

KIN 489C Indigenous Studies in Kinesiology
School of Kinesiology
Faculty of Education
University of British Columbia
Winter II 2017

Lectures: Monday, Wednesday & Friday • 10:00-11:00am • 158 Irving K. Barber

INSTRUCTOR INFORMATION

Instructor: Dr. Moss E. Norman

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Office: 156G Auditorium Annex

Office Hours: 11:00-12:00 pm Friday, or by appointment

COURSE DESCRIPTION

This course is designed to provide students with the key principles in working with Indigenous peoples and communities. The course begins by situating contemporary Indigenous movements and health as the outcome of historical and ongoing processes of colonization. Students will be challenged to reflexively interrogate their own relationships with colonization and the implications this may have for how they do health and human movement. Through guest speakers and experiential learning opportunities, Indigenous worldviews will be introduced and students will be asked to consider the implications different worldviews have for human movement and health. The course will also examine the health conditions facing Indigenous peoples today as well as the historical antecedents of these conditions, survey and evaluate various active living interventions that have been implemented both in Canada and globally, and explore the role Kinesiology can play in identifying the strengths and unique needs of Indigenous communities.

COURSE OBJECTIVES & INTENDED LEARNING OUTCOMES

Through this course, students will:

- Develop a critical understanding of the historical and contemporary issues in Canada that shape Indigenous sport, physical activity and health;
- Develop an understanding of some of the key policies (both nationally and globally) related to Indigenous sport, physical activity, and health;
- Apply Indigenous-centred, community-based, and strengths based perspectives in understanding physical activity, sport, recreation and health programs and policies;
- Develop skills in creating a safe social and cultural space to engage in active class discussions;
- Work collaboratively with peers in small group discussions and activities;
- Develop research, writing, and oral communication skills.

COURSE FORMAT

The course is comprised of lectures, seminars, guest speakers and experiential outings. Students are expected to have read the assigned readings prior to the beginning of class.

VOLUNTARY WITHDRAWAL DATE

January 17th

POLICIES & EXPECTATIONS

Class Attendance

Regular attendance is expected for all classes. Students who neglect their academic work and assignments may be excluded from final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

Academic Accommodation for Students with Disabilities

The University's goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles. Students with a disability who wish to have an academic accommodation should contact Student Services Access and Diversity without delay.

Expected Behaviours

Students are expected to come to class having read weekly assigned readings and prepared to discuss and apply them in class discussions and activities. Cell phones are **not** to be used during class-time. This includes texting. Lap top computers are permissible **only** for the purpose of course related activities, such as note taking and accessing course-related materials.

Academic Dishonesty

Please review the UBC calendar "Academic Regulations" for the university policy on cheating, plagiarism, and other forms of academic dishonesty.

Inclusivity Statement

Education is a multidisciplinary field that brings together faculty, students and others from diverse academic and personal backgrounds. UBC's Faculty of Education is committed to creating a respectful workplace and learning environment that supports inclusion based on the principles of equity, diversity and social justice in order to create an environment that supports its community members' full participation. The Faculty of Education is committed to providing accessible, usable, and welcoming spaces for faculty, staff, students, and visitors who have disabilities, are members of racialized communities, Indigenous, transgender, two-spirit and gender-diverse people, regardless of their age, sexual orientation, social status, religion, ethno- linguistic, nationality and/or citizenship status.

Faculty of Education courses take place in learning environments that are inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Learners and educators expect to be treated respectfully at all times and in all interactions. Non-sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected in Faculty of Education classes, course content, discussions and assignments. Please feel welcome to e-mail your instructor your name and pronoun and how you would like these to be used.

EVALUATION

Grading

Letter to Editor	Wed., February 15 th	10%
Group Presentation	To Be Determined	20%
Mid-term	Fri, March 3 rd	20%
Term Paper	Mon., March 20 th	30%
Take Home Exam	Due: April 10 th	20%

Policy Regarding Late Submissions: With the exception of approved extensions, late assignments will be penalized 5% per day (e.g. $8.5/10=85\%$ - (one day late) $5%=80\%$ or $8/10$), up to ten days, after which they will not be graded. Assignments are due at the **beginning** of class. Essays submitted after the beginning of class will be graded late.

Policy Regarding Missed Exams: Term tests will not be rescheduled for any reason other than a medical issue or family emergency. Written documentation must be presented in order for the test to be rescheduled. If you do not contact your instructor, you will be given a score of zero on the assessment.

