

Faculty of Health
School of Kinesiology and Health Science

Acknowledgement of Indigenous Peoples and Traditional Territories:

York University recognizes that many Indigenous nations have longstanding relationships with the territories upon which our campuses are located that precede the establishment of York University. We acknowledge our presence on the traditional territories of the Mississaugas of New Credit, the Huron-Wendat, the Haudenosaunee Confederacy and the Métis Nation of Ontario.

Social Determinants of Physical Activity and Health in Canada

Course: KINE 4485 3.0 (Section M)
Course Website: Accessed via Moodle <<https://moodle.yorku.ca>>
Term: Winter 2016-2017

Time/Location: M/W 1:00pm-2:20 pm Chemistry Building (CB) 129

Course Director (CD): Dr. Parissa Safai
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Office: 335 Bethune
Office Hours: By appointment only

Expanded Course Description:

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

Course Learning Objectives:

1. To gain a introductory and critical understanding of some of the major economic, political and social forces that influence health and that frame sport and physical activity in Canada;
2. To understand foundational political economic concepts and key debates as they pertain to the social determinants of physical activity, sport and health in Canada; and
3. To develop skills for critical evaluation, written expression, and presentation in order to be able to understand, assess, critique and communicate effectively the ideas, concepts, perspectives and arguments addressed in the course lectures and readings.

Organization of the Course: The course involves formal lectures by the CD and/or invited guests, 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. Discussion of the required readings will be incorporated into the lectures. Every

Wednesday, time will be provided during lecture to allow for group members to meet and work on their community snapshot projects.

Course Text/Readings:

The course utilizes Moodle. Required readings are available in electronic format through York University's Library (YUL). In addition, persistent links to download the readings are provided through Moodle. 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 lecture.

Course Evaluation:

<i>Assessment Item</i>	<i>Percentage of Final Grade</i>	<i>Due Date</i>
Class Participation	10%	N/A
Class Attendance	10%	N/A
In-class Tests	10%, 15% and 20%	February 1, March 1, and April 5
Community Snapshot: Individual Component	25%	March 27
Community Snapshot: Group Digital Story	10%	March 27, 29, and April 3

Course Policies

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

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/>)

Assignment Submission and Lateness Penalties:

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments are due in lecture on their due dates and you are required to hand in your assignment by the beginning of lecture on the due date. Emailed assignments will not be accepted. An assignment is considered late if handed in after 1:15pm on the due date. 1:16pm is late. Late assignments will be penalized with a 20% grade reduction per day, unless they are accompanied by a York University Attending Physician Statement, court-date note, or by other official documentation detailing a serious matter.

Appeals Process:

You may ask for a grade reassessment on an assignment. This, however, is not an ordinary occurrence but an exception. Simply wanting a higher grade is not an acceptable reason for requesting a reassessment. If you believe that your assignment 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 tests will NOT be arranged for missed in-class tests. The weight of any and all missed in-class tests will be automatically added to the weight of the final in-class test. In the case that the final in-class test is weighted more than 20% of your final grade, it will be written during the exam period on a date of the CD's choosing. Only one designated date and time will be provided for a final test during the exam period. Very late extensions or accommodations for the final in-class test or any other evaluation matter for the course will require students to submit a formal petition to the Faculty of Health.

KINE4485 adopts a zero-tolerance policy with regard to Breach of Academic Honesty and Integrity.

Please refer to York University Secretariat website <<http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>> for further information on Senate Policy on Academic Honesty and Academic Integrity, Ethics Review Process, Access/Disability, Student Code of Conduct, and Religious Observance Accommodation. Please also refer to the faculty of Health's presentation on academic honesty for additional information:

<http://health.info.yorku.ca/files/2012/10/Academic-Honesty-Presentation-FINAL-COPY-April-18-2013.pdf>

Email policy:

Students are welcome to use email to share comments and concerns not raised in class. However, email communication will be reserved primarily for arranging appointments and/or attending to issues that need to be resolved immediately (i.e., cannot wait until the next lecture). Where possible, consult the course outline prior to emailing since often the information is there. Course material will be reviewed in class only. Please ensure that email messages are professional, clear and coherent. Avoid text messaging terms, inappropriate language, emoticons and poor spelling, punctuation and grammar. Simply put, if I cannot understand your email, I cannot respond to it. Every effort will be made to respond to emails within two business days. The CD will not respond to emails received after 5:00 PM on weekdays and anytime on weekends until the following business day.

