

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 Mississauga's of New Credit, the Huron-Wendat, the Haudenosaunee Confederacy and the Métis Nation of Ontario.

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

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

Course: KINE 2040 3.0
Term: Winter Term 2024
Time/Location: M 11:30am-1:00pm Online Zoom
W 11:30am-1:00pm Life Sciences Building (LSB) 101
Course Director (CD): Dr. Alix Krahn
Email: akrahn@yorku.ca
Office: 326 Bethune
Office Hours: By appointment only
Course Website: Accessed via eClass < <https://www.yorku.ca/eclass/>>

Please Take Care of You!

Please be kind and gentle with yourselves and others. There are several online free resources available to help support you. If you need help, the following list of websites (this is not an exhaustive list) may be a good place for you to start:

<https://good2talk.ca/>
<https://counselling.students.yorku.ca/>
<https://yubettertogether.info.yorku.ca>

I am deeply committed to respecting diversity, inclusivity, and equity for all. Throughout the year, we will engage in discussion and dialogue with one another about complex issues in efforts to expand our understandings of our social world. Our conversations with one another may not always be comfortable, and we may need courage, patience, forgiveness, and generosity as we engage with the texts, with our own ideas and assumptions, and with one another. Collectively, we must protect our educational space for respectful but critical interrogation of ideas, and we must protect our diversity of thought and experience as a source of knowledge and strength. Our values in KINE 2040 directly align with the University's commitment to education without discrimination based on race, national or ethnic origin, colours, religion, sex, age or mental or physical disability. For additional information on support, resources, and educational opportunities on equity, diversity, and inclusion at York University, please visit the Centre for Human Rights, Equity and Inclusion at: <https://rights.info.yorku.ca/>

Expanded Course Description:

While often associated with space and place, the concept of community can encompass more than just geography to include individuals connected along complex psychological,

social, cultural, and political dimensions. Within and across our varied communities, sport and physical activity routinely play an important role in bringing people together – and sometimes even dividing them apart. Behavioural and socio-cultural scholars explore sport and physical activity in efforts to better understand how sport and physical activity influences our lives and communities and, in turn, is influenced by our lives and communities.

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

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

Course Learning Objectives:

This course:

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

Course Learning Outcomes:

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

- Identify the similarities and distinctions between the behavioural and socio-cultural study of sport and physical activity.
- Discuss the multi-dimensional nature of community as understood theoretically and personally.
- Identify barriers to and facilitators of sport and physical activity participation within and

- across a range of communities.
- Identify central tenets of and key stages in doing research in the behavioural and socio-cultural study of sport and physical activity.
- Describe Knowledge Mobilization (KMb) as a strategy and range of activities centered on connecting knowledge to action.
- Identify different orientations to group work, and skills to advance effective group-based work.

Email and Office Hours:

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

Organization of the Course:

KINE 2040 is offered as a blended course. The course will involve a blend of in-person and online lectures by the CD and/or invited guests, supplemented with films/videos where appropriate. The required readings/videos are central to the course and the lectures will serve to enrich, clarify, and illustrate crucial issues from the assigned readings/videos. The required readings/videos as well as the lecture content will be discussed in weekly class. Links to lectures, supplemental materials, and required readings will be located on the course's eClass page.

Course Text/Readings:

Required readings are available in electronic format through York University's Library (YUL). In addition, persistent links to download the readings are provided through the course's eClass page. In the event that the links to the readings are not working properly, it is the student's responsibility to access the YUL system and retrieve the required reading in advance of in person class on Wednesday.

KINE 2040 adopts a zero-tolerance policy with regard to Breach of Academic Honesty.

Please refer to the [York University Secretariat website](#) for Senate Policy on Academic Honesty as well as to the [Faculty of Health's Academic Integrity Tutorial](#) webpage. Please note that the buying and selling of course material (including content sharing 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](#) is available to you as well.

Copyright Information:

These course materials are designed for use as part of the KINE 2040 course at York University and are the property of the instructor(s) unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a violation of Copyright law.

