KIN 465 | INTERCULTURALISM, HEALTH & PHYSICAL ACTIVITY

COURSE OUTLINE

Course Facilitator: Kat Cureton, M.A., kathryn.cureton@ubc.ca

Teaching Assistant: Nadine Kallas, M.A. Candidate, n.kallas@alumni.ubc.ca

Seminar Time & Location: Tuesdays, 9:30-11:00am, MacLeod Building Rm 214
Thursdays, 9:30-11:00am, MacLeod Building, Rm 242

Office Hours: Kat and Nadine are usually available immediately following the class. Kat does not have an office on campus, so meetings would need to be arranged ahead of time via email. Contact Nadine via email if wanting to meet with her.

Prerequisite: 4th year standing

Description: The purpose of this course is to critically examine debates around multiculturalism and interculturalism as they relate to the delivery of community-based physical activities for diverse populations. Interculturalism refers to connecting across cultural difference to foster mutual learning to create something new that contributes to social change. The course will also explore how physical activity is connected to health in different cultural contexts and the implications this poses for the kinesiology profession. Community service learning is a key component, as is experiencing physical activities that you are culturally unfamiliar with.

Learning outcomes:
In KIN 465, students will...

1. Demonstrate critical thinking as they consider the connections between theory, practice, and personal experiences in promoting interculturalism, health and physical activity (assessment – learning journal, CBEL projects).
2. Observe, participate in, and learn more about how physical activity is practised in cultural contexts that differ from their own heritage and consider how physical activity may be used to foster interculturalism (assessment – intercultural physical activity experience).
3. Apply and share intercultural learning with others (assessment – current events).
**Format:** This course will strive to create a ‘learning community’ based on principles of adult dialogic education that have been applied in a number of cultural/ethnic contexts (Vella, 2002). Examples include: understanding that we are all learners and teachers; that learning is enhanced when it is connected to emotions, dialogue, and lived experience; that learning requires high levels of engagement and self-discovery; and that learning can be demonstrated in a variety of traditional and non-traditional ways. Class members will actively participate in class by coming prepared to discuss the readings, sharing a current event, presenting an intercultural physical activity, and presenting a small group Community-Based Experiential Learning (CBEL) project. Previous students helped to design the course and assessment methods and as current students, you will also have input. The intent is to provide a safe space where all class members can discuss new ideas and take some risks concerning their own frames of reference in a supportive and anti-oppressive learning environment. Class members will work together at the beginning of the term to identify the principles that we will strive to operate from and the learning principles by Vella (2002) will assist with this.

**COURSE ASSIGNMENTS**

1. CBEL Group Project (50%)
   a. Final Report (30%)
   b. Presentation (10%)
   c. Peer-Evaluation (10%)
2. Learning Journals (30%)
3. Intercultural Physical Activity presentation (15%)
4. Class participation (4%)
5. Current events (1%)
Students will be provided with on-campus and off-campus community-based experiential learning (CBEL) projects opportunities. The goals of CBEL are to apply knowledge gained in class, to deepen learning through practical experience, and if possible, to give back to build community capacity, related to interculturalism, health, and physical activity. CBEL provides opportunities to critically analyze theories in the literature, along with policies and practices that have been implemented in the on-campus and off-campus community to envision possibilities for change. CBEL projects will be selected in week 2. **All projects have been assessed to be minimal risk for participants and students, which means projects are designed to respect safety and minimize the vulnerability of participants and students.**

**Project Descriptions**

*See detailed project descriptions on the course blog.*

**Deliverables & Due Dates**

*See specific details pertaining to each deliverable on the course blog.*

1. **Report (30%)**
   1.a **Completed Ethics Tutorial**, due by September 22. (1%)
   1.b **Work Plan**, due one week after the first meeting with your community partner (Oct 4\(^{th}\) at the latest) via email to Kat/Nadine and Community Partner. (1%)
   - The purpose of the work plan is to see that the group understands the project objectives, has a plan in place for achieving the objectives and producing the deliverables
   - A work plan template will be provided
   1.c **Mid-Project Progress Report and Peer Evaluation Template**, due Oct 20\(^{th}\) after class via email to Kat/Nadine and Community Partner. (2%)
   - The purpose of the mid-project progress report is for Kat/Nadine and the Community Partner to see where the students are at and what their plan for completing the project looks like; this is an opportunity to identify if/where support is needed
   - Groups will be asked to develop their own Peer Evaluation Template to be used at the end of term to evaluate one another’s contributions to the project. The purpose of asking groups to develop their own evaluation is to prompt a conversation within groups about expectations and accountability.
   1.c **Final Report**, due by Nov 24\(^{th}\) via email to Kat. (26%)
   - The term “final report” is being used to describe the final deliverable that the community partner requires. Each project is different and each community partner’s needs are different in terms of the final deliverable of this project.
   - The final deliverable will equate to a 10-12 page report + appendices, as this is the most common request from community partners. This will be discussed and decided upon with community partners and Kat/Nadine when we review the midterm progress report.

