

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 3.0
Course Website: <https://eclass.yorku.ca/course/view.php?id=87250>
Term: Winter 2024
Time/Location: Tuesday 10:00am-11:20am Location: ACW 305
Thursday 10:00am-11:20am Location: DB 1004

Course Director: Ashley Day
Email: profday@yorku.ca
Office: 352 Bethune College
Student Hours: Please contact me to schedule an in person or virtual appointment.

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 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>

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 culture in shaping health and well-being as well as relationships with sport, physical activity, and physical cultural practice(s) for Indigenous Peoples, Nations, and communities?

Organization of the Course: The course involves formal in person lectures by the course instructor 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 and/or learning activities will be incorporated into lectures. Students will be expected to critically discuss the required readings. Throughout the term, ***students may be invited to attend community events and/or activities on campus should opportunities arise during allotted class time.***

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, sport, physical activity, and physical culture 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, Nations, and communities. Students will negotiate similarities and differences among Western and diverse Indigenous (First Nations, Inuit, and Métis) knowledges and approaches to health and well-being. Students will additionally explore histories and complexities of colonialism, education, identity, land encroachment and dispossession, and the challenges these pose for Indigenous sport, health, physical activity, and physical culture in Canada.

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 topics (Assessment – Learning Journals, Territory Case Study, Student-Led Learning/Discussions, Class Participation, Final Critical Reflection).
2. Develop an understanding of the diversity of approaches to Indigenous health, wellbeing, physical activity, and sport with specific attention to the social relations, structures of power and policies involved in policies, programming, and self-determined expression and engagement with physical cultural practice (Assessment – Learning Journals, Student-Led Discussions, Class Participation, Final Critical Reflection).

3. Critically examine and evaluate the similarities and differences in western and diverse Indigenous understandings and approaches to health, wellbeing, sport, and physical activity/culture (Assessment - Learning Journals, Student-Led Discussions, Class Participation, Final Critical Reflection).
4. Critically reflect on the histories and relations of power implicit within attempts to utilize sport and physical activity methods to 'improve' the lives of Indigenous and other racialized groups (Assessment - Learning Journal, Student-Led Discussions, Final Critical Reflection).
5. Apply and share intercultural learning with others (Assessment – Student-Led Discussions, Territory Case Study, Student-Led Discussions, Class Participation).
6. Critically understand and examine settler- colonial histories and relationships as root determinants of Indigenous health and wellbeing (Assessment – Student-Led Discussions, Learning Journals, Class Participation, Final Critical Reflection).

Learning Expectations and Environments: *KINE 4315 lectures will take place in-person and on campus unless otherwise indicated by the course instructor.* This course will address important but often difficult topics related to settler-colonialism, colonization, and decolonization as it relates to health, wellbeing, sport, physical activity, and physical cultural practice. As the course instructor, I intend to model the mutual respect required to create positive and inclusive spaces and opportunities for learning. Should an issue arise, please never hesitate to communicate with me, directly, and I will do my best to assist and support. There are also a number of in person and virtual resources available to students. Some are described below that York University offers, albeit, this is not an exhaustive list.

Take Care of Yourself and Each Other: Please be kind and gentle with yourselves and others throughout your learning journeys and beyond. There are a number of free online 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/>

Indigenous Community Services: Access to Elders and Traditional Healing Services are available through the Centre For Indigenous Student Services (CISS) 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 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 or in person (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.

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.

Required readings, videos, and related materials throughout this course will serve to enrich, clarify, and illustrate crucial issues and challenges highlighted from lectures. All readings 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.

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 Discussions:	20%
Territory Case Study:	15%
Attendance:	10%
Participation:	10%
Learning Journals:	30% (2x15%)
Final Critical Reflection:	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 Discussions	20%	Once per term. SLDs begin Feb 1st. Please see schedule on eClass for details.
Territory Case Study	15%	Due Friday Feb 16th, 2024, 11:59pm EDT/EST. See eClass for details.
Attendance	10%	Ongoing
Participation	10%	Ongoing
Learning Journals	30% (2 Journals x 15%)	LJ #1 Due: Friday Feb 2 nd 2024 LJ #2 Due: Friday Mar 15 th 2024
Final Critical Reflection	15%	Due Thursday April 8th, 2024 by 11:59pm EDT/EST.

