

KIN 368 Indigenous Sport & Physical Culture in Settler Canada
University of British Columbia
School of Kinesiology
Winter I 2020

Lectures: Tuesday • 5pm-8pm • Web-based Course

INSTRUCTOR INFORMATION

Instructor: Dr. Moss E. Norman

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Office Hours: Online & 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 have been (and continue to be) 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 you 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, you will:

- Develop a critical understanding of the historical and contemporary issues in Canada that shape Indigenous sport, physical activity and recreation;
- Develop an understanding of some of the key policies (both nationally and globally) related to Indigenous sport, physical activity, and recreation;
- 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 online class discussions;
- Work collaboratively with peers in small group discussions and activities;
- Develop research, writing, and oral communication skills.

ONLINE LEARNING FOR INTERNATIONAL STUDENTS

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to

the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit [UBC Academic Calendar](#) for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

COURSE FORMAT

The course is web-based and involves synchronous and asynchronous learning activities.

Teaching Assistants		
Name	Contact	Location
Donna Cumming	donna.cumming@ubc.ca	Online
Shannon Field	shannon.field@ubc.ca	Online

EVALUATION

Evaluation and assessment	% of grade	Due Date
A. Class Participation	20%	
Discussion Facilitation & Summary	10%	Ongoing
General Participation	10%	Ongoing
B. Archeology of Your Footprints	30%	
		Day-to-day travel-Sept 15 th
		Travel experience-Sept 29 th
		Ancestor Interview-Oct. 13 th
		Land Pedagogy-Oct. 27
		Final Creation-Nov. 10th
C. Group Intervention Project	40%	
	5%	Intervention Outline Oct. 26 th
	10%	Group Presentation Nov 17 th & 24 th
	25%	Final Document Dec 3rd
D. Final Reflection—Take Home Exam	10%	December 10th

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. Please see assignment details for deadlines. Assignments and activities submitted after the deadline will be graded late.

EVALUATION:

A. CLASS PARTICIPATION

Value: 20%

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

The breakdown for the participation grade is as follows:

- 2) Group Discussion Facilitation & Summary (10%)
 3) General Participation (10%)

Description:

1) **Group Discussion Facilitation & Summary:** Group discussion boards represent a significant portion of the course. For discussion groups, the class will be randomly divided into discussion groups (approximately 5-6 students per group). The group to which you are assigned will be your discussion group for the term. On select weeks, you will be promoted to engage in discussion board activities (see **Discussion Board Schedule** below). All members of your group are responsible for participating in each of the six discussion boards (instructions on what constitutes discussion board contributions can be found at the beginning of each discussion). However, each member of your discussion group will also be responsible for facilitating and summarizing **one** weekly group discussion. The members of each discussion group will have to determine amongst themselves who is responsible for facilitating and summarizing a given week. The facilitator-summarizer will be responsible for driving discussion during their assigned week. This means they will pose question prompts, probe into the posts of others, and contribute actively to the weekly discussion. They will also be responsible for providing a succinct overview (or summary) and commentary on the key themes emerging from the weekly discussion board. The summary will be no more than 500 words and can be point form, as long as the points being summarized are clear (see **Discussion Facilitation & Summary Rubric**). The Group Discussion Summary should be uploaded in Assignments on Canvas. You will be given the option of sharing your summary with the class by posting it on Canvas (upload to Group Summary Board). Summaries posted on the summary board will be available as a resource for other components of the course, such as the Group Intervention Project.

Rubric—Group Discussion Facilitation & Summary Evaluation	
Grade	Criteria
A-, A, A+	<p>Facilitation: Actively drives discussion through effective use of prompts and follow up questions. Draws meaningful connections between assigned readings, learning resources, and discussion thread(s). Facilitative contributions are frequent, consistent, and timely. Respectfully engages with peers.</p> <p>Summary: Summary demonstrates a high-level comprehension of the broader discussion thread(s). Summary builds strong connections to assigned readings and learning resources where relevant. Summary offers critical commentary on discussion thread(s) (e.g., how the threads connect to the over-arching objectives of the course, broader social implications of discussion thread(s), etc.). Ideas are clearly articulated Summary is concise (no more than 500 words)</p>
	<p>Facilitation: Attempts to use prompts and follow up questions. Makes some connections between assigned readings, learning resources, and discussion thread(s). Facilitates creative and critical thinking. Facilitative contributions are consistent and timely.</p>