ASSIGNMENTS

Assignment: Letter to the Editor

Grade: 10%

Due: Wednesday, February 15th at the beginning of class.

Objective: One of the objectives of this course is to not just learn about Indigenous health and movement, but also to actively participate in public dialogue about these issues. This may involve critiquing and challenging some perspectives that we deem problematic, while endorsing and supporting others, both of which are strategies aimed at re-shaping dominant constructions of Indigeneity, health, and human movement. As the course examines, the media is pivotal in shaping how society thinks about Indigenous people and related issues. Recently, there has been an explosion of media stories related to Indigenous peoples, culture, health, education, the economy, and so on. As health and human movement advocates who are invested in thinking about more equitable and less oppressive ways of doing health and movement, we at times must wade into public discourse and actively try and forge new ways of thinking about Indigeneity, health, and movement.

Purpose: This assignment is designed to develop skills in actively engaging in public dialogue as a means of both challenging and shifting dominant ideas about Indigeneity, health, and human movement.

Instructions:

- 1) For this assignment, you are going to write a letter to the editor of a newspaper or magazine (published or online) that responds to (i.e., critiques, supports, and/or elaborates) a recently published article that addresses an Indigenous issue. The media source you are writing too must be public access (for example, not a Facebook post) and your response must be relatively close to the publication date of the article (approx. one week).
- 2) The length requirements of this assignment are in accordance with your response. In other words, your response should effectively communicate the point you are making and should do so in plain (non-academic) language. Generally speaking, letters to the editor are concise and usually no more than 300-400 words.
- 3) Your response should be related to the broad themes of the course, such as the determinants of Indigenous health and wellbeing, Indigenous movements, physical activity, recreation or sport, Indigenous regeneration and resurgence, processes of colonization, etc.

Assignment: Group Presentation

Grade: 20%

Purpose: This assignment is designed to get students to actively and collaboratively engage with course materials. Additionally, students will gain oral communication and presentation skills.

Context: For many students trained in Western academic institutions, group work presents a unique set of challenges. This is partly because Western institutions privilege an individualist and competitive approach to teaching and learning (Harris, 2002). For this assignment, students are encouraged to consider a more collaborative, cooperative and collective approach to learning. To this end, one of the tasks of the group will be to collectively identify and build on the strengths that each individual brings to the group. This means, for example, that if some group members are better at writing and synthesizing knowledge than

they are public speaking, then the group should work to incorporate these strengths into the assignment. A key objective of this course has been to not just learn *about* Indigenous issues in Kinesiology, but to Indigenousize what we learn and how we learn with the ultimate goal of creating a greater capacity to work inter-culturally with others. This assignment is an attempt to meet this objective.

Instructions:

- 1) In groups of four or five, students will be responsible for presenting course content related to a weekly theme.
- 2) Students will be asked to choose a weekly theme (e.g., Indigenous Determinants of Health, Sport and Indigenous Representations, The Indigenous Experience in Ice Hockey I, Re-Connecting to the Land), and teach key concepts emerging from course readings for that week, and design class activities to engage students in course material.
- 3) Students will be responsible for conducting two classes (Monday and Wednesday of the chosen week). Students are encouraged to use creative and novel techniques (e.g., videos, diverse teaching methods, class activities) in both presenting key themes from the weekly readings as well as engaging class participation. When thinking about their presentations, groups are encouraged to consider incorporating some of the principles we have learned in the course related to Indigenous philosophies of teaching and learning (e.g., Harris's article *Coyote Goes to School; First Peoples Principles of Learning*, retrieved: <https://firstpeoplesprinciplesoflearning.wordpress.com>).
- 4) The group presentation is broken into two parts—Part I Mini Proposal (5%); Part II Class Presentation and Reflection (15%). For Part I, the group will meet with the course conductor **at least one week** prior to the week they are responsible for presenting. At this meeting, the group will present a mini-proposal outlining both *what* material they intend to present (i.e., key concepts) and *how* they intend to present it (i.e., activities, videos, teaching techniques). The course instructor will provide feedback on the mini-proposal, which may be useful in the delivery of the group presentation. Part II is the delivery of the group presentation. As part of the group presentation, each group will be responsible to write a Group Reflection on their presentation (approx. 4 pages, double spaced). The Group Reflection could speak to (but is not bound by or limited to) themes such as: Did the group work collaboratively? How were the diverse strengths of the incorporated? What are the challenges/rewards of working in this way? How (if at all) does this style of working and learning collaboratively differ from the Western academic approach?