****Note: The last day to drop the course without penalty is March 11th, 2024:**

<https://registrar.yorku.ca/enrol/dates/2023-2024/fall-winter>

1. Student-Led Discussions (20%) (Learning objectives #1-6)

Students will be divided into groups of 4-6 at the beginning of the term. Each group will be assigned one week where students will be responsible for leading group discussions that will engage with assigned reading(s) and related course materials. Class will be divided into small groups/circles where student leaders will be given 5-10 minutes to present **ideas, concepts, and arguments** advanced by the reading(s) and/or materials for that week. Leaders will then be responsible for facilitating a 20-minute discussion with peers based on questions or ideas related to course materials. Once completed, students will gather into a large group/circle where leaders will debrief by sharing what was discussed in small groups. Leaders might also identify potential areas for further thought and/or conversation. Alternatively, student leaders may also choose to incorporate games and/or learning activities within discussions/circle work, so long as it relates to course concepts and ideas. Student-leaders will be responsible for closing the discussion/circle by offering final thoughts and summarizing core concepts and lessons learned from the unit, discussions, and/or activities.

SLD's are exercises in developing respectful and reciprocal relationships with peers meant to nurture mutually beneficial learning environments. Students are therefore expected to be prepared [i.e., have read the weekly reading(s) and engaged with related materials] in order to engage in discussions, learning activities, and/or circle work. Student leaders will be ***individually*** evaluated on overall preparedness and ability to explain ideas and arguments (their own or of the readings) in an organized and coherent way. Assessment will also include the ability to engage peers, advance learning activities and discussions demonstrated through building on, and responding to comments, made by others, asking additional questions, summarizing, and identifying new directions. **SLDs are meant to establish and nurture relationships and as a result, participation grades will be assessed** via the ability to exhibit reciprocal, respectful, and consistent participation throughout the session either verbally and/or through active listening.

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 more information on the course eClass page. **The Territory Case Study is due via eClass by Friday February 16th, 2024 by 11:59pm EDT/EST.**

3. Attendance (10%) (Learning objectives #1-6)

KINE 4315 students are expected to be prepared for and regularly attend classes. This course strives toward creating respectful and reciprocal environments that relies on our ability to gather together for the purposes of engaging in dialogue. It is for this reason that attendance does count toward overall grades.

4. Participation (10%) (Learning objectives #1-6)

Overall participation is based on students' level of engagement (active listening) and discussion (oral or written) throughout lectures, SLDs, and class discussions and learning activities. Contributions should be grounded in course material, and when personal experiences are shared, students are encouraged to connect these with course concepts.

Students will be given various opportunities to discuss and engage with course materials and are encouraged to build on and respond to comments made by peers and course instructor in a thoughtful and considerate manner. For students who have difficulty contributing to the class discussion (I know this is difficult), you may submit a written exit card (i.e., here's what I wanted to say in class but couldn't) and the end of class. Students can also opt to email a short statement (max one paragraph) to the CD by 3:00 pm on the day of the lecture. While difficult, students will be encouraged to find and build upon their critical voice throughout the term.

5. Learning Journals (2 Journals @ 15% =30%) (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.** 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 to assess these in relation to broader health discourses, literatures, and/or bodies or knowledge.

Due dates: There are 2 journal submissions for the term that **must be submitted via Turnitin on eClass.** Please include your name and student number for all submissions. **Journals should respond to the following question(s) are due on the following dates:**

1. Learning Journal #1 Due Friday February 2nd, 2024, by 11:59pm EDT/EST.

Learning Journal #1 Question(s): What do you know about Indigenous Peoples and/or Indigenous Health? How would you assess your level of knowledge and/or education of Indigenous Peoples and/or Indigenous health? What have you learned so far? What do you hope to learn from taking KINE 4315?

2. Learning Journal #2 Due Friday March 15th, 2024, by 11:59pm EDT/EST.

Learning Journal #2 Question(s): How has your learning of Indigenous Peoples/Health evolved so far? How has this learning challenged your understanding or dominant assumptions of Indigenous Peoples and/or Health? What areas or directions are you interested in learning about further?

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 when referencing course or other materials. Please see eClass for further information.

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

The Final Critical Reflection is **due on Monday April 8th, 2024.** The final critical reflection will respond to question(s) posted by the CD. Further details and instructions for this assignment will be posted on eClass.