B, B+	<p>Respectfully engages with peers.</p> <p>Summary: Summary demonstrates a strong comprehension of broader discussion thread(s). Summary builds connections to assigned readings and learning resources where relevant. Summary offers some critical commentary on discussion thread(s) (e.g., how the threads connect to the over-arching objectives of the course, broader social implications of discussion thread(s), etc.). Ideas are clearly articulated. Summary is concise (no more than 500 words)</p>
B-, C+	<p>Facilitation: Actively participates in discussion thread(s). Facilitative contributions are somewhat spontaneous. Respectfully engages with peers.</p> <p>Summary: Summary overviews broader discussion thread(s). Summary mentions assigned readings and learning resources where relevant. Ideas are clearly articulated.</p>
C, C-	<p>Facilitation: Sometimes participates in discussion thread(s). Facilitative contributions are infrequent or not timely. Demonstrates hostility or provocation towards the ideas of others.</p> <p>Summary: Summary is vague or incomplete. Some attempt to connect to assigned readings and learning resources. Limited critical commentary on discussion thread(s). Some attempt to articulate ideas. Summary does not meet length expectations (i.e., either under or over 500 words)</p>
F	<p>Facilitation: Little to no participation in discussion thread(s). Little to no facilitative contributions are attempted. Demonstrates hostility or provocation towards the ideas of others with peers.</p> <p>Summary: Summary is vague or incomplete. Little to no attempt to connect to assigned readings and learning resources. Little to no critical commentary on discussion thread(s). Summary is difficult to follow. Summary does not meet length expectations (i.e., either well under or over 500 words)</p>

- 2) **General Participation:** Participating in the online course via synchronous (e.g., break-out discussion sessions) and asynchronous (e.g., discussion threads) learning activities is a key part of learning from each other. This will include actively participating in synchronous activities as well as adding your thoughts to the various discussion threads, responding to others' posts in a timely fashion, and posting your multimedia tasks. In terms of discussion posts, it is expected that you will respond early enough to the discussion post to allow your peers time to thoughtfully respond. You will also be expected to respond to the posts of your peers in a timely fashion. Posts or responses that come after the module ends **do not meet course requirements**. In terms of participation in synchronous learning sessions, it is expected that you will have come to the session having completed the assigned tasks (i.e., readings,

video links, discussion board posts). It is also expected that you will actively participate in break-out group discussions. This is important because your level of participation will facilitate both your learning as well as the learning of your peers.

Your general participation grade will be assessed based on the quantity (i.e., attendance) and quality of your participation in synchronous and asynchronous learning activities (see Rubric—General Participation Evaluation)

Synchronous Meeting Schedule		
Week	Date	Duration
1. Week 1	September 8 th	1.5 hours
2. Week 2	September 15 th	1.5 hours
3. Week 3	September 22 nd	1.5 hours
4. Week 5	October 6 th	1.5 hours
5. Week 11	November 17 th	2 hours
6. Week 12	November 24 th	2 hours

Rubric—General Participation Evaluation	
Grade Range	Criteria
A-, A, A+	<p>Almost always present in synchronous learning sessions (e.g., has missed no more than one class)</p> <p>Always contributes to discussion boards.</p> <p>Refers to readings.</p> <p>Add new ideas, asks questions, and affirms contributions of others.</p> <p>Show critical thinking, personal reflection, and application to practice.</p> <p>Ideas demonstrate respect for others.</p> <p>Ideas are clearly articulated.</p> <p>Related to issue/topic at hand.</p> <p>Regular and timely posts.</p> <p>Appropriate quantity and quality of post.</p>
B+, B	<p>Frequently present in synchronous learning sessions (e.g., has missed no more than two or three classes)</p> <p>Always participates in discussion boards.</p> <p>Consistently and thoughtfully participates in discussion.</p> <p>Raises new ideas or perspectives.</p> <p>Respects ideas of others.</p>