2. **Presentation (10%), see course blog for presentation dates**
   - 20 minutes + 5-10 minutes for questions
   - Includes the following: Overview of project and outcomes/recommendations (5%), individual critical reflection (5% group mark)
- To be submitted to Community Partners for their use (e.g. sharing with others in their organization so they can follow up on the work).
- Community Partners will be invited to presentations
- Some Community Partners may require an in-person presentation, discuss with Kat/Nadine.

3. **Peer Assessment (10%)**
   - Class time will be given for this on Thursday December 1st.
   - Groups will work on developing their own peer assessment (examples will be provided)

**CBEL Group Project Timeline**

<table>
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<tr>
<th>Event Date</th>
<th>Event Description</th>
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<tr>
<td>July 26</td>
<td>Community partners attend a consultation meeting where past projects are reviewed and new projects get planned.</td>
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<td>Community partners continue to work with UBC staff and faculty to scope out project details and identify supports and resources.</td>
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<td>September 20 - September 30</td>
<td>Students select projects and are assigned in groups of 5</td>
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<td>Community Partners meet with students for an orientation to the project and to develop a workplan with clear objectives and outcomes.</td>
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<td>Sept 22 - Ethics Tutorial must be competed by each student</td>
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<td>Oct 4 - Workplan due (1%)</td>
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<td>October 1 - November 15</td>
<td>Students work on projects with Community Partners support</td>
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<td>Community Partners and students communicate challenges and successes with UBC staff or faculty throughout the CBEL placement to ensure all partners benefit from the experience.</td>
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<td>Oct 20 - Mid point progress report is due to Community Partners and Kat/Nadine (2%)</td>
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<td>Community Partners review the final project and provide feedback and suggested changes</td>
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<td>November 15 - December 1st</td>
<td>Some groups make presentations to their Community Partners (if requested by Community Partners)</td>
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<td>Students make in-class presentations that summarize the project, outcomes/recommendations, and their experience; all community partners are invited to attend and receive a copy of the presentation for their use.</td>
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<td>Nov 24 - Students submit a final report (or equivalent) to the course instructor to be marked; Community Partners will receive a copy</td>
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<tr>
<td>December 1st</td>
<td>Students complete a peer evaluation which is factored into final marks</td>
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<td>Community Partners complete an evaluation of the project process, which is submitted to the course instructor and not factored into final marks</td>
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Students will keep a learning journal to record their critical reflections on course material for each week. Learning journals are thought to be an effective learning tool because they:

- allow class members to track their learning and growth over time;
- provide them with an opportunity to reflect on what they are reading, experiencing, discussing in writing and/or by other creative ways that are meaningful to them;
- encourage them to question personal assumptions as well as dominant knowledge bases in their profession; and
- ask class members 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).

Learning journals are also being used in KIN 465 to assess students’ understanding of the readings and class activities.

Due dates:
- 5% - Journal 1, due Sunday, September 18th by 11:59 PM.
- 10% - Journal 2, due Sunday, October 2nd by 11:59 PM.
- 15% - Journal 3, due anytime between Sunday, October 23rd and November 25th by 11:59 PM.
- Journals must be submitted via email to n.kallas@alumni.ubc.ca with the subject line as follows: Journal # [Last name], e.g. Journal 2 Cureton
- The late penalty is 0.5% per day, unless otherwise discussed with Kat/Nadine.

Format & Assessment:
- See the course blog for specific questions that must be answered in the journals.
- Note the marks allotted to each question.
- Note the page limit. Be clear and concise. Kat/Nadine will not read the portion of journals that are over the page limit.
- It is expected that you will bring readings, lectures, class discussions, guest speakers, and current events that were covered in class into journal entries to demonstrate your understanding and application of course material.
- You have to do more than simply summarize course material. To get full marks:
  - Demonstrate that you are reading and understanding the assigned readings and actively participating in class. Do this by giving specific examples from the literature and class activities.
  - Demonstrate your ability to think critically about the material. Do this by analysing the readings and class activities. It’s fine to disagree with the readings, lectures or points made in class discussion. Make clear arguments and tell us your opinion, but back it up with references and examples.
  - Make connections. Connect theory to practice and personal experiences. Connect course material to your own experiences, assumptions, beliefs, and taken-for-granted knowledge.
  - Apply what you are learning to your life. Be specific, provide examples and explanations. How will you use this knowledge? How has your personal thinking been challenged?