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.

Course Assignment Submission Expectations:

Unless specified otherwise, all written work must:

- **Be 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, 7th 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: 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 are 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 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 not only well, but on time. With that said, things in life do come up and for that reason all students will be **granted 3 Grace Days** that can be used as an extension to any course work **except for Student Led Discussions**. Grace Days will be monitored throughout the term, but **please indicate the number of Grace Days used on the title page of any/all late submissions. Weekends count toward grace days. For example, if an assignment is due on Friday, and not submitted until Monday than the student would have used all of the allotted grace days.**

Accordingly, you are required to submit your assignments before 11:59pm EST/EDT 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 10% per day unless you have an approved accommodation and/or extension from the course instructor.

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: Students with a documented reason for requiring an extension on assignments such as illness, compassionate grounds, etc., which is confirmed by the course instructor may request accommodation. The length and nature of the extension/accommodation is up to the discretion of the course director. Further extensions or accommodations will require students to submit a formal petition to the Faculty.

Missed Student-Led Discussions: Students with documented reasoning for missing Student Led Discussions– such as illness, compassionate grounds, attending ceremonies, religious observances, etc., which is confirmed by supporting documentation – may discuss alternative arrangements with the Course Director. Alternative arrangements will be made with students at the discretion of the Course Director.

Weekly Lecture and Required Reading Schedule

Topic/Readings

Week 1: January 8th – 12th

Welcome! Housekeeping & Opening the Circle

Week 2: January 15th – 19th

The Colonial Context – Part 1

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:

https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf

Please read: “The History” Pages 37-90 – Up to Health: “For sickness, conditions at this school are nothing less than criminal”

Videos of the Week: Colonization Road (44min)

<https://www.cbc.ca/firsthand/episodes/colonization-road>

Hayden King on Treaties (11min). Available via YouTube:

https://www.youtube.com/watch?v=6niWvsqV_oM

Week #3: January 22nd - 26th

The Colonial Context – Part 2

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:

https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf

Please read remainder of: “The History” Pages 90-133.

Videos of the Week: Nikki Sanchez - Decolonization is for Everyone (13min). Available via YouTube: <https://www.youtube.com/watch?v=QP9x1NnCWNY>

The Indian Act Explained with Bob Joseph (25min). Available via YouTube:

<https://www.youtube.com/watch?v=OhBrq7Ez-rQ>

Michael Cheena: healing from residential school (4min). Available via YouTube:

https://www.youtube.com/watch?v=ddZEeeaozDE&feature=emb_title

Heartspeak: Shannen's Dream (11min). Available via YouTube.

<https://www.youtube.com/watch?v=3Gy38grr35c>

Week #4: January 29th – February 2nd

Student-Led Discussions Begin
First Learning Journal Due Friday Feb 2nd

Identity is Health

Required Reading In: *Determinants of Indigenous peoples' health: beyond the social* (Second edition.). Toronto: Canadian Scholars. Available via YUL:

Chapter 13. MacDougall, B. (2018). Knowing Who You Are: Family History and Aboriginal Determinants of Health. Pp. 127-146. **Available at:**
<https://ebookcentral.proquest.com/lib/york/reader.action?docID=6282034&ppg=175>

Recommended Reading:

Chapter 3. Hunt (2018). Embodying Self-Determination: Beyond the Gender Binary. Pp. 22-39.

Videos of the Week: [How the Oka Crisis of 1990 Sparked the Resurgence of Indigenous Identity](#) (44min).

[Waneek Horn-Miller remembers Oka](#) (10 min).

Trans and Native: Meet the Indigenous Doctor Giving Them Hope (7min).
<https://www.youtube.com/watch?v=MSnvtj0G3cA>

Week #5: February 5th – 9th

Colonial Determinants of Indigenous Health

Required 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. *The British Journal of Social Work*, 49(4), 860-879.

<http://dx.doi.org.ezproxy.library.yorku.ca/10.1093/bjsw/bcz046>

Recommended Reading(s):

Chapter 1. Reading, C. (2018). Structural Determinants of Aboriginal Peoples' Health. Pp. 3-17.