	Facilitates participation by other group members. Plays leadership role in helping group reach goals. Proposes creative approaches/solutions. Stimulates critical reflection by others.
B-, C+	Sometimes is present in synchronous learning sessions (e.g., four absences) Has missed one or two discussion boards. Consistently participates spontaneously. Contributions are relevant. Preparedness evident
C-	Present in about half of the synchronous learning sessions. Has missed 3 or 4 discussion boards. Shows resistance to ideas of others Contributes primarily when specifically asked to. Shows lack of thoroughness in preparation.
F	Frequently misses synchronous learning sessions. Participates in less than half of the discussion boards. Does not contribute to discussion. Contributions tangential, irrelevant, or disrespectful. Shows intolerance for the ideas of others. Shows lack of preparedness for topics.

Discussion Board Schedule

Week #	Theme	Deadline (11:59pm PST)
Week 2	Teaching & Learning Differently	September 14 th
Week 4	Historical Context—Colonial Policy in Canada	September 28 th
Week 6	The Indigenous Experience in ‘Canada’s Game’	October 12 th
Week 7	Indigenous Land Pedagogies	October 19 th
Week 9	Sport, Gender, Sexuality & Indigenous Feminisms	November 2 nd
Week 10	Decolonizing Sport & Decolonizing Through Sport	November 9 th

B. ARCHAEOLOGY OF YOUR FOOTPRINTS

Grade: 30%

Due: Tuesday November 10th (before 11:59pm PST).

Overview: This assignment is designed to get you to critically analyse your 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.”
(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 city, town, 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 & Cornthassel, 2014; DiAngelo, 2018), which should help you to self-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 five components, including an examination of: your daily travel routines or ‘footprints’; a vacation-travel experience; the ‘footprints’ of your ancestors or kinship relations in the form of an interview; and land-based reflection. These four components will be used to produce the fifth and final component, a creative representation of your ‘footprint’. For this representation, you will design a 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, video, images (e.g., magazine pictures, digital photos, etc.), collage, drawings, poetry, and so on. Unlike past years, however, you will not be able to submit a hard copy of your final creation. With this in mind, you will have to consider how your creation translates to digital sphere. We have provided some suggestions on canvas for how you can share your final creation (see Tools for Final Creation). Keep in mind, these are just suggestions, you are welcome to use a method of your own choosing to submit your final creation. However, this is an important consideration as the final creation represents a significant portion of your final grade. Given that students often use novel and creative means to convey their message for this project (e.g., poetry, drawings, visual images, and so on), you are welcome to include a 1-2 page, double-spaced, single-sided explanation of your creation. This explanation will help your audience (and graders!) understand your creation.

- 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 the original inhabitants of the land (see Native Land) 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 15th. There is a completion grade associated with this journal activity. This means that your journal **will not be assessed, but if it is uploaded on Canvas on time, you will receive 1.25 marks towards your final grade out of 30.**
- 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 29th. There is a completion grade associated with this journal activity. This means that your journal **will not be assessed, but if it is uploaded on Canvas on time, you will receive 1.25 marks towards your final grade out of 30.**
- 3) 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 13th. There is a completion grade associated with the interview summary. This means that the interview summary **will not be assessed, but if it is uploaded on Canvas on time, you will receive 1.25 marks towards your final grade out of 30.**

- 4) Footprint 4: This activity is a land-based walking reflection. Although experiential learning activities are more complicated online, Footprint 4 is an attempt to engage experiential learning. The activity is designed to get you to consider your emotional, physical and, depending on your worldview, spiritual response to the environment in which you find yourself. Last week we read an article by Anishinaabeg scholar Leanne Simpson (2014), in which she talks about movement as a way of knowing. In so doing, she draws upon a long tradition of approaching walking as a complex social, cultural, spiritual, and physical phenomenon, a complexity which is sometimes obscured in a Western worldview. Walking can also be a form of raising awareness, resisting oppression, and advocacy for social change. For example, consider the protest marches of Black Lives Matter, Idle No More, the healing of the Reconciliation Walk, or the environmental sustainability action of the Women Who Walk for the Water to name a few. Notwithstanding this rich culture of walking as a form of knowledge generation, social mobilization, and spiritual renewal, too often in the West we focus on movement as an instrumental means to an end (i.e., to get somewhere, to be healthier, to achieve the goal of 10,000 steps).

