

### **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 the Credit First Nation, the Huron-Wendat, the Haudenosaunee Confederacy and the Métis Nation of Ontario.

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

### **Immigration and Culture: Implications for Sport, Physical Activity, and Health**

**Course:** KINE 4635 3.0  
**Course Website:** Accessed via eClass  
**Term:** Summer 2022  
**Time/Location:** M 8:30-11:30 Ross South 205  
W 8:30-11:30 CLH 110  
**Course Director (CD):** Dr. Yuka Nakamura  
Email: [nakamura@yorku.ca](mailto:nakamura@yorku.ca) (expect responses on weekdays before 5 pm)  
Office Hours: M 12:00-1:00 349 Bethune  
T/Th by appointment via Zoom/phone

### **Teaching Assistant (TA):**

### **Expanded Course Description:**

Immigrants from around the world arrive in Canada on a daily basis, increasingly from non-Western European countries. There is an ever-increasing need for health and physical activity promoters to be able to work through, with, and across intersecting differences, be they linguistic, ethnic, cultural, religious and so on. Furthermore, the need for understanding the unique experiences of immigrants and the short- and long-term effects of immigration is critical. The risk, however, is creating 'how-to' manuals that treat ethnocultural groups as unchanging or even backward, and that frame differences as innate. This course therefore begins with the premise that culture is dynamic and that differences are often socially constructed. The course emphasizes the lived experiences of immigrants in the realms of health, sport, and physical activity, paying particular attention to the role of physical culture in promoting community-building.

**Course Learning Objectives:** Upon completion of this course, students will be able to

1. Illustrate the impacts of immigration on health and physical activity participation.
2. Explain different strategies for responding to and managing immigration, diversity, and cultural differences in Canada generally and within health and physical activity settings.
3. Review and synthesize studies on immigration, health, physical activity and/or sport in peer-reviewed journals.
4. Analyze qualitative data from interview transcripts.
5. Formulate action items for health and physical activity promoters to respond to immigration and diversity.
6. Explain ideas and arguments in a well-structured and coherent manner via written and oral communication formats.

**Organization of the Course:** The course involves formal lectures by the CD and invited guest(s), supplemented with films and videos 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.

**Required Text:** Readings are available electronically (either journal articles or e-books) through the York Library system or for free via the Internet (links via eClass). You are encouraged to access the articles in a format that is best for your learning, be it downloaded or printed.

**Course Evaluation:** Students will be required to complete the following assessment items:

Item	Weight	Due Date/Time
Class Participation	1 <sup>st</sup> half 10% 2 <sup>nd</sup> half 10%	You will receive a grade May 29 2023 You will receive a grade on June 21 2023
Critical Reflection Mini Paper	11%	May 26 2023
Group Essay on Immigration Experience		
(Optional) Draft	(10%)	May 31 2023
Final	(25%) 35%	June 14 2023
Peer Assessment	5%	June 14 2023
Exit Video: Critical Review	10%	June 23 2023
Final Exam	19%	June 26 2023

20% Participation (Learning objectives 6)

Students are expected to regularly attend the entire class. Evaluation is based on students' discussion of the material in a manner that is grounded in course material. Personal anecdotes and opinions are welcome but **should be connected 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, etc., the comments made by peers and the CD in a way that moves the discussion forward. For full participation grades, students must participate consistently throughout each lecture and each week.

Other assessment activities that may occur during each class include:

In Class Activity: Group Work – Reading

Students will craft notes on assigned readings together in groups of 3 and produce a shared Google Doc. Students will be assessed on completion, participation, comprehension, critical thinking, and development of discussion/review question(s).

In Class Activity: Pair Work - Lecture Note Synthesis

Students will compare lectures notes with a partner. They will take turns summarizing different sections of the lecture, identifying main points, clarifying any concepts, and create one discussion question and review/exam question based on the content. Students will be assessed on completion, participation, critical thinking and development of discussion/review questions.

11% Critical Reflection Mini-Paper (Learning objective 5 & 6)

Students will write a 4-page critical reflection paper exploring the topic outlined below. Note that this is not an argumentative or research-based essay. No outside sources are needed but if used, students must use APA (7<sup>th</sup> Ed.) correctly. Students will be assessed on clarity of writing, critical (i.e., accounting for power relations) insights, and thoughtful examination of personal experiences.