3. INTERCULTURAL PHYSICAL ACTIVITY PRESENTATION (15%)

The purpose of this assignment is to have an opportunity to try a physical activity that is culturally unfamiliar to you and assess the activity based on what you have learned about interculturalism and
inclusion. You will do this assignment with your CBEL group to test the theory that is presented in this course that physical activity can be used as a tool to connect people who are different from one another. It is suggested you do this assignment soon after you have started the CBEL projects as it can be a great icebreaker and opportunity to get to know your group members.

Together you will select a physical activity (broadly defined) that you are all culturally unfamiliar with and have little or no experience with. The idea is that everyone will experience a physical activity as a beginner (note that first time classes are often offered for free). Examples could include Qigong, kabbadi, capoeira, Bollywood Dancing, Aboriginal Dancing, and Sitting Volleyball.

Activities will be selected in class on a ‘first come first served basis’, only one group per activity. You are analysing the activity and your experience in the activity, not the instructor or the venue.

Due dates:
- Presentations will be in week 8 & 9; see Course Schedule on the Course Blog for your group’s assigned presentation date

Format & Assessment:
- 20 mins + 5 mins for questions. Be sure to time your presentation as students often have way too much material for 15 minutes.
- 15% See the course blog for the marking scheme. Use the marking scheme as an indicator for how much time to spend on each section.
- See notes above, under Learning Journals, on how to get full marks.
- This is a basic outline of what is to be included in the presentation. See course blog for specific questions you are to answer in each section.
  i) Overview of the physical activity you chose (5 minutes)
      a. What activity did you choose and why? Clearly describe your experience (you may choose to share a short video, physical demonstrations, and/or photo presentations). (1 mark)
  ii) Analysis (5 minutes)
      a. Was it an inclusive activity? (4 marks)
         i. How so? (provide 2 arguments)
         ii. How was exclusive (provide 2 arguments)
      b. Did the activity foster interculturalism? (4 marks)
         i. How so? (provide 2 arguments)
         ii. How was it not? (provide 2 arguments)
  iii) Recommendations (5 minutes) (4 marks)
      a. How could it have been more inclusive (provide 2 examples)
      b. How could it have further fostered interculturalism (provide 2 examples)
  iv) Personal reflection using an intercultural lens (5 minutes) (2 marks)
      a. Each group member must briefly share what they took away from the experience

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4. CLASS PARTICIPATION (4%)

This class highly depends on your participation and hearing a variety of perspectives on the issues. Marks are awarded to those that attend classes. You are encouraged to be an active listener and contributor to discussions. The instructor will know if you missed class if your name tag is not picked up
at the beginning of each class (and no one else should pick it up for you if you are away). Written excuses, received in person or via email, may be considered valid.

There are a total of 25 classes, of which 19 classes count towards the attendance mark. Attendance will not be kept in Week 1 or 2 as students may be finalizing their schedule. You are expected to attend 1/4 classes in weeks 8-9, which will be designated time for working on CBEL projects.

Please inform the instructor if you will be absent for religious or cultural purposes. In these cases, you may be invited to educate the class on the significance of the religious or cultural holiday/event.

- 4% for attending 18-19 classes,
- 2% for attending 16-17 classes,
- 0% for attending less than 16 classes

5. CURRENT EVENTS (1%)

In keeping with the goal of learning from one another, students will work in groups of threes and present a current event at the beginning of each class.

Due dates:
- See the Course Schedule on the Course Blog for presentation dates.

Format & Assessment:
- 1% is awarded to each student who completes this assignment.
- 5 mins max + 3 mins for discussion
- The current events can come from a variety of media and social media sources. The only requirement is that you think the topic is related to this course.
- It is appreciated, although not required, if your topic links to the particular week’s focus
- You may choose to educate the class about a cultural or religious holiday that falls within the term dates
- Format:
  i) Provide a brief overview and explain how you see the example connecting to course content.
  ii) Provide your thoughts about the issues involved.
- You’re welcome to present the current event and your analysis in a variety of ways and expressions – e.g. art, drama, videos.

COURSE SCHEDULE & READINGS

COURSE SCHEDULE: See Course Blog for a detailed class-by-class schedule.

READINGS: All readings will be available through links on the course blog. Readings have been reduced in this course because of the workload, extra research and reading that is required in CBEL projects. You are encouraged to apply the course readings to your CBEL projects as well as find additional readings that pertain to your topic. Course readings should be reference in learning journals and the physical activity presentations.
To Inform CBEL Projects
There will be additional readings listed on the course blog to inform CBEL projects. Community Partners may request students to do specific reading to inform their projects. Students should check with community partners during their first meeting.

WK 1 – Welcome to KIN 465
Topics covered this week: Overview of KIN 465, class principles, students have opportunity to review distribution of marks and suggest changes.

No assigned readings

WK 2 - Introduction to Interculturalism
Topics covered this week: Identity, culture, interculturalism vs. multiculturalism, defining an intercultural physical activity.