Purpose: The purpose of this assignment is to form a different relationship with walking that fosters an embodied and placed-based approach to movement as knowing.

NOTE: If you are a person with disabilities, experience chronic health issues, or have an acute condition or mobility issue, feel free to adapt the assignment to an outdoor (or even indoor) activity that works best for you. Inform the instructor of the changes that work best to support your experiential learning activity.

Instructions:

- A. This assignment should be conducted after you have completed the readings and activities for Week #7.
- B. Set aside time to walk 3 or 4 times this week. Try and walk between 30-40 minutes each time. Walking for this activity should be deliberate and not attached to some other activity (e.g., walking to the grocery store). This is a walking activity, if you are able walk. If not, taking time outside in your environment is also acceptable. For those of you who run or bike, this is not a running or biking activity.

NOTE: Choose a safe walking space that is accessible. If you find the day is coming to a close and it is dark or even late, do NOT walk just to fulfil the assignment

goals. Make safe walking decisions always.

- C. The pace and distance are not important. Draw your attention to the environment, your sensory relationship with your body, and the land that surrounds you (this could be an urban environment—even urban spaces are land-based!). You can return to the same walk daily or explore other places. Plan your walking time as though it was part of time spent in the course, this should hopefully reduce any stress you feel about this assignment.
- D. Document your walking activity:
 - i. Start a Powerpoint Presentation
 - ii. Add a slide about your initial response to this activity (include an image, share ideas, engagements or resistances)
 - iii. Using minimal detail, state where you walked (i.e. park near my house, Kerrisdale neighbourhood, UBC campus, Concession #10 Trent Hills, suburb in Richmond, etc.), time of day (i.e. morning, afternoon, evening), and how you were feeling (e.g. a table or a few words about each day). Also be deliberate and contemplative in paying attention to the built and natural landscapes you walk through (i.e., the buildings, sidewalks, roads, vegetation, waterscapes, animals). Be sure to record your experiences of the environment.
 - iv. Add a slide to the document for each daily reflection. You may also want to note changes in your daily reflections (e.g., feelings, observations). You may want to take a picture, video, or an audio recording during your walks, all of which can be included in your reflections. These reflections should represent your embodied experiences for that walking experience and should pay attention to the relationship between your body and environment.
 - v. Add a concluding slide or two where you briefly summarize your engagement with the environment for this assignment. Reflect on the notion of movement as knowledge, and share what you learned (or did not learn) and ask yourself about your body, feelings, and the environment, along with any other observations you would like to share. If relevant, draw upon course readings or class discussions to help articulate your experience.

You will be expected to hand in your land-based walking reflection on October 27th. There is a completion grade associated with this activity. This means that your submission ***will not be assessed, but if uploaded to Canvas on time, you will receive 1.25 marks towards your final grade out of 30.***

- 5) Final Creation: Use the data and histories you have collected to design a creation that overviews the historical and contemporary footprints of you, your family, or close relations. You can use whatever materials you want to construct your creation (e.g., video, audio, text, images, photos, art supplies such as paint, construction paper, etc.). Your creation should use your four footprints to help you reflect on your historical and ongoing relationship to place, land, and colonization. Use course readings and class discussions to critically think about your family’s relationship with colonization. In terms of representing your final creation, we have provided some suggestions on Canvas (see Tools for Final Creation). However, you do not need to use these tools—they are merely suggestions. The final creation is due on Tuesday **November 10th** (before 11:59pm PST).

Evaluation

Rubric—Archeology of Your Footprints Evaluation			
	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	All of the components of the assignment have been fulfilled, some components better	Some components incomplete, adequate detail across components.

	representation.	done than others.	
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.

C. GROUP INTERVENTION PROJECT

Value: 40%

Overview: For the Group Intervention Project, the class will engage in a number of activities (Weeks 2, 3 & 5) to determine thematic interests in the area of Indigenous sport, physical activity, and recreation (e.g., sport for reconciliation, community-based sport and physical culture, Indigenous girls and women in sport and physical activity, etc). These activities will happen during synchronous learning sessions on September 15th, 22nd and October 6th. Based on these interests, the class will be divided into small groups (6-8 students), which will be the groups for this assignment. Once your groups are formed, you will sign-up in Canvas by going to People > Group Intervention Project.