Assignment: Research Paper

Grade: 30%

Due: Monday March 20th at the **beginning of class.**

Purpose: This assignment is designed to get students to engage with Indigenous issues related to Kinesiology through the research essay. Students will be required to use available resources (e.g. library, internet, course materials, etc.) to find evidence to build an argument. Through this assignment, students will gain skills in:

- Examining an issue related to Indigenous studies in Kinesiology;
- Developing an evidence-based argument;
- Critical thinking and writing.

Instructions: For this assignment, students will do the following:

- 1) Choose a topic related to Indigenous issues in Kinesiology. Students are welcome to use the themes discussed in the course or a topic of their own choosing. However, if students do choose their own topic, they are strongly encouraged to meet with the course conductor to discuss the relevance and feasibility of their chosen topic.

- 2) Find a minimum of five (5) peer reviewed journal articles (max. 10 articles) that are relevant to their chosen topic. Students are welcome to use assigned readings from the course, but these will not be counted in the 5 articles.
 - a. Students are welcome to use additional, non-academic resources (e.g. newspaper articles, internet material etc.) above and beyond the minimum five peer-reviewed journal articles.
 - b. The literature should connect with the topic under examination.
- 3) Develop a clear thesis statement related to the topic under examination. The thesis statement will help structure the paper.
- 4) Build an argument that defends your thesis statement
 - a. Review the selected literature in relation to the thesis statement (e.g. literature that supports thesis)
 - b. The paper should build towards a conclusive argument that sheds greater insight on the topic.

Details: The research paper should be in accordance with the following requirements:

- Cover Page should contain all relevant information (i.e., title of paper, course information, student number, student name, date of submission)
- 8-10 pages, double-spaced, 12 point font, with standard 1" (2.54cm) margins.
- Number pages starting with the first page of the essay.
- Double-sided printing is preferable, but not required.
- Include an introduction, thesis statement, body and conclusion
- Sub-headings are permitted, but not required
- Papers can be written in the first person (e.g., "I argue that...")

GRADING SCHEME

Letter Grade	Percentage
A+	90-100
A	85-89
A-	80-84
B+	76-79
B	72-75
B-	68-71
C+	64-67
C	60-63
C-	55-59
D	50-54
F	0-49

REQUIRED READINGS

Required readings include ALL listed texts, electronic resources, journal articles, and internet linked articles. Students are responsible for acquiring appropriate reading materials.

SCHEDULE OF READINGS

Week #1 Jan 4 & 6: Teaching and Learning Differently

King, T. (2003). 'You'll never believe what happened' is always a great way to start. *The Truth About Stories* (pp. 1-29). Toronto, ON: House of Anasi Press.

Harris, H. (2002). Coyote goes to school: The paradoxes of Indigenous higher education. *Canadian Journal of Native Education*, 26(2): 187-201.

Week #2 Jan 9, 11 & 13: Historical Context—Colonial Policy in Canada

Readings: Terminology, A Discussion on Aboriginal Identity

Found at: <http://indigenousfoundations.arts.ubc.ca/home/identity.html>

Government Policy—Reserves

Found at: <http://indigenousfoundations.arts.ubc.ca/home/identity.html>

Week #3 Jan 16, 18 & 20: Residential Schooling

Readings: Government Policy—The Residential School System

Found at: <http://indigenousfoundations.arts.ubc.ca/home/identity.html>

Truth and Reconciliation Canada. (2015). *Canada's Residential Schools vol. 1: The History, Part 1 to 1939*. Winnipeg: Truth and Reconciliation Commission of Canada. Retrieved from:

<http://www.myrobust.com/websites/trcinstitution/File/Reports/Volume 1 History Part 1 English Web.pdf>

Sections: Recreation and Sports, 1867-1953 (pp. 353-373).

Truth and Reconciliation Canada. (2015). *Honouring the truth, reconciling for the future: Summary of the final report of the Truth and Reconciliation Commission of Canada*. Winnipeg: Truth and Reconciliation Commission of Canada. Retrieved from:

<http://www.myrobust.com/websites/trcinstitution/File/Reports/Executive Summary English Web .pdf>

Sections: Sports and culture: "It was a relief" (pp. 110-114)

Week #4 Jan 23, 25 & 27: Indigenous Determinants of Health

Reading, C. (2015). Structural determinants of Indigenous peoples' health in Canada. In M. Greenwood, S. de Leeuw, N. M. Lindsay & C. Reading (eds) *Determinants of Indigenous Peoples' Health in Canada: Beyond the Social* (pp. 3-15). Canadian Scholars Press: Toronto, ON.