- Think about the neighbourhood you live in or spent the longest time living.
  - What would attract a new immigrant to live in this neighbourhood?
  - What are the challenges you anticipate a new immigrant may encounter generally in your city and specifically in this neighbourhood?
  - How would you help a new immigrant acclimate to living in this neighbourhood?
  - What structural change(s) would you make in your neighbourhood that could facilitate a new immigrant settling in your neighbourhood, and why?

40% Group Project: Essay on Immigration experience (Learning objectives 1, 3, 4, 5, 6)

In groups of 2-3, students will analyse 2-3 transcripts (provided by CD) of interviews with immigrants, in relation to concepts and issues raised in the course. The analysis involves looking for similarities and differences between the three transcripts, and between the transcripts and existing literature; making evidence-based interpretations of these similarities and differences; draw conclusions about immigrants' experiences in Canada; and offering recommendations for policy/programs/action for implementation. This will be submitted as an argumentative essay (35%). Students will be given class time to work on the assignment. More information on format and rubric will be provided via eClass.

5% Peer Assessment: Your group mates will assess your individual contribution to the project.

10% Exit Video: Critical Review (Learning objective 1, 2, 6)

You will create a 7-minute video presentation reviewing and reflect on

- what you have learned in the course,
- applications or connections between the course content and current issues/or the future (e.g., your career ambitions, implications for health care providers, health and physical activity promoters, educators, policy makers, and so on)
- key takeaway(s) from the course and your rationale for what makes them a 'key takeaway'

These videos will be created via Zoom and with PowerPoint/Canva/ Google Slides or other presentation software, to be viewed only by the CD or TA. In the video, your face and the slide deck must be visible. Students will submit the slide deck and the video links for the Zoom recording. More information on format and rubric will be provided via eClass.

19% Final exam: Format TBD (Learning objectives 1, 2)

## Weekly Lecture and Required Reading Schedule

Date	Topic/Reading	Note
May 8	<p><b>Welcome and Introduction to Course</b>            Immigration, Refugees and Citizenship Canada (2022). 2022 Annual report to Parliament on immigration. (pp. 7-9, 34, 35, 41-46). Retrieved from <a href="https://www.canada.ca/content/dam/ircc/documents/pdf/english/corporate/publications-manuals/annual-report-2022-en.pdf">https://www.canada.ca/content/dam/ircc/documents/pdf/english/corporate/publications-manuals/annual-report-2022-en.pdf</a></p> <p>Government of Canada (2023). #ImmigrationMatters: Canada's immigration system. Retrieved from <a href="https://www.canada.ca/en/immigration-refugees-citizenship/campaigns/immigration-matters/system.html">https://www.canada.ca/en/immigration-refugees-citizenship/campaigns/immigration-matters/system.html</a></p> <p>Immigration, Refugees and Citizenship Canada (2022). Immigration: A path to a <b>stronger Canada</b>. Retrieved from <a href="https://www.canada.ca/content/dam/ircc/documents/pdf/english/infographic/levels-infographie-design-2022-e.pdf">https://www.canada.ca/content/dam/ircc/documents/pdf/english/infographic/levels-infographie-design-2022-e.pdf</a></p> <p><b>Immigration in Canada and Multiculturalism</b>            Dua, E. (2007). Exclusion through inclusion: Female Asian migration in the making of Canada as a white settler nation. <i>Gender, Place &amp; Culture</i>, 14(4), 445-466.</p>	<p>These readings will be discussed in lecture.</p> <p>Film: In the Shadow of Gold Mountain</p>
May 10	<p><b>Immigration – Impact on health</b>            Premji, S. (2018). 'It's totally destroyed our life': Exploring the pathways and mechanisms between precarious employment and health and well-being among immigrant men and women in Toronto. <i>International Journal of Health Services</i>, 48, 1, 106-127.</p>	<p>Film: Migrant Dreams</p>
May 15	<p><b>Barriers to Health and Healthcare</b>            Pandey, M., Kamrul, R., Rocha Michaels, C., &amp; McCarron, M. (2022). Identifying barriers to healthcare access for new immigrants: A qualitative study in Regina, Saskatchewan, Canada. <i>Journal of Immigrant and Minority Health</i>, 24, 188-198.</p>	
May 17	<p><b>Barriers to sport and physical activity participation</b>            Barrick, S. (2023). It's just about having fun? Interrogating the lived experiences of newcomers to Canada in introductory winter sport programmes. <i>International Review for the Sociology of Sport</i>, <a href="https://doi.org/10.1177/10126902231156143">https://doi.org/10.1177/10126902231156143</a></p>	
May 22	<p><i>Victoria Day – No Class</i></p>	
May 24	<p><b>Discrimination and Racism</b>            Johnson, J., Bottorff, J.L., Browne, A.J., Grewal, S., Hilton, B.A., &amp; Clarke, H. (2004). Othering and being othered in the context of health care services, health. <i>Health Communication</i>, 16, 2, 255-271. DOI: 10.1207/S15327027HC1602_7</p> <p>Reitmanova, S. (2009). "Disease-Breeders" among us: Deconstructing race and ethnicity as risk factors of immigrant ill health. <i>Journal of Medical Humanities</i>, 30, 3, 183-190</p>	<p>Critical Reflection            Mini Paper due            May 26</p>

