

KINE 489 Indigenous Studies in Kinesiology
University of British Columbia
School of Kinesiology
Winter I 2019

Lectures: Tuesday • 5pm-8pm • Ponderosa Commons: Oak House 1002

INSTRUCTOR INFORMATION

Instructor: Dr. Moss E. Norman

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Office Hours: By appointment

COURSE DESCRIPTION

This course provides students with key principles in working with Indigenous peoples and communities. The course examines Indigenous-settler relations within the Canadian context through the lens of sport, physical activity, and physical culture. Sport and physical culture occupy an ambivalent position, it is argued, where they are simultaneously put to service in historical and ongoing processes of settler colonialism, at the same time that they represent critical sites of Indigenous resistance and resurgence. Students will be challenged to reflexively interrogate their own relationships with colonization and the implications this may have for how they understand human movement and its relationship to health and wellbeing. Through guest speakers and experiential learning opportunities, Indigenous worldviews will be introduced and students will be asked to consider the implications different worldviews have for human movement and health. The course will also survey and evaluate various active living interventions that have been implemented both in Canada and globally, and explore the role Kinesiology can play in identifying the strengths and unique needs of Indigenous communities.

COURSE OBJECTIVES & INTENDED LEARNING OUTCOMES

Through this course, students will:

- Develop a critical understanding of the historical and contemporary issues in Canada that shape Indigenous sport, physical activity and health;
- Develop an understanding of some of the key policies (both nationally and globally) related to Indigenous sport, physical activity, and health;
- Apply Indigenous-centred, community-based, and strengths based perspectives in understanding physical activity, sport, recreation and health programs and policies;
- Develop skills in creating a safe social and cultural space to engage in active class discussions;
- Work collaboratively with peers in small group discussions and activities;
- Develop research, writing, and oral communication skills.

COURSE FORMAT

The course is comprised of lectures, seminars, guest speakers and experiential outings. Students are expected to have read the assigned readings prior to the beginning of class.

EVALUATION

Evaluation and assessment	% of grade	Due Date
Class Participation	15%	Ongoing
Archeology of Your Footprints	25%	Day-to-day travel-Sept 10 th
		Travel experience-Sept 24 th
		Ancestor Interview-Oct. 8 th
		Final Creation-Oct. 22 nd
Group Presentation	10%	November 12 th
Research Paper	30%	November 26 th
Take Home Exam	20%	November 26 th (Hand out)

Policy Regarding Late Submissions: With the exception of approved extensions, late assignments will be penalized 5% per day (e.g. 8.5/10=85% - (one day late) 5%=80% or 8/10), up to ten days, after which they will not be graded. Assignments are due at the **beginning** of class. Essays submitted after the beginning of class will be graded late.

EVALUATION:**Class Participation:****Value: 15%**

Objective: Class participation is designed to facilitate engagement with core course themes and current events related to Indigenous sport, physical activity, health and wellbeing through collaborative, group-based learning.

Description: Class trips, activities, discussions, and group work form an integral part of the learning environment for this course. Active and engaged participation at the individual level will make the group learning experience that much richer. In addition to general participation in the course, students will be broken into small groups (approx. 4-5 students) and will be responsible for leading one class discussion on current issues related to Indigenous sport, physical activity, health or wellbeing (description of activity to follow).

Evaluation: A significant portion of the final grade (15%) will be determined by level of participation in the class. In order to receive a participation grade of good or higher (B+ or higher), students must come to class prepared, having completed weekly assigned readings and tasks (e.g., watched video links, prepared to lead current issues discussion) and actively participate in class discussions, activities, and group work.

Evaluation Criteria	Percentage /100
Show up, do not participate	C
Show up, minimal participation	C+
Say something, participate in a relevant manner	B
Say something, demonstrate knowledge and some application of course material	B+
Good demonstration of knowledge, good application of course material, active participation	A range
Excellent knowledge, excellent application, engaged participation	A+ range

Assignment: Archaeology of Your Footprints

Grade: 25%

Due: Tuesday October 22nd at the beginning of class.

