b></p> <p>Aronson, J., &amp; Neysmith, S.M. (2001). Manufacturing social exclusion in the home care market. <i>Canadian Public Policy / Analyse de Politiques</i>, 27, 2, 151-165. (<i>Available online through YUL</i>)</p> <p>Mawani, R. (2020). <i>A Historical Account of the Pandemic: Health, Colonialism and Racism in Canada</i>. In The impact of COVID-19 in racialized communities. Retrieved from: <a href="https://rsc-src.ca/en/covid-19/impact-covid-19-in-racialized-communities/historical-account-pandemic-health-colonialism">https://rsc-src.ca/en/covid-19/impact-covid-19-in-racialized-communities/historical-account-pandemic-health-colonialism</a> (<i>Available online</i>)</p> <p><b>Access to Services</b></p> <p>Paul, J., Park, L., Ryter, E., Miller, W., Ahmed, S., Cott, C.A., &amp; Landry, M.D. (2008). Delisting publicly funded community-based physical therapy services in Ontario, Canada: A 12-month follow-up study of the perceptions of clients and providers. <i>Physiotherapy Theory and Practice</i>, 24, 5, 329-343. (<i>Available online through YUL</i>)</p>
Week 10 March 7 <sup>th</sup> – 16 <sup>th</sup>	<p><b>Consumer culture, health and physical activity</b></p> <p>Lupton, D. (1994). Consumerism, commodity culture and health promotion. <i>Health Promotion International</i>, 9, 2, 111-118. (<i>Available online through YUL</i>)</p> <p>George, T. &amp; Rail., G. (2005). Barbie meets the Bindi: Discursive constructions of health and fitness among second generation South Asian-Canadian women. <i>Women’s Health and Urban Life</i>, 4(2): 44-66. (<i>Available online and through YUL</i>)</p>
Week 11 March 21 <sup>st</sup> – 23 <sup>rd</sup>	<p><b>Commercialization and Corporatization: Implications for Health &amp; Physical Activity</b></p> <p>Darnell, S.C. (2007). Playing with Race: Right to Play and the Production of Whiteness in ‘Development through Sport’. <i>Sport in Society: Cultures, Commerce, Media, Politics</i>, 10(4): 560 – 579. (<i>Available online through YUL</i>)</p> <p>Hayhurst, L.M.C. (2013). The Girl Effect and Martial Arts: Exploring Social Entrepreneurship and Sport, Gender and Development in Uganda. <i>Gender, Place &amp; Culture: A Journal of Feminist Geography</i>, DOI: 10.1080/0966369X.2013.802674 (<i>Available online through YUL</i>)</p> <p>Excerpts from: “The Workers Cup” (2018), film by Adam Sobel</p> <p style="text-align: center;"><b>***Health Media Review due on: Friday, March 24th by 11:59pm via Turnitin***</b></p>



<p>Week 12 March 28<sup>th</sup> -30<sup>th</sup></p>	<p><b>Globalization: Implications for Health and Physical Activity</b></p> <p>Millward, P. (2017). World Cup 2022 and Qatar’s construction projects: Relational power in networks and relational responsibilities to migrant workers. <i>Current Sociology</i>, 65(5), 756-776.</p> <p>Nauright, J. (2004). Global games: Culture, political economy and sport in the globalized world of the 21<sup>st</sup> century. <i>Third World Quarterly</i>, 25, 7, 1325-1336. <i>(Available online through YUL)</i></p> <p>Zirin, D. (2016). <i>Brazil’s Dance with the Devil: The World Cup, The Olympics and the fight for democracy</i>. Chicago, USA: Hyamarket Books. <i>(Available on e-Class)</i></p> <p>Watch Film: <i>Life and Debt</i> (Available through YUL)</p> <p>Excerpts from the Film: “Mount Gariwang: An Olympic Casualty” (2019), film by Liv Yoon, Brian Wilson &amp; Jordan Wade. Available at <a href="http://css.ubc.ca/2019/08/08/mount-gariwang-an-olympic-casualty-documentary-now-available/">http://css.ubc.ca/2019/08/08/mount-gariwang-an-olympic-casualty-documentary-now-available/</a></p>
<p>Week 13 April 4<sup>th</sup> – 6<sup>th</sup></p>	<p><b>So now what? Building towards the Future</b></p> <p>Raphael, D. and A. Curry-Stevens. (2016). Chapter 24: <i>Surmounting the Barriers: Making Action on the Social Determinants of Health and Public Policy Priority</i>. In D. Raphael (Ed.) <i>Social Determinants of Health Canadian Perspectives 3<sup>rd</sup> Edition</i>. (pp. 561 -582). Toronto: Canadian Scholars Press. <i>(Available online and on e-Class)</i></p>
<p>April 6<sup>th</sup></p>	<p style="text-align: center;"><b>April 6<sup>th</sup>: Review/Administration of Take Home Test</b> <b>Take Home Final Test Due: Monday, April 10<sup>th</sup> at 11:59pm EST via Turnitin</b></p> <p style="text-align: center;"><b>April 11<sup>th</sup> –April 25<sup>th</sup> - Final Exam Break</b></p>