Weekly Lecture and Required Reading Schedule

JANUARY 9	<i>Welcome and Housekeeping</i>
JANUARY 11	<i>Digital Storytelling</i>
JANUARY 16 AND 18	<p><i>Theoretical Groundings</i></p> <ul style="list-style-type: none"> Wacquant, L. (1995). Pugs at work: Bodily capital and bodily labour among professional boxers. <i>Body & Society</i>, 1, 65-94.
JANUARY 23 AND 25	<p><i>The Individualization of Illness and Health</i></p> <ul style="list-style-type: none"> Tirado, L. (21 Sept. 2014) "Poor people don't plan long-term. We'll just get our hearts broken." Retrieved from https://www.theguardian.com/society/2014/sep/21/linda-tirado-poverty-hand-to-mouth-extract
JANUARY 30	<p><i>SDOH: Refocusing to the Collective</i></p> <ul style="list-style-type: none"> Bercovitz, K. L. (2000). A critical analysis of Canada's 'Active Living': Science or politics? <i>Critical Public Health</i>, 10(1), 19-39.
FEBRUARY 1	In-class Test #1 (10%)
FEBRUARY 6 AND 8	<p><i>Space, Place and Health</i></p> <ul style="list-style-type: none"> Barton, H. (2009). Land use planning and health and well-being. <i>Land Use Policy</i>, 26, S115-S123.
FEBRUARY 13 AND 15	<p><i>SDOH and Physical Activity in the Community</i></p> <ul style="list-style-type: none"> Reid, C., Frisby, W., & Ponicek, P. (2002). Confronting two-tiered community recreation and poor women's exclusion: Promoting inclusion, health and social justice. <i>Canadian Woman Studies</i>, 21(3), 88-94.
FEBRUARY 20 AND 22	NO CLASSES: READING WEEK
FEBRUARY 27	<p><i>SDOH of Athletes' Health: High Performance Sport</i></p> <ul style="list-style-type: none"> Safai, P., Johnson, J., & Bryans, J. (2016). The absence of resistance training? Exploring the politics of health in high performance youth triathlon. <i>Sociology of Sport Journal</i>. Retrieved from http://dx.doi.org/10.1123/ssj.2016-0053
MARCH 1	In-class Test #2 (15%)
MARCH 6 AND 8	<p><i>SDOH of Athletes' Health: Working Bodies</i></p> <ul style="list-style-type: none"> Smith-Maguire, J. (2001). Fit and flexible: The fitness industry, personal trainers and emotional service labor. <i>Sociology of Sport Journal</i>, 18(4), 379-402.
MARCH 13 AND 15	<p><i>SDOH of Athletes' Health: Damaged Bodies</i></p> <ul style="list-style-type: none"> Gladwell, M. (2009, October 19). Offensive play: How different are dogfighting and football. <i>The New Yorker</i>. Retrieved from http://www.newyorker.com/reporting/2009/10/19/091019fa_fact_gladwell
MARCH 20 AND 22	<p><i>Enacting Change</i></p> <ul style="list-style-type: none"> Raphael, D. (2009). Escaping from the Phantom Zone: Social determinants of health, public health units and public policy in Canada. <i>Health Promotion International</i>, 24(2), 193-198. Eitzen, D. S. (1996). Classism in sport: the powerless bear the burden. <i>Journal of Sport and Social Issues</i>, 20(1), 95-105.
MARCH 27, 29 AND APRIL 3	<p><i>Presenting our Digital Stories</i></p> <ul style="list-style-type: none"> ATTENDANCE IS MANDATORY
APRIL 5	In-class Test #3 (20%)

Instructions on Course Evaluation Items

In-Class Tests (45% of final grade)

There will be three in-class tests on February 1 (10%), March 8 (15%) and April 5 (20%). Each will focus on lecture content and required readings, and may include multiple choice and/or short answer questions.

Community Snapshots (Individual and Group Assignment: 35% of final grade)

There are numerous initiatives and organizations, in the City of Toronto and Greater Toronto Area as well as in neighbouring municipalities such as Mississauga, Brampton, Richmond Hill, Thornhill, Markham and Ajax/Pickering, which promote physical activity and/or health in the local community. The purpose of this assignment is to: 1) familiarize you with local physical activity and/or health promotion initiatives and organizations; and 2) to sensitize and allow you to identify how social determinants impact the potential for residents in a local community to be active and healthy.

This assignment will be undertaken in groups and groups will be made up of max. 3 students. The majority of your grade comes from an individual component but the digital story will be a collaborative effort. There will be three components to the project, one per group member. You will be graded individually for this component, though group members are encouraged to help and support one another as the final product will be a compilation of these three components. The grade for the digital story will be distributed equally among members unless otherwise discussed with the CD at least one week prior to the presentation date.