Objective: This assignment is designed to get students to critically analyse their relationship to historical and ongoing processes of settler colonialism.

“When we speak of layers of stories and relationships, we often imagine an X-ray allowing us to peer down through the layers of earth to see the footprints of all those who preceded us on this land. Our footprints join those of the first Indigenous person who walked here and all those who followed. Our stories are layered on theirs just as the footprints are layered on one another. All our stories” (Styres, Haig-Brown & Blimkie, 2013, p. 45)

An important part of this course specifically, and working with Indigenous peoples generally, is an understanding and acknowledgement of our individual and ancestral relationships with settler colonialism. Everyday we move about the campus, the neighbourhood, and various public and private spaces often giving little consideration to the lands we are moving across. Using the ‘footprint’ as a metaphor, we are going to examine how our steps or footprints leave a trace on the lands we walk, run, bike, and move across. This assignment is intended to get you to think critically and reflexively about human movement generally, and your ‘footprints,’ as well as those of your ancestors and relations, and how these steps intersect with the “layers of stories and relationships” of “all those who preceded us on this land” (p. 45). The assignment is not an easy one, however, as it is designed to challenge some of the core assumptions of settler colonialism, particularly the assumption of ‘settler innocence’ (Tuck & Yang, 2012). As a group, we will read and discuss a number of articles (specifically, see Snelgroove, Dhamoon & Cornassel, 2014; DiAngelo, 2011), which should help you to reflexively think and write about your relationship to colonization. Everyone in the class is positioned differently in relation to colonialism, with some being relatively new to Canada, while others will have histories that stretch back several generations, and still others will share relations with some of the first people to walk this land. In the process of your archaeology, you should be able to witness privilege and oppression as more than static categories, but as a set of shifting historical and ongoing power relations.

Instructions: This assignment is broken down into four components, including an examination of: your daily travel routines or ‘footprints’; a vacation-travel experience; and the ‘footprints’ of your ancestors or kinship relations in the form of an interview. These three components will be used to produce the fourth and final component, a creative representation of your ‘footprint’. For this representation, you will design a shoe (or some other creative work) that is reflective of the archaeological research you have done on your individual and ancestral footprints. You may want to use text, audio, images (e.g., magazine pictures, digital photos, etc.), collage, drawings, poetry, and so on. This final representation will be worth 25 percent of your final grade.

- 1) Footprint 1: Choose an ordinary day in your life (this could be a ‘remembered’ day of, for example, your movement patterns back ‘home’). Keep a journal of all of your daily movement practices, specifically writing about where you move (i.e., geographical locations) and how you move (i.e., car, bike, walking, etc.). Once you have collected your daily movement data, describe the contemporary and historical relations of the territories you have moved across. For example, you might want to discuss whether the land is Treaty territory, when it was ‘settled’, who ‘owns’ it now, and any other relevant descriptions, such as the buildings or natural environments of the lands. You may also want to record some of your critical and reflexive impressions in doing this journaling activity. You will be expected to hand in your journaling activity on September 10th. This journal *will not be graded*, but if you do not hand in your journal one mark will be deducted from your final grade out of 25.

- 2) Footprint 2: Think back to a vacation experience (e.g., trip to Europe or Kelowna). Do a little research (Google Search is fine) on the contemporary and historical relations of the territories you moved across on your vacation. You might want to ask some of the same reflective questions you did for Footprint 1 and record some of your critical and reflexive considerations you had doing this activity. You will be expected to hand in your journaling activity on September 24th. This
- 3) journal **will not be graded, but if you do not hand in your journal one mark will be deducted from your final grade out of 25.**
- 4) Footprint 3: Choose a family member, someone close to you or kinship relation to interview. The relation you interview should be somewhat familiar with the history of you, your family or the territory you call 'home'. Your interview should be digitally recorded and you should transcribe (i.e., type out) key passages from the interview (although not necessarily the whole interview!). At the very least, you should ask the questions below (or similar questions), although you may want to add others.
- I. Can you tell me about what you know about our family tree/history?
 - II. Can you tell me about our family's history in Canada/North America/Turtle Island? For example, has our family always lived here? If not, when did they move here? Where did they move from and where did they settle?
 - III. Where else did our relations move to after they settled in Canada/North America/Turtle Island?

