

**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: Winter 2017-18
Time/Location: M & W 11:30-13:00 R N203

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Office Hours: by appointment

Expanded Course Description:

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 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 and community-engagement. Thus, there is a blended classroom/community based experiential education component to the assessment that may require students to go off campus.

Course Learning Objectives:

1. To identify and understand different approaches to managing immigration and diversity;
2. To identify and understand the effects of exclusion on health and physical activity;
3. To examine, through experiential education, the role of sport/physical activity in community-building, -engagement, social justice, and/or social change.
4. To engage in citizen science, or the involvement of the public in research.
5. To develop competency in digital storytelling.

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 to 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 lecture-based 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 the following assignments. The details of each assignment will be posted on Moodle and discussed in class.

| <i>Assessment Item</i> | <i>% of Final Grade</i> | <i>Due Date</i> |
|--|-------------------------|-----------------------------------|
| Midterm test Short answer | 25% | February 14 2018 |
| Bodies in Action Weekly meetings (Indiv) | 5 x 5% (25%) | 5 weekly meetings starting Jan 17 |
| Outline and Storyboard (Group) | 30% | February 28 2018 |
| Digital Story (Group) | 10% | March 21 2018 |
| Individual peer evaluation (Indiv) | 10% | April 4 2018 (in class) |

10% Class attendance: Attendance at weekly meetings, guest lecture dates (4), and the final screening date (0.5% per day).

25% Midterm test: You will be tested on your achievement of learning objective 1 and 2, namely, the ability to identify and understand the different approaches to managing immigration and diversity, and the effects of exclusion on health and physical activity.

60% Bodies in Action

Sport and physical activity have played an important role in community-building, community-engagement, and promoting social justice for immigrants and those who are marginalized and disenfranchised. Through this assignment, you will achieve learning objectives 3-5.

Students will work in groups of max 4 people. The group will be evaluated **individually** on their achievement of learning objectives 3, and on preparation for meetings, completion of or progress in assigned task, professionalism during the meeting, ability to respond to questions, identifying future tasks and steps for completion, and delegating responsibilities. The weekly time commitment for this weekly EE activity is indicated in parentheses.

(1) 25% 5 in class weekly progress and reflection meetings (~ 10 min)

Student groups will meet with the CD in class, starting January 17 2017. For each week, student groups will have completed and/or demonstrated progress in the following tasks:

- Week 1: Identify and justify the choice of community and activity; select a group that currently engages in the activity from the list provided by the CD; initiate communication with the community group community to establish a relationship and identify a time for recording; share any beliefs, assumptions, expectations you have about the group, activity, and the role of sport in community-building, community-engagement, and/or social justice (< 1 hour)
- Week 2 & 3: Show evidence of research on the history of the activity and its role in community-building, -engagement, and/or social justice; share any reactions/thoughts/impressions of research conducted thus far (~ 5 hours)
- Week 4 & 5: Show evidence of research on the history of the community that participates in the activity, and the role of the activity in community-building, -engagement, and/or social justice; share any reactions/thoughts/impressions of research conducted thus far; rough ideas for outline and storyboard (week 5) (~ 5 hours)

(2) 30% Outline and storyboard

Students will review the digital storytelling modules on the KHS Communities in Motion website <http://kincommunities.info.yorku.ca/>. Based on these modules, students will develop an outline of a digital story (max. 7 pages) that is based on the research prepared for the weekly meetings and that tells a narrative of the activity and community chosen, and how it relates to community-building, -engagement, and/or social justice. In the outline, students must draw on and cite at least 5 scholarly, peer-reviewed materials, not including course readings or lecture content. Students will also submit a storyboard (max. 3 pages) of their ideas for the digital story, describing the visual content that highlights the story that students wish to tell. (Learning objective 4 and 5)

(3) 10% Digital Story (Video)

Students will create a digital story (max of 7 minutes) that includes a recording of the activity (learning objective 4), and draws on the research prepared for the weekly meetings. Through this assignment, students will achieve learning objective 5 and will be evaluated on the quality of the design, narrative, and effective knowledge mobilization. Videos will be shown in class, and an additional location (TBD) on Keele Campus on March 21 2018, as part of the University's recognition of the International Day for the Elimination of Racism and Discrimination. They will also be shown the week of April 6th 2018, the International Day for Sport and Development on Keele Campus (location TBD). (Learning objective 4 and 5)

(4) 10 % Individual peer evaluation

Students will evaluate their fellow group members for their contribution to the group project. Each individual will receive the average of their peers' evaluations.