In terms of the assignment, the Group Intervention Project is divided into three components: the Outline of the Group Intervention, the Group Intervention Presentation and the Group Intervention Final Document. Each component is outlined below.

Preamble: 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, you 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. For example, this means that if some group members are better at writing and synthesizing knowledge than they are developing a creative intervention or public speaking, the group should work to incorporate these strengths into the assignment. Canvas provides a number of resources for you to work in groups (see People—Groups—Click three dots—Visit Group Home Page) and as a UBC student you also have access to a number of tools (see **Tools for Collaboration**).

Learning Objectives for the Group Intervention Project:

- To have you engage with key policy documents related to Indigenous resurgence, wellbeing, and Indigenous-settler reconciliation;
- To apply these documents in developing a strengths-based, Indigenous-centred sport and recreation intervention (e.g., policy, research project, curriculum, or program);

- To understand and apply the best practices of working *with* or *for* (as opposed to ‘on’) Indigenous communities;
- To work collaboratively and build on the collective strengths of the group in completing the assignment.

PART I: Group Intervention Outline

Value: 5%

Due Date: October 26th (11:59pm PST)

Purpose: This assignment is designed to get you to actively and collaboratively think about, and outline, your group’s intervention project. Additionally, you will have the opportunity to engage in peer assessment, where you will assess the intervention outline of another group in the class. The peer assessment is designed to help you develop a more thorough, well-conceptualized group intervention presentation and final document.

Instructions:

- 1) Your group will be working collaboratively to produce an outline of your proposed group intervention. This outline will be submitted for peer evaluation (see details below). This means you will be partnered with another group and the groups would exchange outlines. Each group will review the other group’s outline and provide detailed feedback (see **Tips for Providing Feedback** below). Each group will also be given the opportunity to assess and grade the peer feedback they received on the outline (see **Evaluating Feedback**). The grade each group assesses for the feedback on the outline would be the grade out of 5 marks for this assignment.
- 2) Using assigned readings, associated resources, and other materials you deem relevant, your group is going to create a response to one or more themes emerging from *the TRC Calls to Action* and/or *UBC’s Indigenous Strategic Plan (2020)*.
- 3) Review the assigned readings and associated resources for this week. Although you are welcome to read through the entire [TRC Calls to Action](#) and [UBC Indigenous Strategic Plan](#), there are sections that may be particularly relevant for Kinesiology students in the Faculty of Education. These sections include:
 - TRC Calls to Action: 6-12 Education; 18-24 Health; 87-91 Sport and Recreation
 - UBC Indigenous Strategic Plan: Action Plan (pages 22-34)
 I have also included a number of supplementary resources that may be helpful in creating your document. These include:
 - [Northern Health: Indigenous Health \(Links to an external site.\)](#) – Guiding Principles
 - *‘Nothing About Us, Without Us’: Indigenous Engagement, Wellbeing & Campus Recreation* – A presentation prepared for UBC Athletics and Recreation by KIN students from last year’s course.
- 4) As a group, look at the Calls to Action, UBC Indigenous Strategic Plan, the United Nation Declaration on the Rights of Indigenous Peoples and related resources and decide on a theme that your group wants to address in your document.

You will notice that the Calls to Action and UBC Indigenous Strategic Plan outline broad objectives. You are being asked to identify and respond to the intention behind the broad objective. I have given an example below:

Example: *Call to Action 90(i) calls for “stable funding for, and access to, community sport programs that reflect the diverse cultures and traditional sporting activities of Aboriginal peoples” (p. 10). Your group may decide to create a proposed program to support a campus*

sports program for Indigenous students at UBC (or some other community). Your task is to outline such a program.