Once you have completed your interview, trace the histories of movement and do a land-based history of the lands you, your family or your close relations have occupied. For example, consider how the land was settled (i.e., purchased, land grant, inherited, etc.)? Who else occupied those lands (e.g., other settlers, First Nations, etc.)? What happened to their connections to those lands (e.g., Treaty lands, re-located, freely moved to other lands, etc.). You will be expected to hand in your transcribed interview and reflective writings on October 8th. This **will not be graded, but if you do not hand in your journal one mark will be deducted from your final grade out of 25.**

- 5) Final Creation: Use the data and histories you have collected to design a shoe that overviews the historical and contemporary footprints of you, your family or close relations. You can use whatever materials you want to construct your shoe (e.g., Bristol board, paper mache, cardboard, paint, crayons, text, images, photos, etc.). Your shoe should creatively reflect your historical and ongoing relationship to colonization. Use course readings and class discussions to critically think about your family's relationship with colonization. Due Tuesday October 22nd (25% of your final grade).

Evaluation

Archeology of Your Footprints			
	Excellent A-Range	Good B-Range	Adequate C-Range
Completeness	All components of assignment have been fulfilled to a high level of detail reflected in creative representation.	All of the components of the assignment have been fulfilled, some components better done than others.	Some components incomplete, adequate detail across components.
Critical & Reflexive	Demonstrates deep, compelling, and layered critical analysis of individual and ancestral relationship to colonization.	Strong critical analysis of individual and ancestral relationship to colonization.	Some initial considerations of individual and ancestral relationship to colonization.

Connection to Course Material	Ideas emerging from course material are effectively and seamlessly woven into the creative representation.	Some ideas from the course are connected to the creative representation. Connections are somewhat effective.	Few ideas from course material are utilized in the creative representation. Connections between course material and representation are somewhat weak and vague.
Creativity and Design	Creative representation is visually engaging and appealing, and is highly effective in design.	Creative representation is good and somewhat effective in design.	Little attempt at creativity, design is relatively straightforward.

Assignment: Group Presentation

Grade: 10%

Objective: November 12th

Purpose: This assignment is designed to get students to actively and collaboratively engage with course materials in presenting a summary and the results emerging from their research report. Additionally, students will gain oral communication and presentation skills.

Context: For many students trained in Western academic institutions, group work presents a unique set of challenges. This is partly because Western institutions privilege an individualist and competitive approach to teaching and learning (Harris, 2002). For this assignment, students are encouraged to consider a more collaborative approach to learning. To this end, one of the tasks of the group will be to collectively identify and build on the strengths that each individual brings to the group. This means that if some group members are better at writing and synthesizing knowledge than public speaking, then the group should work to incorporate these strengths into the assignment.

Instructions:

- 1) Students will be divided into groups for the Research Report (see details below). In these small groups, students will present an overview of their final research report.
- 2) Where possible, students should try and incorporate course content into their presentations.
- 3) Each group will have 20 minutes to present. Students are encouraged to use creative and novel techniques (e.g., videos, diverse teaching methods, class activities, handouts) in both presenting their topics as well as engaging class participation. When thinking about their presentations, students are encouraged to consider incorporating some of the principles we have learned in the course related to Indigenous philosophies of teaching and learning (e.g., Harris's article *Coyote Goes to School; First Peoples Principles of Learning*, retrieved: <https://firstpeoplesprinciplesoflearning.wordpress.com>).
- 4) Groups are encouraged (although not required) to book an appointment with the course conductor to overview their presentation plan. Ideally, this appointment would happen at least one week prior to the in-class presentation.
- 5) At the end of the presentation, each group will receive feedback from their peers and the course instructor. This feedback can be incorporated into the final project.