Weekly Lecture and Required Reading Schedule

| DATE | TOPIC/READING | NOTE |
|------------|--|-----------------------------------|
| January 8 | Welcome | |
| January 10 | <p>Introduction: Immigration in Canada & Multiculturalism</p> <p>Statistics Canada (2013). Immigration and ethnocultural diversity in Canada. National Household Survey, 2011 http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-010-x/99-010-x2011001-eng.cfm#a1</p> <p>Statistics Canada (2010). Projections of the Diversity of the Canadian Population: 2006-2031. Highlights (left tab) Retrieved from http://www.statcan.gc.ca/pub/91-551-x/2010001/hl-fs-eng.htm</p> | |
| January 15 | <p>Immigration – Impact on health</p> <p>McDonald, J. T., & Kennedy, S. (2004). Insights into the ‘healthy immigrant effect’: health status and health service use of immigrants to Canada. <i>Social science & medicine</i>, 59(8), 1613-1627.</p> <p>Dean, J. A., & Wilson, K. (2009). ‘Education? It is irrelevant to my job now. It makes me very depressed...’: exploring the health impacts of under/unemployment among highly skilled recent immigrants in Canada. <i>Ethnicity & health</i>, 14(2), 185-204.</p> | |
| January 17 | <p>Introduction to Bodies in Action Project</p> <ul style="list-style-type: none"> - Citizen Science - Digital Story-Telling (KAHS Communities in Motion) - Time management - Progress Meeting 1 | |
| January 22 | <p>Barriers to Health and Healthcare</p> <p>Lum, I.I., Swartz, R.R., & Kwan, M.K. (2016). Accessibility and use of primary health care for immigrants living in the Niagara Region. <i>Social Science & Medicine</i>, 156, 73-79.</p> <p>Wang, L.I., & Kwak, M. (2015). Immigration, barriers to healthcare and transnational ties: A case study of South Korean immigrants in Toronto, Canada. <i>Social Science & Medicine</i>, 133, 340-348</p> | Farah Islam, PhD Guest Speaker |
| January 24 | <p>Bodies in Action Project – Progress meeting 2</p> <p>Introduction to research ethics</p> <p>Introduction to Storytelling techniques (LTS)</p> | |
| January 29 | <p>Health and racism</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> | Class starts @ 12:00 |
| January 31 | Bodies in Action Project – Progress meeting 3 | |
| Feb 5 | <p>Barriers to sport and physical activity participation</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 https://www.icc-icc.ca/en/insights/docs/sports/PlayingTogether%20Full%20Report.pdf</p> | |

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| Feb 7 | Bodies in Action Project – Progress meeting 4 Storyboard Tips (LTS) | |
| Feb 12 | Physical activity, sport, and accommodation Nakamura, Y. (2017). Sport and Muslim men in the Greater Toronto Area, Canada: an exploratory study. <i>Sport in Society</i> , 20(11), 1799-1814 | Film: Fordson: Faith, Fasting, Football |
| Feb 14 | Midterm test | |
| Feb 19-23 | Reading Week | |
| Feb 26 | Bodies in Action Project – Progress meeting 5 Shooting techniques (LTS) | |
| Feb 28 | Outline and Storyboard due – Feedback in class | |
| March 5 | Physical activity, sport and belonging 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 | |
| March 7 | Sport and social change Kaufman, P., & Wolff, E. (2010). Playing and protesting: Sport as a vehicle for social change. <i>Journal of Sport & Social Issues</i> , 34(2), 154-175. doi:10.1177/0193723509360218 | |
| March 12 | Sport and social justice Zirin, D. [moderator]. (2017, October 24). <i>Three generations of athlete activists</i> . [Audio podcast]. Retrieved from https://www.thenation.com/article/three-generations-of-athlete-activists-all-in-one-place/ | |
| March 14 | Bodies in Action Project – Digital story work day | |
| March 19 | Bodies in Action Project – Digital story work day | |
| March 21 | Bodies in Action Project – Video Presentation Day | Attendance is mandatory |
| March 26 | The Place of Culture Jette, S., & 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. Choi, W., & Chepyator-Thomson, R. (2011). Multiculturalism in teaching physical education: A review of U.S. based literature. <i>Journal of Research in Health, Recreation, Sport & Dance</i> , 6, 2, 14-20. | |
| March 28 | Culture Exchange? Nakamura, Y., & Donnelly, P. (2017). Interculturalism and physical cultural diversity in the Greater Toronto Area. <i>Social Inclusion</i> , 5(2), 111-119. | Class starts at 12:00 |
| April 2 | Cultural Appropriation? hooks, bell. (2000). Eating the Other. In J. Schor & D.B. Holt’s (Eds.) <i>The consumer society reader</i> (pp. 568-594). New York: New Press. | This is a chapter in an e-book available through YUL |
| April 4 | Review & Reflection – Peer evaluation in class | |

Course Policies

Unless specified otherwise, all written work must:

- **Be submitted (1) as a hard copy in class and (2) 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, 5th 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 by the end of class on the due date. Students must also send an electronic version of the assignment. 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. **13:01 PM 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), 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/> 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.**