- 5) Once your group has determined a theme, you are going to build an outline of a proposal that demonstrates how you will address this theme. This proposal outline is a rough sketch or ‘road map’ for how your group intends to develop their final group intervention project. This outline or road map should include the following (you are welcome to add additional components):
 - Rationale for the chosen theme—Why it is important?
 - Overview of the proposed course of action (e.g., proposed program)
 - Clear identification of the Call(s) to Action the proposal responds to.
 - Articulation of how the proposed intervention is embedded in the best practices of working with Indigenous peoples.
- 6) The format for the outline of the proposal is open, meaning that you may use the format that best serves the intention of your document. Formats may include, but are not limited to, a Word document, power point slides with voice recording, a video, a podcast or another format. Keep in mind, this is an outline, not the proposal itself, so the outlines should reflect the level of detail appropriate for an outline. For example, if your group decides to prepare a power point presentation, I would think it should be a minimum of four slides, with each slide addressing one of the components listed above (i.e., rationale, overview of course of action, identification, etc.), and a maximum of 7-8 slides (depending on the level of detail). Your group outline is due **October 26th, 11:59pm**. You can submit your outline by uploading it to Assignments on Canvas.
- 7) Peer Assessment: There are three steps to the peer assessment for the outline. First, you will be partnered with another group and you will exchange outlines (October 26th). You will review and assess the outline of the group who you are partnered with. Second, once each member of the group has reviewed the outline individually, your group should collectively compile the feedback. This feedback should then be given to the group whose outline your group reviewed (Due Date: **November 2nd**). Feedback between the two partnered groups should be completed and returned by November 2nd. Third, your group will then *evaluate* and *grade* the feedback you received. The grade out of 5 marks your group assesses for the feedback received on your group’s outline will be the grade your partner group receives for the Group Intervention Outline and vice versa (see **Tips for Providing Feedback & Evaluating Feedback Provided**). Evaluation of Peer Assessment are due on **November 6th**. Your grade and assessment can be uploaded in a Word or PDF file to Assignments on Canvas. Be sure to clearly identify the group you are assessing.

Tips for Providing Feedback & Evaluating Feedback Provided	
Providing Feedback	Your group will review and provide feedback on the work of another group. The feedback should be constructive, thoughtful, and detailed. Feedback can come in multiple forms, including: questions that provoke deeper thinking, suggestions for greater clarity on specific themes or elaboration on points of analysis, and recommendations for resources, points of connection across the course, and organization of the final document. Keep in mind, this feedback is designed to help your peers produce an exceptional final project!
Evaluating Feedback Received	Criteria to Use for Assessing Feedback: Your group will have an opportunity to grade the feedback you received. This grade should be fair and should take into account the quantity and quality of feedback. You may want to ask yourself—as a group—“does the feedback provided stand to improve the final

	project?”. The answer to this question will help you determine the grade you provide.
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PART II: Group Intervention Presentation

Value: 10%

Due Date: November 17th & 24th

Purpose: This assignment is designed to get you to actively and collaboratively engage with course materials in presenting a summary of the group intervention project. Additionally, you will gain online oral communication and presentation skills.

Instructions:

- 1) Each group will present an overview of their group intervention project.
- 2) Where possible, you should try and incorporate course content into your presentation.
- 3) Each group will have 20 minutes to present their group intervention. You are encouraged to use creative and novel techniques (e.g., videos, diverse teaching methods, online class activities, handouts—keeping in mind that presentations will be conducted online) in both presenting your topics as well as engaging class participation. When thinking about your presentation, you 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*). You are welcome to present ‘live’ or use a pre-recorded presentation.
- 4) Groups will be provided opportunities throughout the course to ask questions about both the group intervention presentation as well as the group intervention project.
- 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 group intervention project.

Rubric—Group Presentation 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.)?

PART III: Group Intervention Final Document

Value: 25%

Due: December 3rd at 11:59pm (last day of classes)

Purpose: This assignment is designed to have you engage with concepts from the course, relevant policies (e.g., the United Nations Declaration on the Rights of Indigenous Peoples Act ([BC-UNDRIPA](#)), the Truth and Reconciliation Commission of Canada—Calls to Action ([TRC--Calls to Action](#)) and the UBC Indigenous Strategic Plan--Draft ([UBC Indigenous Strategic Plan](#)) and research literature in

designing an Indigenous-centred sport, physical activity, or recreation intervention. This assignment is also designed to have you apply some of the principles of collaboration that we have attempted to model in this course.