Evaluation

Criteria	Components
Concepts	Is the information presented relevant to the course? Does the information incorporate course content/assigned readings? Does the information connect to both Indigeneity and the discipline of kinesiology (broadly defined)?

Organization	Is the information clearly and effectively organized? Do the presentation components/presenters work together? Are the objectives of the presentation clearly outlined? Is the presentation effectively concluded/summarized? Does the timing of the presentation work?
Class Engagement	Does the presentation effectively engage the class? Does the presentation use more than one technique for engagement (e.g., brainstorming, small group discussion, lecture)? Does the presentation effectively use other resources for engagement (e.g., video, articles, web, personal experiences, etc.)?

Group Research Project:

Value: 30%

Due: November 26th

Objective: Through this assignment, students will gain skills in group-based learning, basic research skills (i.e., research design, the research interview, transcription, and data analysis), and research report writing.

Description: This assignment is designed to have students consult with Indigenous staff and faculty at the University of British Columbia in developing a report that will contribute to the over-arching mission of *UBC Wellbeing* by “mak[ing] the University a better place to live, work and learn” (see link posted on Canvas). One specific strategic initiative of *UBC Wellbeing* has recently undertaken is to foster greater Indigenous campus engagement. This group project, and the reports that emerge from this project, will help inform this strategic initiative. This strategic initiative is in response to the UBC Indigenous Strategic Plan (2018) that aspires to “assure that campus wellness programs and other student services units meet the needs of Indigenous students” (see link posted on Canvas). Through conducting a number of research-related activities, including a campus environmental scan and consultation interviews with Indigenous faculty and staff, this assignment will address a research question that is directly related to kinesiology, namely, *how can campus recreation contribute to the wellbeing of Indigenous students, faculty and staff?* The research reports emerging from this assignment will be shared with *UBC Wellness* and will directly inform the implementation of Indigenous campus wellness policy, design and programming at UBC.

Instructions:

- 1) Students will be responsible for developing a research sub-question related to the over-arching research question, *how can campus recreation contribute to the wellbeing of Indigenous students, faculty and staff?* For this assignment, recreation is broadly defined as an activity done for enjoyment when one is not working or studying. This definition encompasses a diversity of formal (e.g., intramural sports, student clubs) and informal (e.g., campus walking) recreational activities. This means that students can form a sub-question that focuses on a specific aspect of campus recreation, such as recreational programming, the built environment or the natural landscape. Students may also want to focus on a specific group of users (e.g., students, faculty or staff). Once students determine some parameters, they will then design a research sub-question, which will be approved by the course conductor no later than September 24th.
- 2) Based on thematic interest, students will divide into groups of 4-6, with each group being responsible for a final research report (see details below).
- 3) Each group will be responsible for conducting an environmental scan of the university campus related to their sub-question. For the purposes of this project, an environmental scan is defined as the process of gathering information to aid in making knowledgeable decisions. The process of gathering information can be broad, including seeking out campus reports, informally consulting experts or recording observations. The environmental scan should be completed by October 15th and will inform the design of the schedule of questions for the next phase of the research project, the interview.