Course Evaluation

<i>Assessment Item</i>	<i>Percentage of Final Grade</i>	<i>Due Date</i>
Participation	20%	Ongoing
Mid Term Exam	20%	Feb. 14
Community Observation Assignment- Part I	15%	March 6
Community Observation Assignment- Part II	25%	April 1: Written Report April 3: Presentation
Final Exam	20%	TBD

Grading:

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

Unless specified otherwise, all written work must:

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

Assignment Submission and Lateness Penalties:

For each written assignment (not exams, participation, or presentations), you may submit the assignment up to two days after the due date without question. In other words, I will not ask you questions about why you have submitted an assignment late, and you do not have the opportunity to ask questions about the assignment or ask for an extension after the due date. Grading priority will be given to those assignments that are submitted by the due date. After the no questions asked due date, the penalty for late submission is 10% per day or part thereof (i.e., the penalty is applied to any assignment submitted after the two-day grace period at 11:59pm EST), unless accompanied by acceptable documentation. It is your responsibility to

ensure that submitted assignments are complete and readable. Missing information will be subject to the late penalty. Computer and/or other technology problems will not be accepted as an excuse to miss a due date or for late submission. This policy applies to written assignments only.

Appeals Process:

You may ask for a grade reassessment on an assignment. This, however, is not an ordinary occurrence but an exception. Simply wanting a higher grade is not an acceptable reason for requesting a reassessment. If you believe that your assignment should be re-evaluated, explain why in a one-page (max) typed letter attached to your assignment and submit to the CD by the next lecture date. Your grade may go up, down, or remain the same. Grade reassessment decisions are final. Participation grades cannot be appealed.

Assignment Deadline Extension and Missed Test:

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

Deferred exams will NOT be arranged. Failure to write the **midterm exam** on the day will result in the weight of the exam being added to the final exam. Extensions or accommodations for the **final exam** or any other evaluation matter for the course will require students to submit a formal petition to the Faculty of Health.

Weekly Lecture and Required Reading Schedule

DATE	TOPIC AND REQUIRED READING	FORMAT
Jan 8	Classes Resume	N/A
Jan 10	Welcome and Introduction to KINE 2040: What is community in motion? https://gem.cbc.ca/the-life-sized-city?autoplay=1	LSB 101 11:30-1:00pm
Jan 15	Introduction to Research: From curiosity to communication Weekly Question Submission	Zoom 11:30-1:00pm
Jan 17	Introduction to Research: From curiosity to communication <i>The journey of a community engaged scholar: An auto-ethnography (Cutforth, 2013)</i>	LSB 101 11:30-1:00pm
Jan 22	Introduction to Behavioural and Socio-Cultural Approaches to Research in Community Weekly Question Submission	Zoom 11:30-1:00pm
Jan 24	Introduction to Behavioural and Socio-Cultural Approaches to Research in Community <i>Jane & Finch Community Research Guide</i>	LSB 101 11:30-1:00pm
Jan 29	Socio-Cultural Case Study 1: Dr. Parissa Safai Weekly Question Submission	Zoom 11:30-1:00pm

Jan 31	Socio-Cultural Case Study 1 <i>Safai et al. (2016)</i>	LSB 101 11:30-1:00pm
Feb 5	Socio-Cultural Case Study 2: Dr. Alix Krahn Weekly Question Submission	Zoom 11:30-1:00pm
Feb 7	Socio-Cultural Case Study 2 <i>Krahn & Safai (2024)</i>	LSB 101 11:30-1:00pm
Feb 12	Socio-Cultural Case Study 3: Dr. Emily McCulloch <i>What Can We Learn from Road Safety and Injury Prevention Professionals about Health Equity and the Built Environment?</i> Weekly Question Submission	Live (Synch) on Zoom 11:30-1:00pm *Bonus Marks
Feb 14	Mid Term Exam	LSB 101 11:30-1:00pm
Feb 17-23	Winter reading week	No Classes
Feb 26	Skill Development: Communication and working in Teams Weekly Question Submission	Zoom 11:30-1:00pm
Feb 28	Communication & Working in Teams https://learningcommons.yorku.ca/groupwork/	LSB 101 11:30-1:00pm
Mar 4	Behavioural Case Study 1: Dr. Rebecca Bassett-Gunter Weekly Question Submission	Zoom 11:30-1:00pm
Mar 6	Behavioural Case Study 1: <i>Bassett-Gunter et al. (2017)</i> Community Observation Part I- Individual Observation Reflection due	LSB 101 11:30-1:00pm
Mar 11	Behavioural Case Study 2: Dr. Karl Erickson Weekly Question Submission	Zoom 11:30-1:00pm
Mar 13	Behavioural Case Study 2 <i>Reading TBD</i>	LSB 101 11:30-1:00pm
Mar 18	Behavioural Case Study 3: Dr. Lauren Wolman Weekly Question Submission	Zoom 11:30-1:00pm
Mar 20	Behavioural Case Study 3: <i>Reading TBD</i>	LSB 101 11:30-1:00pm
Mar 25	Skill Development: Knowledge Mobilization (KMb) Weekly Question Submission	Zoom 11:30-1:00pm
Mar 27	Innovation York: Krista Jensen <i>Reading TBD</i>	LSB 101 11:30-1:00pm
April 1	Thinking about Community and Research Beyond KINE 2040 Community Observation Part II- Written Report	Zoom 11:30-1:00pm
April 3	Showcase and Articulation Community Observation Part II- Presentations	LSB 101 11:30-1:00pm
April 8	Course Review and Exam Preparation	Zoom 11:30-1:00pm
April ?	FINAL EXAM TBD	