Instructions:

- 1) Based on course activities (i.e., readings and learning resources, break-out class discussions, discussion boards, and the group intervention outline), your group has identified a theme and an outline for your group intervention final document. In this final phase, your group is going to create a final group intervention project. The final document is broken into two parts: the written report (see #2 for details) and the intervention (see #3 for details).
- 2) The **written report** should be between 4 and 7 pages (i.e., double spaced pages, single-sided, 12-point font) and should have the following components (feel free to add additional components, as relevant):
 - i. **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. **Introduction:** The introduction should provide a brief overview of all components of the project. The introduction should be no more than 2-3 paragraphs.
 - iii. **Review of literature:** The review of literature overviews the resources that are relevant to the project. 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 intervention your group is proposing: introduces research in the thematic 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 [Guide to Writing a Literature Review](#)). In this section, you are welcome to use readings and resources from the course, as well as **2-5 additional peer-reviewed** research articles. Given the practical nature of this assignment, you are also welcome to include relevant reports, strategic plans, position papers, as well as other sources such as institutional brochures and media sources. That said, the report should have at least two peer-reviewed articles. The review of literature will be approximately 2-3 pages in length.
 - iv. **Rationale:** A basic definition of a rationale is a set of reasons for a course of action. In this way, you will provide the reasons for why you have selected the theme you have and the intervention you are proposing. Connecting your set of reasons back to the review of literature and key policy documents will be an important part of your justification. Here is an example:

As discussed in our review of literature, community-based sport and physical activity are critical aspects of Indigenous health and wellbeing (see Forsyth & Heine, 2008; Mason et al., 2018). Motivated by Call to Action 90(i) from the Truth and Reconciliation Commission, which calls for “stable funding for, and access to, community sports programs that reflect the diverse cultural and traditional sporting activities of Aboriginal peoples” (p. 12), we are proposing an Indigenous-focused and led physical activity program on UBC campus. [And you would continue to explain why this program is important...].

The rationale will be approximately 1-3 paragraphs in length.

- 3) The **intervention** explains the action that is being proposed. The intervention could be a policy statement, program, set of guiding principles, a research proposal, a public service announcement or call to action (e.g., “We call upon the Government of Canada to recognize Indigenous peoples right to self-determination...”) or some other intervention your group designs. If it is helpful for your group, imagine that you are presenting the intervention to a specific individual (e.g., the

President of UBC, the Prime Minister of Canada), group (e.g., amateur coaches of British Columbia), or organization (e.g., the YMCA). If you decide to present the intervention to an imaginary person, group, or organization, be sure you clearly identify and address the target audience throughout the report and intervention. The presentation of your intervention can take one of a variety of formats, including a word document, video, podcast, narrated power point presentation, or another format of your group's choosing. Whichever format your group selects, be thinking about how the chosen format *translates* the message of the intervention. In other words, be sure the medium is appropriate for the message!

- a. Length: Although parameters on the length of the final intervention are hard to provide given the different formats, an approximate guideline would be: 3-5 double-spaced pages for a written document and 3-7 minutes in length for a podcast, video, narrated presentation.
 - b. Uploading Files to Canvas: Larger files may be difficult to upload to Canvas. If this is the case, you can create a You Tube video and upload the link to Canvas (see [How to upload videos to YouTube](#)).
- 4) A rubric for the Group Intervention Final Document can be found on Canvas.

D. TAKE HOME EXAM

Due: December 10th (11:59pm PST).

Value: 10 % of your final grade

Format: The take home exam will be posted on Canvas on the final day of this class (December 1st, 9am PST) and will ask you to use what you have learned in the class to reflect on and respond to a document (e.g., news story, video, reading, etc.). Responses will be brief (approximately 2-4 pages) and will be in essay format.

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.

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. You are responsible for acquiring appropriate reading materials.

CLASS SCHEDULE

Week #1 Sept 8th Let's Get Started!

Film: *I'm Not the Indian You Had in Mind* ([Link](#))

Video: *Welcome to Musqueam Territory* ([Link](#))

Week #2 Sept 9th-15th 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 Anasi Press.