- 4) Each group will be responsible for conducting a minimum of one interview with an Indigenous faculty or staff member who works at the University of British Columbia. The course instructor has compiled a list of potential interviewees who would be appropriate for this assignment. Students are also welcome to suggest potential interviewees, however all suggested interviewees must be approved by the course conductor.
- 5) The interview can either be face-to-face or through technology (e.g., phone or Skype/Facetime) and will be audio-recorded. Each group will be responsible for transcribing their interview (i.e., translating the audio file into text in Microsoft Word). The transcribed interview will then be uploaded onto a UBC secure data-sharing site (i.e., WorkSpace) so that all students in the class have access to the transcribed interviews. The compiled interviews will form the original data for the research report. Interviews should be conducted, transcribed and uploaded to WorkSpace no later than October 29th.
- 6) Using the environmental scan, original data (i.e., the compiled interviews), secondary research (i.e., literature review), and course content (i.e., readings, activities and discussions), each group will produce a research report that addresses their specific research sub-question. The report should contain the following components:
 - i. An executive summary—an executive summary is similar to a research abstract. It summarizes the contents of the larger report, giving readers a general familiarity of the report. For this assignment, the executive summary should be between 1 and 2 paragraphs.
 - ii. An introduction—The introduction should introduce the project and the specific research focus, justify the research focus, and overview the structure of the report.
 - iii. Review of literature—The review of literature overviews the resources that are relevant to the research question. This section systemically reviews available resources, explaining what research has been done and the findings, recommendations or conclusions of this research. The review of literature will support the specific research question of your project in that it: introduces research in the area; highlights the issue or problem under investigation; identifies gaps and controversies in the literature, and justifies the need for additional research (for example, see [Social Science: Example of a Literature Review](#)). Given the practical nature of this assignment, relevant research could include peer-reviewed research or theoretical papers, reports, strategic plans, position papers, as well as other sources such as institutional brochures, and media releases (e.g., newspapers, documentaries).
 - iv. Methodology—Briefly describe the method for both the environmental scan (i.e., describe the phenomenon under inquiry, how the scan was conducted) as well as the interview (e.g., participant details, duration of interview, setting, questions asked) and data analysis (i.e., describe the process of how you arrived at the findings) used in producing the research report.
 - v. Findings—Present the key themes emerging from the environmental scan and the interviews. The findings for qualitative research are typically presented in a narrative format (e.g., “Indigenous-led programming was a dominant theme that emerged from the interviews...”) and often include quotes from interviewees that exemplify the theme under discussion (e.g., a verbatim quote that powerfully illustrates the need for Indigenous-led programming).
 - vi. Recommendations—Based on the review of literature and the findings, identify recommendations that emerge from the report (e.g., “Based on the significance placed on Indigenous-led programming, the *UBC Wellbeing* should work towards including more Indigenous peoples and communities in decision making processes...).

NOTE: This assignment is an *introduction* to the research process. Students are not expected to be experts in research methods and support will be provided for both the class and individual groups throughout the term. Students will be instructed on skills related to research ethics, interviewing, data analysis and report writing (see Class Schedule below).

GRADING SCHEME

Letter Grade	Percentage
A+	90-100
A	85-89
A-	80-84
B+	76-79
B	72-75
B-	68-71
C+	64-67
C	60-63
C-	55-59
D	50-54
F	0-49

POLICIES & EXPECTATIONS

Class Attendance

Regular attendance is expected for all classes. Students who neglect their academic work and assignments may be excluded from final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

Academic Accommodation for Students with Disabilities

The University's goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles. Students with a disability who wish to have an academic accommodation should contact Student Services Access and Diversity without delay.

Classroom Etiquette

Students are expected to come to class having read weekly assigned readings and prepared to discuss and apply them in class discussions and activities. Cell phones are **not** to be used during class-time. This includes texting. Lap top computers are permissible **only** for the purpose of course related activities, such as note taking and accessing course-related materials.

Academic Dishonesty

Please review the UBC calendar "Academic Regulations" for the university policy on cheating, plagiarism, and other forms of academic dishonesty (see link: [Academic Dishonesty Policy](#)).

Inclusivity Statement

Education is a multidisciplinary field that brings together faculty, students and others from diverse academic and personal backgrounds. UBC's Faculty of Education is committed to

creating a respectful workplace and learning environment that supports inclusion based on the principles of equity, diversity and social justice in order to create an environment that supports its community members' full participation. The Faculty of Education is committed to

providing accessible, usable, and welcoming spaces for faculty, staff, students, and visitors

who have disabilities, are members of racialized communities, Indigenous, transgender, two-spirit and gender-diverse people, regardless of their age, sexual orientation, social status, religion, ethno-linguistic, nationality and/or citizenship status.