Specific Instructions on Course Evaluation Items

Participation (Total: 20% Weekly Question Submission = 10% Attendance= 10%)

The participation grade for this course will be a blend of attendance and engagement with the course materials. Specifically, students will gain grades in the following ways:

1. Monday Question Submission: After reviewing the content sharing presentation posted on Monday's students will be required to complete the weekly question submission. The submission tabs are posted under each week's topic on eClass and students will have until the end of the morning (10:00am) of Wednesday (before class) to submit their weekly question. This is simple, all that is required is for students to submit one question they still have post reviewing the content sharing presentation. Students are expected to ask substantive/thoughtful questions that do not repeat what is covered in the content sharing video. **NO** extensions (past Wednesday) will be given; students who ask questions that repeat what is covered in the content sharing presentation or who fail to submit on time will receive a grade of zero.
2. Attendance/Participation in Class: Attendance will be taken every Wednesday in class. These in class sessions have been designed to support and advance students in their skill and professional development, in the areas of effective communication and group work, Knowledge Mobilization, and professionalism. Students are expected to have completed the weekly reading and/or video and will be expected to participate in group activities in thoughtful, substantive, and interactive ways.

Midterm Exam (20%)

There will be a midterm exam focused on lecture content and required readings and may include multiple choice, and/or short answer questions, and/or essay question(s). The midterm exam will be cumulative, meaning that ALL course content covered up until this point will be examinable. I will share an outline for the midterm exam, the week before in person (Wednesday February 7th). Students can expect to hear more details about what will be on the midterm exam and all questions pertaining to the final exam will be answered. Students will be required to bring Photo ID (i.e., student ID and/or Driver's License) as well as a writing utensil to the exam. **Students without ID will not be allowed to write the exam.**

Final Exam (20%)

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

exam (e.g., allocation of marks per section, potential essay questions etc.) and all questions pertaining to the final exam will be answered. Students will be required to bring Photo ID (i.e., student ID and/or Driver's License) as well as a writing utensil to the exam. **Students without ID will not be allowed to write the exam.**

Community Observation Assignment – Part I (15%)

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

Specific Instructions:

1. Read all the instructions before starting!
2. Consult the online Teams for Group Work document (found at the top of the course eClass page) to locate your group members. Each group must create their own team name, and each team must complete and submit a Team Contract (also located at the top of the course eClass page) prior to starting the assignment. Time will be given in class for groups to coordinate and complete the Team Contract on Wednesday Jan 24 and 31st. **The team Contract is due Wednesday January 31 by 11:59pm.**
3. Working together, figure out the best date/time for ALL groups members to complete an observation of your assigned community (keep in mind that your individual report is due Wednesday Mar. 6, 2024). Collectively, get in touch with your groups assigned community to set up your observation date/time and once you have confirmed the date/time with your community, email the CD an update on where/when you will be completing your community observation.
4. Individually, prior to the observation, reflect on what you anticipate observing while 'in the field' and why you may be anticipating that. Record your thoughts on paper/in a word document, as you will need them later.
5. Individually, carry out an observation on the agreed upon date/time. All team members must conduct their own observations. You must carry out one observation for roughly 45-60 mins (depending on the length of the program). Although you are attending the observation time/date together, it is important that you record your own observations, as I will be making note of the similarity between your group members reports. Yes, some similarities will exist, but if students' hand in work that either verbatim, or closely resembles the notes of other groups members, your report may be subject to academic dishonesty!
6. Individually, as part of the observation, reflect on the following questions (this is not an exhaustive list nor do students necessarily have to cover all the points):
 - What is the setting as a physical/social space?