Palmater, P. D. (2011). Stretched beyond human limits: Death by poverty in first nations. *Canadian Review of Social Policy*, (65), 112-127. Available at:
<http://ezproxy.library.yorku.ca/login?url=https://search-proquest-com.ezproxy.library.yorku.ca/docview/1240370652?accountid=15182>

Video of the Week: [Dr. Suzanne Stewart - Surviving Canada](#) (34min). Canada's failure to address Indigenous health inequities.

Coffee with my Ma Podcast (Kaniehtiio & Kahentinetha Horn): Episode 4
“Ma Steals Larry The Cree Baby, Surviving the 60s Scoop” (28min). Available via:

Stitcher: <https://www.stitcher.com/show/coffee-with-my-ma>

Apple Podcasts: <https://podcasts.apple.com/ca/podcast/ep-4-cwmm-ma-steals-larry-cree-baby-surviving-60s-scoop/id1372866076?i=1000414688794>

Youth Rising Up Against Canada’s Mercury Crisis (5min). YouTube:
<https://www.youtube.com/watch?v=JgasHx0pJxM>

Week #6: February 12th - 16th

Territory Case Study Due Friday Feb 16th*

Colonial Legacies in Sport & Health

Required Reading:

McKee, & Forsyth, J. (2019). Witnessing painful pasts: Understanding images of sports at Canadian Indian Residential Schools. *Journal of Sport History*, 46(2), 175–188.

Available at: https://ocul-yor.primo.exlibrisgroup.com/discovery/fulldisplay?context=PC&vid=01OCUL_YOR:YOR_DEFAULT&search_scope=OCULDiscoveryNetwork&tab=OCULDiscoveryNetwork&docid=cdi_crossref_primary_10_5406_jsporthistory_46_2_0175

Recommended Reading(s):

Forsyth, J. (2013). Bodies of meaning: Sports and games at Canadian residential schools. In *Aboriginal peoples and sport in Canada: Historical foundations and contemporary issues*. Pp. 15-34. **Available at:** <https://books-scholarsportal-info.ezproxy.library.yorku.ca/en/read?id=/ebooks/ebooks3/upress/2013-08-25/1/9780774824224#page=19>

Video of the Week – Indian Horse:

Available via York libraries: https://media3-criterionpic-com.ezproxy.library.yorku.ca/htbin/wwform/006?T=110015E&ALIAS=110015E_EN.KF&M=0_7ieytmu5&DSTYLE=0#multimedia_resources_110015E (101min).

February 19th – 23rd
Reading Week – No Classes

Week #7: February 26th – March 1st

Intergenerational Traumas, Healing & Hope

Required 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. *International Indigenous Policy Journal*, 7(2) 1-36. <https://ocul->

yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/sqt9v/cdi_doaj_primary_oai_doaj_org_article_43a6e427e45d4eb8b11400b80cb3584e

Recommended Reading(s):

Chapter 14. Chandler & Dunlop (2018). Cultural Wounds Demand Cultural Medicines. Pp. 147-160. In *Determinants of Indigenous peoples' health: beyond the social* (Second edition.). Toronto: Canadian Scholars.

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)

Week #8: March 4th – 8th

Honouring Indigenous Contributions to Sport & Health

Required Reading:

Steinhauer, D., & Lamouche, J. (2018). Miyo-pimatisiwin 'A Good Path.' Chapter 9. In Greenwood, M., De Leeuw, S. & Lindsay, N. M. (Eds.), *Determinants of Indigenous Peoples' Health in Canada: Beyond the Social* (pp. 80-92). Toronto: Canadian Scholars Press.

Recommended Reading(s)

Sasakamoose, J., Bellegarde, T., Sutherland, W., Pete, S., & McKay-McNabb, K. (2017). Miyo-pimatisiwin developing indigenous cultural responsiveness theory (ICRT): Improving indigenous health and well-being. *International Indigenous Policy Journal*, 8(4). 1-18. Available: <http://ezproxy.library.yorku.ca/login?url=https://search-proquest-com.ezproxy.library.yorku.ca/docview/1960179124?accountid=15182>

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:YOR_D_EFAULT&search_scope=MyInst_and_CI&tab=Everything&docid=alma991036311246605164

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/>

Remembering Xulsimalt (Harry Manson) Indigenous Inductee to Canada's Soccer Hall of Fame (10min): https://www.youtube.com/watch?v=Lz9_upfCZN4

Week 9: Mar 11th – 15th

Topic: Two-Eyed Seeing in Health, Sport & Physical Activity
Learning Journal #2 Due Friday March 15th

Required Readings:

Ermine, W. (2007). The ethical space of engagement. *Indigenous Law Journal*, 6, 193-201. Available: https://heinonline-org.ezproxy.library.yorku.ca/HOL/Page?collection=journals&handle=hein.journals/ilj6&id=195&men_tab=srchresults

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. *Journal of Environmental Studies and Sciences*, 2(4), 331-340.