Faculty of Education courses take place in learning environments that are inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Learners and educators expect to be treated respectfully at all times and in all interactions. Non-sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected in Faculty of Education classes, course content, discussions and assignments. Please feel welcome to e-mail your instructor your name and pronoun and how you would like these to be used.

UBC Values and Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available ([Policies-Resources-Support](#)).

REQUIRED READINGS

Required readings include ALL listed texts, electronic resources, journal articles, and internet linked articles. Students are responsible for acquiring appropriate reading materials.

CLASS SCHEDULE

Week #1 Sept 3rd Welcome to KIN 489 Indigenous Studies in Kinesiology

Week #2 Sept 10th Teaching and Learning Differently

King, T. (2003). 'You'll never believe what happened' is always a great way to start. *The Truth About Stories* (pp. 1-29). Toronto, ON: House of Anansi Press.

Harris, H. (2002). Coyote goes to school: The paradoxes of Indigenous higher education. *Canadian Journal of Native Education*, 26(2): 187-201.

Downey, A. (2018). *The Creator's Game: Lacrosse, Identity, and Indigenous Nationhood*. Vancouver, BC: University of British Columbia Press [Introduction: A Trickster History of Lacrosse, pp. 13-32]

Week #3: Sept 17th Unpacking Settler Colonialism & White Fragility (Research Project Skill #1: Research Ethics)

Snelgrove, C., Dhamoon, R. K., & Corntassel, J. (2014). Unsettling settler colonialism: The discourse and politics of settlers, and solidarity with Indigenous nations. *Decolonization: Indigeneity, Education & Society*, 3(2): 1-32.

DiAngelo, R. (2011). White fragility. *International Journal of Critical Pedagogy*, 3(3): 54-70.

Week #4 Sept 24th Historical Context—Colonial Policy in Canada (Trip to UBC Farm—5-7pm)

Readings: Terminology, A Discussion on Aboriginal Identity

Found at: <http://indigenousfoundations.arts.ubc.ca/home/identity.html>

Government Policy—Reserves

Found at: <http://indigenousfoundations.arts.ubc.ca/home/identity.html>

Downey, A. (2018). *The Creator's Game: Lacrosse, Identity, and Indigenous Nationhood*. Vancouver, BC: University of British Columbia Press [Chapter #2 Colonizing the Creator's Game in Residential Schools, pp. 85-117]

Week #5 Oct 1st Residential Schooling (Research Project Skill #2: Introduction to the Qualitative Interview)

Readings: Government Policy—The Residential School System

Found at: <http://indigenousfoundations.arts.ubc.ca/home/identity.html>

Truth and Reconciliation Canada. (2015). *Canada's Residential Schools vol. 1: The History, Part 1 to 1939*. Winnipeg: Truth and Reconciliation Commission of Canada. Retrieved from:

http://www.myrobust.com/websites/trcinstitution/File/Reports/Volume_1_History_Part_1_English_Web.pdf

Sections: Sports: Inspiring lives, healthy communities (pp. 297-300).

Truth and Reconciliation Canada. (2015). *Honouring the truth, reconciling for the future: Summary of the final report of the Truth and Reconciliation Commission of Canada*. Winnipeg: Truth and Reconciliation Commission of Canada. Retrieved from:

http://www.myrobust.com/websites/trcinstitution/File/Reports/Executive_Summary_English_Web.pdf

Sections: Sports and culture: "It was a relief" (pp. 110-114)

Independent Learning Activity: Visit to Indian Residential School History and Dialogue Centre (UBC Campus)—*Pride and Camaraderie: Stories of Residential School and Sport* exhibit (see

<http://irshdc.ubc.ca/2019/07/12/pride-and-camaraderie-on-display/>)

Week #6 October 8th The Indigenous Experience in Ice Hockey II (Research Project Skill #3: Working with Data)

Wagemese, R. (2012). *Indian Horse*. Douglas & McIntyre, Madeira Park, BC.