May 29 & 31	<i>SSHRC Congress – No Class</i>	Group Essay – Optional draft due
June 5	<b>Intersectionality: Immigrant older adults</b> Koehn, S., Ferrer, I., & Brotman, S. (2020). Between loneliness and belonging: Narratives of social isolation among immigrant older adults in Canada. <i>Ageing &amp; Society, 42, 5</i> , 1117-1137.	
June 7	<b>Response to Difference: Acculturation and accommodation</b> Nakamura, Y. (2017). Sport and Muslim men in the Greater Toronto Area, Canada: An exploratory study. <i>Sport in Society, 20(11)</i> , 1799-1814	Film: Fordson: Faith, Fasting, Football
June 12	<b>Response to Difference: Multiculturalism &amp; Cultural Exchange</b> Nakamura, Y., & Donnelly, P. (2017). Interculturalism and physical cultural diversity in the Greater Toronto Area. <i>Social Inclusion, 5(2)</i> , 111-119.	Film: Cricket & Parc Ex: A love story
June 14	<b>Response to Difference: Diaspora and Transnationality</b> Nakamura, Y. (2016). Rethinking identity politics: The multiple attachments of an 'Exclusive' sport organization. <i>Sociology of Sport Journal, 33</i> , 146-155. DOI: 10.1123/ssj.2015-0062	Group Essay – Due Film: 9-man
June 19	<b>Response to Difference: Cultural Relevance</b> Ruso, S., Lu, C., & Francis, N. (2018). Engaging South-Asian female adolescents in secondary physical education: A culturally-relevant approach. <i>Revue phenEPS-PHENex Journal, 10, 1</i> . Retrieved from <a href="https://ojs.acadiau.ca/index.php/phenex/article/view/1824">https://ojs.acadiau.ca/index.php/phenex/article/view/1824</a>	
June 21	<b>Response to Difference: Cultural Safety</b> Rich, K. A., & Giles, A. R. (2015). Managing diversity to provide culturally safe sport programming: A case study of the Canadian Red Cross's Swim Program. <i>Journal of Sport Management, 29(3)</i> , 305-317.	Exit Video due June 23
June 26	<b>In class exam</b>	

### Course Policies

Unless specified otherwise, all written work must:

- **Be submitted via Turnitin in eClass**
- 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 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](#)).

**KINE 4635 adopts a zero-tolerance policy with regard to Breach of 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). Using AI tools on assignments and academic work – whether it's for part of the work or its entirety – could be considered as plagiarism or cheating under York University's Senate Policy on Academic Honesty. Students across York are not authorized to use text-, image-, code- or video-generating AI-tools when completing coursework, unless explicitly permitted by the CD>

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](#).

**Assignment Submission and Lateness Penalties:**

To promote academic integrity in this course, students will be normally required to submit their written assignments to Turnitin (via the course eClass) by the end of class on the due date (11:30 PM EST). 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. Late assignments will be penalized with one half letter grade (1 grade point) 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 other official documentation detailing a serious matter.

**Appeals Process:**

You may ask for a grade reassessment on an assignment. If you believe that your assignment has been wrongly graded, explain why in a maximum one-page email to the CD **by the next business day**. Your grade may go up, down, or remain the same. Grade reassessment decisions are final.

**Missed Exam:**

Students with a documented reason for missing the exam, such as illness, compassionate grounds, etc., may request accommodation from the CD, specifically, writing a make-up exam on a date determined by the CD. Further extensions or accommodation will require students to submit a formal petition to the Faculty.