Hart, M. & Lavallee, B. (2015). Colonization, racism, social exclusion and Indigenous health. In L. Fernandez, S. MacKinnon & J. Silver (Eds.) *The Social Determinants of Health in Manitoba*, (pp. 145-159). Winnipeg, MB: Canadian Centre for Policy Alternatives.

McPhail, D. (2016). Indigenous Peoples' clinical encounters with obesity: A conversation with Barry Lavallee. In J. Ellison, D. McPhail & W. Mitchinson (eds.) *Obesity in Canada: Critical Perspectives* (pp. 175-184).

Week #5 Jan 30, Feb 1 & 3: Sport and Indigenous Representations

Davis-Delano, L. R. (2007). Eliminating Native American mascots: Ingredients for success. *Journal of Sport and Social Issues*, 31(4): 340-373.

O'Bonsawin, C. M. (2013). Indigenous Peoples and Canadian-Hosted Olympic Games. In J. Forsyth & A. Giles (eds.) *Aboriginal Peoples and Sport in Canada: Historical Foundations and Contemporary Issues* (pp. 35-63). Vancouver, BC: UBC Press.

Week #6 Feb 6, 8 & 10: The Indigenous Experience in Ice Hockey I

Robidoux, M. A. (2012). *Stickhandling Through the Margins: First Nations Hockey in Canada*. Toronto, ON: University of Toronto Press.

Chapters: #1 Coloniality and the enduring legacy of modernity (pp. 15-27); #2 Healing through hockey (pp. 28-58).

Week #7 Feb 15 & 17: The Indigenous Experience in Ice Hockey II

Wagemese, R. (2012). *Indian Horse*. Douglas & McIntyre, Madeira Park, BC.

Week #8: Reading Week

No Classes

Week #9 Feb 27, Mar 1 & 3: Indigenous Experiences in Ice Hockey II, con't

Wagemese, R. (2012). *Indian Horse*. Douglas & McIntyre, Madeira Park, BC.

Week #10 Mar 6, 8 & 10: Re-Connecting with the Land

Friedel, T. (2011). Looking for learning in all the wrong places: Urban Native youths' cultured response to Western-oriented place-based learning. *International Journal of Qualitative Studies in Education*, 24(5): 531-546.

Hudson-Rodd, N. (1998). Nineteenth century Canada: Indigenous place of dis-ease. *Health & Place*, 4(1): 55-66.

Week #11 Mar 13, 15 & 17: Colonization and Gender

Razack, S. (2002). Gendered violence and spatialized justice: The murder of Pamela George. In S. Razack (ed.) *Race, Space and the Law: Unmapping a White Settler Society*, 122-156. Toronto, ON: Between the Lines.

McKegney, S. (2014). Remembering the sacredness of men: A conversation with Kim Anderson. In S. McKegney (Ed.) *Masculindians: Conversations About Indigenous Manhood*, pp. . Winnipeg, MB. University of Manitoba Press.

Week #12 Mar 20, 22 & 24: Working With Community

Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard Educational Review*, 79(3): 409-427.

Paraschak, V. & Thompson, K. (2014). Finding strength(s): Insights on Aboriginal physical cultural practices in Canada. *Sport in Society*, 17(8): 1046-1060.

Week #13 Mar 27, 29 & 31: Sport, Physical Activity & Reconciliation

Parashak, V. (2013). Aboriginal peoples and the construction of Canadian sport policy. In J. Forsyth & A. Giles (eds.) *Aboriginal Peoples and Sport in Canada: Historical Foundations and Contemporary Issues* (pp. 95-123). Vancouver, BC: UBC Press.

Truth and Reconciliation Canada. (2015). *Honouring the truth, reconciling for the future: Summary of the final report of the Truth and Reconciliation Commission of Canada*. Winnipeg: Truth and Reconciliation Commission of Canada. Retrieved from:

http://www.myrobust.com/websites/trcinstitution/File/Reports/Executive_Summary_English_Web.pdf

Sections: Introduction (pp. 1-22); Calls to Action—Sports and Reconciliation (pp. 336)

Week #14 Apr 3 & 5:

Catch-up, Review & Hand Out Take Home (April 5th).