Film: Residential Schools and Hockey Link: <http://www.cbc.ca/player/play/2444910584>

Week #7 Oct 15th Working With Community (Research Project Skill #4: Writing Up Research Results)

Norman, M. E., Hart, M., Petherick, L., McRae, H., Mason, G., Cote, A., Cote, S. & Sinclair, C. (in press). Bringing the 'other half' back: A place-specific intergenerational exploration of Indigenous physical cultural masculinities in Fisher River Cree Nation. *Qualitative Research in Sport, Exercise & Health*.

Week #8 Oct 22nd Indigenous Determinants of Health

Reading, C. (2015). Structural determinants of Indigenous peoples' health in Canada. In M. Greenwood, S. de Leeuw, N. M. Lindsay & C. Reading (eds) *Determinants of Indigenous Peoples' Health in Canada: Beyond the Social* (pp. 3-15). Canadian Scholars Press: Toronto, ON.

Haman, F., Fontaine-Bisson, Pilon, S., Lamarche, B., & Robidoux, M. (2017). Understanding the legacy of colonial contact from a physiological perspective: Nutrition transitions and the rise of dietary disease in Northern Indigenous Peoples. In M. Robidoux & C. Mason (eds.) *A Land Not Forgotten: Indigenous Food Security & Land-Based Education Practices in Northern Ontario*, pp. 34-50. Winnipeg, MB: University of Manitoba Press.

Film: Indigenous Knowledge to Close Gaps in Indigenous Health, Marcia Anderson-DeCoteau

Link: <https://www.youtube.com/watch?v=IpKjtujtEYI>

Week #9 Oct 29th Land Education

Friedel, T. (2011). Looking for learning in all the wrong places: Urban Native youths' cultured response to Western-oriented place-based learning. *International Journal of Qualitative Studies in Education*, 24(5): 531-546.

Streit, D. & Mason, C. (2017). Traversing the terrain of Indigenous land-based education. In M. Robidoux & C. Mason (eds.) *A Land Not Forgotten: Indigenous Food Security & Land-Based Education Practices in Northern Ontario*, pp. 85-123.

Week #10 Nov 5th Sport and Indigenous Representations

O'Bonsawin, C. M. (2013). Indigenous Peoples and Canadian-Hosted Olympic Games. In J. Forsyth & A. Giles (eds.) *Aboriginal Peoples and Sport in Canada: Historical Foundations and Contemporary Issues* (pp. 35-63). Vancouver, BC: UBC Press.

King, C. R. (2016). *Redskins: Insults and Brand*. University of Nebraska Press. [Chapter #3: Uses & Chapter #4: Erasure]

Film: *More Than a Word* by John and Kenn Little [Available on Kanopy]

Week#11 Nov 12th Group Presentations & Group Work

Week #12 Nov 19th Sport, Physical Activity & Reconciliation

McGuire-Adams, T. & Giles, A. (in press). Anishinaabekweg Dibaajimawinan (Stories) of decolonization through running. *Sociology of Sport Journal*.

Arellano, A. & Downey, A. (2018). Sport-for-development and the failure of Aboriginal subjecthood: Re-imagining lacrosse as resurgence in Indigenous communities. *Settler Colonial Studies*, DOI [10.1080/2201473X.2018.1537078](https://doi.org/10.1080/2201473X.2018.1537078)

Truth and Reconciliation Canada. (2015). *Honouring the truth, reconciling for the future: Summary of the final report of the Truth and Reconciliation Commission of Canada*. Winnipeg: Truth and Reconciliation Commission of Canada. Retrieved from:

http://www.myrobust.com/websites/trcinstitution/File/Reports/Executive_Summary_English_Web.pdf

Sections: Introduction (pp. 1-22); Calls to Action—Sports and Reconciliation (pp. 336)

Week #13 November 26th

Catch-up, Review & Hand Out Take Home (Due: Dec. 3rd).