- Who are the people in the setting? How are they different? How are they the same? What are they doing? How are they doing it?
 - Are the people in the setting interacting with one another? How are they interacting, or not interacting?
 - What social class, gender, race or other differences can I see?
 - How am I involved or not in this setting?
 - Do I see 'community' in this setting and, if so, what does that mean to me?
7. Individually, prepare a written report about your observations, including a diagram (not a picture- you may not take pictures in the settings without permission) of the setting. The report needs to include a detailed account of what was observed. In other words, describe the setting that you observed.
- As much as possible you should try to provide an account of what you have learned about the setting and its participants. In other words, what analytic insights about your observations do you take away from the exercise?
 - Reflect on the experience of doing observation. Try to address the following type of questions (remember this list is not exhaustive nor do you have to cover all the points): What did you observe that you might not have seen as a casual observer or participant in the setting? How did you feel in the setting? What issues arose for you in writing up your fieldnotes?
 - Reflect on your assumptions. Retrieve your work from Part 5 and reflect on your expectations of the setting in relation to what you did observe. Did you have an assumption or assumptions about what you would observe and, if so, why? How do think your personal history and identity shaped your observation?
8. On **March 6th**, each member of the team will hand in their completed individual community observation report. The report must be written in 12 pt. serif font, double spaced, and 7 pages (maximum) in length (i.e., page 1 diagram, pages 2-7 written notes)

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

This is a team-based assignment that builds on the work done in Part I. The grade for the assignment will be distributed equally among team members unless otherwise discussed with the course Director (CD) at least one week prior to the showcase date. Individual team members will be required to complete and submit a Peer Evaluation form of one another at the completion of the project (form to be posted on eClass). I will not release the groups grade until every member of the group has completed and handed in the Peer Evaluation form.

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

effective communication and teamwork skills through the development of a creative presentation of the team's choosing.

Specific Instructions:

1. Read all the instructions before starting!
2. Once all team members have conducted their individual observations, reconvene. Working together, discuss your experiences and reflections and collectively identify one issue about the community of people you have observed that warrants further investigation.
3. Working together, complete the Team Check-in form (found at the top of the course eClass page), which will ask you to briefly identify how the teamwork is progressing to date including strengths and/or potential areas for improvement. The bottom of the form requires your team to state the one issue (and research question) about the community of people you have observed that warrants further investigation. Again, in-class time will be given to complete this form and it must be submitted by **March 20th** and must be approved by the CD before you continue.
4. Imagine you are all researchers asked by your chosen community to help build a proposal for a research project that pertains to the issue your group has chosen. The proposal will be presented to an imaginary Funder for their consideration, and the imaginary Funder welcomes creatively presented and thoughtful proposals that show how research on the chosen issue is relevant to or for the community.
5. As a team, explore the behavioural and/or socio-cultural research that has been conducted to date on your chosen idea. This work will assist your team in understanding what is known about your chosen issue in existing research and practice and in identifying the specific research question(s) that will be the focus of your proposed project. Review academic/scholarly sources as well as popular media resources (e.g., research, policy, news reports, magazine articles, etc.) that pertain to your team's chosen community. Your teams' review of these materials (course-specific required readings and beyond) must include both description of the materials and analysis of the content within them.
6. Working together, develop the introduction, review of literature, and rationale sections for the imaginary proposed study as well as the section on the potential contributions of the proposed study to the community. Your team must clearly identify the research question(s) that arose in Part 5. Your team will NOT engage in conducting research.
7. Finally, as a team develop a creative presentation to communicate the work undertaken in Part 6. The presentation can be performance-based (e.g., a play, skit, song, spoken poetry, rap), visual arts-based (cartoon, painting, sculpture), digital (e.g., digital storytelling), or more traditional and academic (e.g., similar to a 3-mins thesis presentation) in nature. The presentation must highlight the introduction, review of literature, and rationale sections for the imaginary proposed study as well as the section on the potential contributions of the proposed study to the community. You may find it helpful to imagine this presentation like a pitch for your research project to the imaginary Funder for their support and money.

8. On **April 1st**, each team must hand in a written report of the introduction, review of literature, and rationale sections for the imaginary proposed study as well as the section on the potential contributions of the proposed study to the community. It is expected that you will reference (using APA) a minimum of six (6) scholarly, peer-reviewed articles. Lecture material from this course or other courses will not count towards minimum requirement. The written report is not to be a 'first draft' document, rather a polished final product. The report must be written in 12 pt. serif font, double spaced, and roughly 8-10 pages in length (no more than 10 pages)
9. On **April 3rd**, each team will present their proposed study. Performance-based presentations cannot exceed 10 minutes in duration and time limits will be strictly enforced.