1. Interculturalism 101’ handout created by Renfrew Collingwood INTERactive (link is on course blog)
2. Reflections on Interculturalism, 5 min video: https://www.youtube.com/watch?v=52SodFEamoQ
3. *Activities for Everyone, Everywhere. An Intercultural Physical Activity Guide (link is on course blog); read pages 5-17
*These readings will inform your Physical Activity Presentation assignment.

WK 3 – CBEL Orientations
Topics covered this week: Creating guidelines for respectful conversations, meeting in CBEL groups, Thursday workshop from the Centre for Community Engaged Learning on conducting community based work.

1. Online Ethics TCPS tutorial http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/ (takes approximately 2 hours; you need to create a RISE account)

WK 4 – Discrimination & Privilege
Topics covered this week: (Tues) Bias, stereotypes, prejudice, discrimination; (Thurs) privilege, power/oppression; Thursday Guest speaker Peter Wanyenya, Phd Candidate & International Student Advisor, Special Populations & Programs.

For Tuesday:

   a. Option to read the accompanying paper: [link]
   Read pages 4, 8-9, 33-41. The entire document is an excellent reference to keep on hand throughout the term and would be great to see referenced in your assignments.

For Thursday:

5. Sun, A. (2013). The Staircase of Oppression. TEDxKids@BC video [link]
6. KatagaMaga, Apr 26, 2016. Law professor’s response to BLM shirt complaint. [link]
7. Media coverage on Dutee Chand & Caster Semenya: [link]; [link]

Wk 5 – LGBTQ Inclusion / Mental Health & Addictions
Topics covered this week: (Tues) Gender binary model, LGBTQ terminology, trans* inclusion in sport; Positive Space training (unconfirmed); (Thurs) mental health and physical activity; mental health and addictions; how physical activity can support a person recovering from addictions. Guest speakers from Pacifica Treatment Center (confirmed).

2. To prepare for Thursday’s guest speaker, please review this website “about” and “programs” pages: [link]

WK 6 – Indigenous Peoples of Canada and Experiences in Physical Activity
Topics covered this week: Significance of recognizing Indigenous Peoples as the traditional stewards of the land, how to do an acknowledgement, Aboriginal youth experiences in physical education. Walking tour of Musqueam land (unconfirmed).

**Wk 7 - Immigration and Health Implications**
Topics this week: Healthy Immigrant Effect, cultural sensitivity in health settings

1. Lee, D. S., Frisby, W., & Ponic, P. (2014). Promoting the mental health of immigrant women by transforming community physical activity. In L. Greaves, A. Pederson, & N. Poole (Eds.), *Making it better: Gender-transformative health promotion* (pp. 111-128). Toronto: Canadian Scholars’ Press Inc./Women’s Press. ([see course blog](http://www2.canada.com/vancouversun/news/archives/story.html?id=f36e5e3f-2d0a-461f-a3c7-4d9601b76d92))


**Wk 8 & 9 – Physical Activity Presentations**
In these two weeks, students are given time to work on their CBEL projects while each group will attend one of 4 classes to make their physical activity presentation. See course schedule on the blog for presentation dates.

*No assigned readings*

**WK 10 – Using Physical Activity as a Tool to Connect People: Case study on RC INTERactive**
This week we will look at the Renfrew Collingwood community as an example of interculturalism being practiced.

1. Illustrative Stories created by 2013 KIN 465 CBEL project members and volunteers from the Renfrew Collingwood INTERactive initiative. Video is 24 mins. [https://www.youtube.com/watch?v=RRuJgAIYPqc](https://www.youtube.com/watch?v=RRuJgAIYPqc)

**WK 11-13 – CBEL Presentations**
Students will present their CBEL projects to the class and community partners who wish to attend. See course schedule on the blog for presentation dates.

There will be class time allotted on the last day for students to complete the Course Teaching Evaluation on their electronic devices.

*No assigned readings*
COURSE POLICIES

1. Students who know in advance that they will be unavoidably absent from class should ask for special accommodation from the instructor, as early in the term as possible, to determine how course requirements will be met and how any missed graded work will be completed. Where prior notification of absence is not possible, students should contact the instructor as soon as possible upon their return to class. Supportive documentation, submitted to the Undergraduate Advising Centre, may be required.

2. Students, whose attendance or academic performance may be severely affected by medical, emotional, or other circumstances, should consult with the instructor early in the term to discuss any special accommodations that might be needed in order to complete course requirements. Supportive documentation, (as required) from either the Access Diversity Center or a physician must be submitted to the Kinesiology Undergraduate Advising Office.

3. The University accommodates students with disabilities who have registered with the Access Diversity Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. A list of religious holidays involving fasting, abstention from work or study, or participation in all-day or fixed-time activities is available at http://students.ubc.ca/publications/multifaith/. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar authorized commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the course drop date.

4. Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism and other forms of academic dishonesty.

References