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). *Aboriginal peoples and sport in Canada: Historical foundations and contemporary issues*. Vancouver: UBC Press. **Available at:** <https://books-scholarsportal-info.ezproxy.library.yorku.ca/en/read?id=/ebooks/ebooks3/upress/2013-08-25/1/9780774824224#page=219>

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

Dr. Marcia Anderson-DeCoteau: Indigenous Knowledge to Close Gaps in Indigenous Health(18min): <https://www.youtube.com/watch?v=lpKjtujtEYI>

Week 10: March 18th – 22nd

Land As Health

Required Reading:

LEANNE BETASAMOSAKE SIMPSON. (2017). LAND AS PEDAGOGY. In *As We Have Always Done* (p. 145–173). University of Minnesota Press. <https://doi.org/10.5749/j.ctt1pwt77c.12> Available at: <https://www-jstor-org.ezproxy.library.yorku.ca/stable/10.5749/j.ctt1pwt77c>

Recommended Reading(s)

In *Determinants of Indigenous peoples' health: beyond the social* (Second edition.). Toronto: Canadian Scholars.

Chapter 16. Richmond, C. (2018). The Relatedness of People, Land, and Health: Stories from Anishinabe Elders (pp. 167-186).

Chapter 18. Women's Earth Alliance Native Youth Sexual Health Network (2018). *Violence on the land, violence on our bodies* (pp. 204-223).

Videos of the Week: Sacred Water Walks with Josephine Mandamin (7Min). Available via YouTube: <https://www.youtube.com/watch?v=vV5zD2GrAAg>
Water is Life - Indigenous Perspectives on Water (9min). YouTube: https://www.youtube.com/watch?v=keRf2_Dc0No

Recommended Video: One More River – The Deal That Split the Cree (1h32min). Available via YouTube: <https://www.youtube.com/watch?v=gUIZejarull>

Week 11: March 25th – 29th

Physical Culture & Politics of 'Reconciliation'

Required Reading:

Tang, K, & Jardine, C. G. (2016). Our Way of Life: Importance of Indigenous Culture and Tradition to Physical Activity Practices. *International Journal of Indigenous Health*, 11(1), 211–227.

Recommended Reading(s):

Forsyth, J., & Paraschak, V. (2013). The Double Helix: Aboriginal People and Sport Policy in Canada. In Thibault L. & Harvey J. (Eds.), *Sport Policy in Canada* (pp. 267-293). University of Ottawa Press. Available: www.jstor.org/stable/j.ctt5hjk9x.11

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

Week 12: April 1st – 5th

Decolonization & Disrupting Settler Colonialism

Required Reading:

McGuire-Adams, T. (2021). This is what I heard at Naicatchewenin": Disrupting embodied settler colonialism. *Journal of Indigenous Wellbeing*, 6(1), 65-77. **Available at:** <https://journalindigenousewellbeing.co.nz/media/2022/01/141.157.This-is-what-I-heard-at-Naicatchewenin-Disrupting-embodied-settler-colonialism.pdf>

Recommended Reading(s): In *Determinants of Indigenous peoples' health: beyond the social* (Second edition.). Toronto: Canadian Scholars.

Chapter 26. Walker, L.M. & Behn-Smith, D. (2018). Medicine is relationship: Relationship is medicine. Pp. 320-332.

Closing the Circle & Class Feast Thursday April 4th 2024. On the final day of class, we celebrate by sharing food and the company of others. As the end of the semester approaches, it is important to remind ourselves to take breaks, celebrate, and reflect all that was achieved over the winter months. There will also be opportunities for students to ask questions and seek support regarding the Final Critical Reflection due on **Monday April 8th 2024.**

Final Critical Reflections due Monday April 8th by 11:59pm EDT/EST via eClass (Last day to submit Winter Term Course Work)

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.

KINE 4315 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/> 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>

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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

November 2013

Links updated November 2014