## Instructions on Course Evaluation Items

Personal Reflection Paper (15%) **Due: Friday, January 30<sup>th</sup>, 2023** by 11:59pm (via Turnitin)

Students will write a 3-page double-spaced personal reflection of how social determinants shape or have shaped their health and physical activity experiences. The central question you have to answer is: *How have the Social Determinants of Health impacted my life?* This is an opportunity for students to be creative, and thus, students do not need to conform to a typical essay form if they do not wish to. It can take the form of a journal entry, a script for a play, or a poem. It can be in the form of a newspaper article written in third person, a short story or even a children’s story. Scholarly references are not required; however, students must demonstrate how the course material (thus far)

has helped them better understand how social determinants shape their health and opportunities for meaningful physical activity.

Health Media Review (20%) Due: Friday, March 24<sup>th</sup>, 2023 by 11:59pm (Online via Turnitin)

The purpose of this assignment is to begin to sensitize you to the social, political and economic factors that may be addressed or neglected in physical activity and health promotion campaigns.

I. Choose a video that discusses a physical activity or health promotion intervention. The video you choose should be posted by credible health and/or physical activity organizations or individuals such as the American Cancer Society, OPHEA, ParticipACTION, a physician, nurse, a P.E. teacher, etc. If you are unsure, be sure to check with the course director for approval.

II. Write a brief synopsis of the video. Assess the overall strengths and weaknesses of this campaign/message. Demonstrate social determinants that are effectively addressed by the campaign, identify any social determinants that you think should have been included and discuss the implications of this oversight. Cite specific examples of dialogue, images or other video features to make your case. The review is to be a maximum of 5 pages, double-spaced, not including references. Writing counts!

In Class Midterm Test and Take Home and Final Test valued at (20%) each

Midterm Test Due: Friday, February 17<sup>th</sup>, 2023 (Take Home submitted Online via Turnitin)

Final Term Test: To be submitted online Monday, April 10<sup>th</sup>, 2023 by 11:59pm via Turnitin.

A take home midterm will be held on the required readings and lecture material. Details will be provided in class. Your exams will take the form of a partial take Home. Further instructions will be given in class. Your final exam will be uniquely a take home.

Group Online Seminar Presentation (20%): You are required to choose an article to present on starting the week of January 30<sup>th</sup>. This is based on a first come first serve basis and I will then place you in groups depending on the demand. Groups will be no more than 4 students per group. This will be a group presentation. Students will choose any week after January 30<sup>th</sup> to present on ONE of the articles for their chosen week. Details will be further provided in class and posted on e-Class. Rest assured, I will provide virtual introductions so that you and your groups members may get acquainted and organize yourselves accordingly.

Course Participation/Facilitation (10%): Ongoing

Students are expected to be prepared for and regularly attend classes. Attendance will not count towards your participation, however, if you are not present, you cannot participate effectively. Evaluation is primarily based on students' discussion (Oral or Written) of the material in an informed manner, in other words, in a manner that is grounded in course material. Personal anecdotes and opinions are valuable sources of information but primary contributions to class discussion should be based on weekly readings and lecture material. When personal experiences and/or opinions are

shared, students are encouraged to connect these anecdotes with course material. Students will also be evaluated on their facilitation of class discussion, specifically with regard to reading- and lecture-based questions. Facilitation involves building on, responding to the comments made by peers and the CD in a thoughtful manner. For full participation grades, students must participate consistently throughout each lecture and each week.

Course participation supplement: For students who have difficulty contributing to the class discussion (I know this is difficult), you may submit your participation in writing (i.e., here's what I wanted to say in class but couldn't). This submission can be a maximum of two paragraphs, double spaced. This statement must be emailed to the CD by 5:00 pm on the day of the lecture to which you are referring.