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

Readings: Terminology, A Discussion on Aboriginal Identity

Found at: <http://indigenousfoundations.arts.ubc.ca/terminology/>

Week #3: Sept 16th-22nd Unpacking Identity: Settler Colonialism & White Fragility

Snelgrove, C., Dharmoon, 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.

Di Angelo, R. (2018). *White Fragility: Why It's so Hard for White People to Talk About Racism*. Boston, MA: Beacon Press.

Andreotti, V., Stein, S., Jimmy, E., & GTDF Collective (2020, June). *Why I Can't Hold Space for You Anymore: A Self-Examination Exercise*. EDST Blog, ([Link](#))

UBC Foundations: Terminology ([Link](#))

Week #4 Sept 23rd-29th Historical Context—Colonial Policy in Canada

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]

Government Policy—Reserves

Found at: ([Link](#))

Readings: Government Policy—The Residential School System

Found at: ([Link](#))

Week #5 Sept 30th-Oct 6th Sport & Residential Schooling in Literature

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

Film: Residential Schools and Hockey: ([Link](#))

Week #6 Oct 7th-13th The Indigenous Experience in "Canada's Game"

McKegney, S. & Phillips, T. (2018). Decolonizing the hockey novel: Ambivalence and apotheosis in Richard Wagemese's *Indian Horse*. In J. Ellison & J. Anderson (eds) *Hockey: Challenging Canada's Game*, pp. 97-109. Ottawa: University of Ottawa Press.

Pitter, R. (2012). Racialization and hockey in Canada: From personal troubles to a Canadian challenge. In D. Whitson & R. Gruneau (eds.) *Artificial Ice: Hockey, Culture, and Commerce*, pp. 123-138. Toronto: University of Toronto Press.

Week #7 Oct 14th-20th Indigenous Land Pedagogies

Simpson, L. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. *Decolonization: Indigeneity, Education & Society*, 3(3): 1-25.

Film: I Hold the Deh-Cho In My Heart ([Link](#))

Week #8 Oct 21st-27th Truth and Reconciliation Through Sport and Physical Activity

Truth and Reconciliation Commission of Canada. (2015). *Final report of the Truth and Reconciliation Commission of Canada: Summary: honouring the truth, reconciling for the future*. Winnipeg: Truth and Reconciliation Commission of Canada [[TRC Calls to Action](#)]

Truth and Reconciliation Commission of Canada. (2015). *Final report of the Truth and Reconciliation Commission of Canada: Summary: honouring the truth, reconciling for the future*. Winnipeg: Truth and Reconciliation Commission of Canada [[TRC Summary](#)]

UBC Indigenous Strategic Plan (2020) [[UBC Indigenous Strategic Plan](#)]

Ono, S. (2018, August). Statement of Apology. University of British Columbia, Vancouver, BC. [[UBC President's Apology for Residential School](#)]

Week #9 Oct 28th-Nov 3rd Sport, Gender, Sexuality & Indigenous Feminisms

Giles, A. (2013). Women's and girls' participation in Dene Games in the Northwest Territories. In J. Forsyth & A. Giles (Eds.), *Aboriginal Peoples and Sport in Canada: Historical Foundations and Contemporary Issues* (pp. 145-159). Vancouver, BC: University of British Columbia Press.

Simpson, L. (2017). Queer Normativity. In *As We Have Always Done: Indigenous Freedom Through Radical Resistance*. Minnesota: University of Minnesota Press.

Film: *Arctic Winter Games in Greenland*: ([Link](#))

Week#10 Nov 4th-10th Decolonizing Sport & Decolonization Through Sport

McGuire-Adams, T. & Giles, A. (2018). Anishinaabekweg Dibaajimawinan (Stories) of decolonization through running. *Sociology of Sport Journal*, 35(3): 207-215.

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*, 9(4): 457-478.

Film: *Twilight Dancers*. Link: ([Link](#))

Week #11 Nov 11th-17th Group Presentations**Week #12 Nov 18th-24th Group Presentations****Week #13 Nov 25th-Dec 1 Summary & Wrap Up**