

**Faculty of Health  
School of Kinesiology and Health Science**

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

**Course:** KINE 4635 3.0  
**Course Website:** Accessed via Moodle <<https://moodle.yorku.ca>>  
**Term:** Fall 2016-2017  
**Time/Location:** M & W 11:30-13:00 CC 211

**Course Director (CD):** Dr. Yuka Nakamura  
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Office Hours: Friday, by appointment

**Expanded Course Description:**

Canada consistently is described as the most multicultural nation in the world. Immigrants from around the world arrive in Canada on a daily basis, increasingly from non-Western European countries. Thus, 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 their short- and long-terms effects is critical, in light of the decline in health status experienced by individuals after migration. The risk, however, is creating ‘how-to’ manuals that treat ethnocultural groups as unchanging or even backward, and that essentialize differences as innate. It is, therefore, imperative that this course be grounded in an understanding of the history of immigration in Canada, how immigration and diversity have been ‘managed’, and the subsequent impact on sport, physical activity, and health promotion experiences and programming.

**Course Learning Objectives:**

1. To understand how immigration and diversity has been addressed and managed in Canada, historically and in contemporary instances.
2. To identify how these paradigms manifest in practice, specifically in physical activity and health experiences, programming, and opportunities.
3. To develop skills for critical evaluation, written expression, and oral presentation in order to understand, assess, critique, and communicate effectively the ideas, concepts, perspectives, and arguments addressed in the course lectures and readings.
4. To understand the impact of exclusion on health and physical activity.

**Organization of the Course:** The course involves formal lectures by the CD and invited guests, supplemented with films and videos where appropriate. The required readings are central the course. The lectures will serve to enrich, clarify, and illustrate crucial issues from the assigned readings. Each class will begin with an informal discussion, lecture, and end with a tutorial discussion.

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

**Course Evaluation:**

To develop skills for critical evaluation, written expression, and oral presentation, students will be required to complete two written assignments and one presentation. The details of each assignment will be posted on Moodle and discussed in class.

<i>Assessment Item</i>	<i>Percentage of Final Grade</i>	<i>Due Date</i>
Class Participation	15%	NA
4 Response papers	40%	Throughout the term
Group Project - Interview		
Life story	15%	November 28/30
Presentation	10%	
Final Exam	20%	December 5 2016

#### 15% Class Participation

Students are expected to be prepared for [i.e., have read the weekly reading(s)] and regularly attend the entire class. Attendance will count towards students' participation grades only when attendance is mandatory (one class = 0.5%). 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.

As part of your class participation, students will be assigned a day when they must share (2-3 minutes) a newspaper article that is relevant to the course material.

**Course participation supplement:** Students who have difficulty contributing to the class discussion can sign up for additional newspaper presentation days. Individuals who miss class due to unforeseen circumstances may **not** exercise this option unless official documentation is provided. **This option is not intended for individuals who participate regularly in class in the manner outlined above.**

#### 40% Response papers (4x10%)

Students will select a reading or a set of readings from the course syllabus and write a paper (2-3 pages) to demonstrate (1) comprehension; (2) critical engagement with the arguments being made. Outside reading is not required.

#### 25% Group Project – Interview

Students will form groups of two and identify an individual in their community who has immigrated to Canada. Upon obtaining ethical approval and permission from the individual, students will conduct an interview of this community member to learn about his/her immigration story (experience, challenges, highs, lows, reasons for immigration etc). The interview will also include questions about health, sport and physical activity experiences. Students will analyse the interview, in relation to concepts and issues raised in the course. This will be submitted as a life story (15%). Students will then present this interview to the class, highlighting specifically how it elaborates on concepts and issues discussed in class (10-12 minute presentation) (10%).