Specific Instructions:

- Organize into a group of three. This assignment involves fieldwork (i.e., being in the local community) therefore geographic proximity of group members should be taken into account prior to the establishment of groups.
- Group Task: Choose a local non-profit or not-for-profit physical activity and/or health promotion initiative or organization that is accessible to your group. One group per initiative/organization – ‘first come-first serve.’ Identify the catchment area of your chosen initiative/organization. Caution: the larger the catchment area of the initiative/organization, the more difficult the assignment. Send the North, South, East West street boundaries of your catchment area to the CD by February 6, 2017.
- Review the individual tasks (25%) listed below and assign a group member for each task. Two copies of the individual tasks are due March 27, 2017. Each submission can be up to a maximum of 6 pages double-spaced. When there are only 2 group members, one person must complete task A and the other must choose task C.

A. Identify and analyze demographic data for the catchment area in question. The key aspect of this task is analysis. Simply regurgitating, repeating or listing demographic data is not acceptable. You must demonstrate why a particular piece of information is important. For example, if you state that there are more women than men in the region you are looking at, you must discuss why this is pertinent to health and physical activity, and its connection to social determinants of physical activity and health. This discussion must draw on relevant literature.

B. Identify the spaces/places for physical activity and/or health, including active transport, which are available in the local community that is being served by your group's chosen initiative/organization. This requires fieldwork, as you will not be able to assess the condition of a playground, for instance, via Google Maps. Evaluate these spaces/places using a SDOH lens; simple description is not sufficient. Your evaluation must take the demographics of your region into account and be grounded within scholarly literature. Attach an appendix with evidence, such as photos or other relevant information, where warranted.

C. From a SDOH perspective, describe and analyze the chosen physical activity and/or health promotion initiative/organization. This may involve online/website data collection, newspaper or magazine clippings, analysis of promotional materials, etc. Your analysis must take the demographics of the local community into account and be grounded within scholarly literature. Attach an appendix with evidence, such as photos or other relevant information, where warranted.

- Each component must include two key suggested readings that provide further information about the issues identified.
- This is an exercise in tight writing and writing counts. It is expected that you will reference a minimum of six (6) scholarly, peer-reviewed articles. Lecture material from this course or other courses will not count towards minimum requirement. Demonstrated intimacy with the required readings is a prerequisite for a good grade; familiarity with additional readings outside of the course is a prerequisite for an exceptional grade. (Note: 'additional' implies that you should still use course material).
- Based on the individual components, prepare a 5-minute (max) digital story for presentation (10%) on March 27, 29 or April 5. The digital story is to communicate the key points of your project. You are 'selling' the initiative/organization as situated within the local community. Time limits will be strictly enforced. Please note that attendance is mandatory on dates where your peers are presenting.

Course Attendance (10%) and Participation/Facilitation (10%):

Students are expected to be prepared for and regularly attend the entire class. Attendance on the following dates will not count towards students' final grades: January 9, February 1, March 1 or April 5. For every other lecture date, attendance will count towards your final grade up to a maximum of 10%. Students who miss class due to illness or another serious matter must provide official documentation no later than the next lecture to ensure course attendance mark.

Evaluation of course participation is primarily based on students' discussion of the material in an informed manner; in other words, in a manner that is grounded in course material. The CD will also utilize different exercises in class as part of the evaluation of class participation. Personal anecdotes and opinions are valuable sources of information but primary contributions to class discussion should be based on readings and lecture material. When personal experiences and/or opinions are shared, students are encouraged to connect these anecdotes with course material. Students will also be evaluated on their facilitation of class discussion, specifically with regard to reading- and lecture-based questions. Facilitation involves building on, responding to, etc. the comments made by peers

and the CD in a thoughtful manner. For full participation grades, students must participate consistently throughout each lecture and each week.

Course Participation Supplement:

Individuals who miss class due to illness, or another serious matter, and who still want to contribute to their participation grade may do so by submitting their participation in writing (i.e., here's what I wanted to say in class but couldn't because I wasn't there). Official documentation must be provided for this submission to be accepted by the CD. This submission can be a maximum of one paragraph, double-spaced. A percent grade (1%) will be given for each submission, to a maximum of 4% (4 submissions). **You will be asked to share your comments at the beginning of the subsequent class.** Submissions will not be accepted from students who are late for or leave class early, unless official documentation is provided. **This option will NOT result in additional marks for individuals who participate regularly in class in the manner outlined above.**