#### 20% In-class final exam: Format TBD

### Weekly Lecture and Required Reading Schedule

Date	Topic/Reading	Note
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September 12	<b>Welcome</b>	
September 14	<p><b>Introduction: Immigration in Canada &amp; Multiculturalism</b></p> <p>Statistics Canada (2013). Immigration and ethnocultural diversity in Canada. National Household Survey, 2011  <a href="http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-010-x/99-010-x2011001-eng.cfm#a1">http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-010-x/99-010-x2011001-eng.cfm#a1</a></p> <p>Statistics Canada (2010). Projections of the Diversity of the Canadian Population: 2006-2031. Highlights (left tab) Retrieved from  <a href="http://www.statcan.gc.ca/pub/91-551-x/2010001/hl-fs-eng.htm">http://www.statcan.gc.ca/pub/91-551-x/2010001/hl-fs-eng.htm</a></p>	Film: In the Shadow of Gold Mountain
September 19-21	<p><b>Immigration – Impact on health</b></p> <p>Dean, J. A., &amp; Wilson, K. (2010). “My health has improved because I always have everything I need here...”: A qualitative exploration of health improvement and decline among immigrants. <i>Social Science &amp; Medicine</i>, 70, 8, 1219-1228.</p>	
September 26-28	<p><b>Barriers to Health and Healthcare</b></p> <p>Lum, I.I., Swartz, R.R., &amp; Kwan, M.K. (2016). Accessibility and use of primary health care for immigrants living in the Niagara Region. <i>Social Science &amp; Medicine</i>, 156, 73-79.</p> <p>Wang, L.I., &amp; Kwak, M. (2015). Immigration, barriers to healthcare and transnational ties: A case study of South Korean immigrants in Toronto, Canada. <i>Social Science &amp; Medicine</i>, 133, 340-348</p>	<p>Sept 26: Reading response #1 due</p> <p>September 28: Farah Islam, PhD Guest Speaker  <b>Attendance is mandatory</b></p>
October 3-5	<p><b>Health and racism</b></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>	
October 12-17	<p><b>Health and Culture</b></p> <p>Jette, S., &amp; Vertinsky, P. (2011). ‘Exercise is medicine’: Understanding the exercise beliefs and practices of older Chinese women immigrants in British Columbia, Canada. <i>Journal of Aging Studies</i>, 25(3), 272-284.</p>	
October 19, 24, 26	<p><b>Health and Culture</b></p> <p>hooks, bell. (2000). Eating the Other. In J. Schor &amp; D.B. Holt’s (Eds) <i>The consumer society reader</i> (pp. 568-594). New York: New Press.</p> <p>Canadian Press. (2013). Traditional Chinese medicine now regulated in Ontario. Posted April 1 2013. Retrieved from  <a href="http://www.cbc.ca/news/canada/windsor/traditional-chinese-medicine-now-regulated-in-ontario-1.1336269">http://www.cbc.ca/news/canada/windsor/traditional-chinese-medicine-now-regulated-in-ontario-1.1336269</a></p>	Oct 17: Reading response #2 due
October 31 - November 2	<p><b>Barriers to sport and physical activity participation</b></p> <p>Institute for Canadian Citizenship. (2014). Section 4, 6, 7. In <i>Playing together: New citizens, sports and belonging</i>. (pp. 18-27, 35-44). Retrieved from <a href="https://www.icc-icc.ca/en/insights/docs/sports/PlayingTogether%20Full%20Report.pdf">https://www.icc-icc.ca/en/insights/docs/sports/PlayingTogether%20Full%20Report.pdf</a></p>	Nov 2: Reading response #3 due
November 7-9	<p><b>Physical education, physical activity, and culture</b></p> <p>Choi, W., &amp; Chepyator-Thomson, R. (2011). Multiculturalism in teaching physical education: A review of U.S. based literature. <i>Journal of Research in Health, Recreation, Sport &amp; Dance</i>, 6, 2, 14-20. Retrieved from  <a href="http://files.eric.ed.gov/fulltext/EJ954492.pdf">http://files.eric.ed.gov/fulltext/EJ954492.pdf</a></p>	We will be talking about hooks (2000) again here.

November 14-16	<b>Physical activity, sport, and accommodation</b> Benn, T., & Pfister, G. (2013). Meeting needs of Muslim girls in school sport: Case studies exploring cultural and religious diversity. <i>European Journal of Sport Science</i> , 13, 5, 567-574.	Film: Fordson: Faith, Fasting, Football
November 21-23	<b>Physical activity, sport and belonging</b> Nakamura, Y. (2016). Rethinking identity politics: The multiple attachments of an 'Exclusive' sport organization. <i>Sociology of Sport Journal</i> , 33, 146-155. DOI: 10.1123/ssj.2015-0062	Nov 21: Reading response #4 due
November 28-30	<b>Presentations</b>	Dec 2: Life Story due <b>Attendance is mandatory</b>
December 5	<b>In class exam</b>	

### Course Policies

Unless specified otherwise, all written work must:

- **Be submitted electronically via email to the CD as a Word (or other word processing) document.**
- 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 (see APA Publication Manual, 5<sup>th</sup> 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/2014-2015/academic/grades/index.htm>)

### Assignment Submission and Lateness Penalties:

You are required to submit your assignments electronically by 11:30 AM on the due date. The CD **will not** send an email confirming receipt. **Students must keep a 'Sent Mail' record of submission by cc'ing the email to themselves when the assignment is submitted to the CD.** The time of submission is based on the automated time in the CD's inbox. There is a 10 minute grace period to account for slow servers, inability to access email, lost internet connection, etc. **11:41 AM ON THE DUE DATE IS LATE.** 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 mail 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.**

### Missed Exam:

Students with a documented reason for missing the exam, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation 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.

**KINE 4635 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/](http://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.

**Email policy:**

Every effort will be made to respond to emails within one to two business days. **The CD will not respond to emails received after 5:00 PM on weekdays and on weekends until the following business day.**