

***KIN 484A, Advanced Seminar in Indigenous Sport, Physical Activity and Health**
The University of British Columbia
Faculty of Education, School of Kinesiology
2022W Term 2
(*previously KIN 489B)

Restoring Wellness Through Indigenous Land-Based Practices
Tuesdays & Thursdays, 3:30 – 5:00 PM
Location: Biological Sciences (BIOL) 1001

Instructor	Janice Forsyth, Professor
Contact Info	janice.forsyth@ubc.ca
Office	War Memorial Gym, Room #216
Office Hours	By appointment online or in-person, Tues & Thurs only, between 12:00 – 3:00 PM. Please email me to set up a meeting.

COURSE DESCRIPTION

How can Indigenous physical practices tied to the land help restore Indigenous wellness in Canada? This course will help students ‘think through’ some of the dominant theoretical and practical challenges that question presents. To do this, we will examine how settler colonialism altered Indigenous physical practices and concepts of wellness through the 19th and 20th century and consider how Indigenous people and their communities are reclaiming and reengaging with physical culture and land-based practices to restore their overall sense of well-being in the 21st century.

Learning Outcomes

- Develop your understanding about Indigenous concepts of wellness and how those concepts are tied to Indigenous physical culture, past and present.
- Examine and critique historical and contemporary efforts to normalize Indigenous physical culture through sport, physical education, and recreational leisure practices.
- Deepen your ability to think critically and creatively about what settler colonialism is and how it relates to Indigenous physical cultures in Canada.
- Analyze and critique how Indigenous people and communities are enhancing their health and wellbeing through physical culture.
- Enhance your ability to work collaboratively in a group, by identifying and enhancing your research strengths (e.g., library searches, summarizing results, analyzing, editing, communicating findings, etc.).

Course Format

This seminar-style course consists of two 1.5-hour classes per week. It is designed as a research and discussion-based class. The format will include a combination of mini-lectures, some guest speakers, and plenty of in-class engagement and small-group work. All students are expected to attend every class fully prepared by doing the readings. Student preparation and participation are essential to the overall success of the course.

COURSE REQUIREMENTS

Evaluation

Grades will be based upon a combination of evaluation methods, outlined below. Detailed assignment objectives and grading rubrics will be discussed in class and posted on Canvas.

<i>Format</i>	<i>Due Date & Time</i>	<i>Length / Format</i>	<i>Weighting</i>
Participation	N/A		20%
Reflective Analysis	Friday, Jan 27 @ 5PM	typed, 900-1000 words	10%
	Friday, Feb 17 @ 5PM	typed, 900-1000 words	10%
	Friday, Mar 17 @ 5PM	typed, 900-1000 words	10%
Group Presentation	present Apr 4 (paper due Apr 11) present Apr 6 (paper due Apr 13) present Apr 11 (paper due Apr 18)	creative presentation & formal essay (5000 words)	50%

Participation

The weight given to participation demonstrates its importance to the success of our class. Participation works only when students are fully prepared by doing all the readings and contributing to the in-class environment. As such, attendance, while mandatory, is not enough to constitute marks for participation. Student must also be actively engaged during class. Students who miss class should expect it to impact their participation grades.

Reflective Analysis

For each assignment, pick one reading from the course materials and reflect on what you learned from that reading. You may write in 'first person' (e.g., "I learned ... ") if you wish, as long as you use essay format with proper grammar and punctuation. Each assignment will be between 900-1000 words. Please use Times New Roman font, size 12, single spaced, margins 1" (standard settings), and number your pages.

Group Presentation

Students will self-select into groups of 3 or 4. The success of the group project depends on everyone's consistent commitment and contributions. This project cannot be pulled off in a few frantic weeks. While I have built time in-class for you to work together in your small-groups – with weekly mini informal updates to the class to help everyone stay accountable (just as you would be doing for paid work) – much of the work for the group project takes place outside of class time. The format for each presentation will be discussed in class, with each group. As well as presenting to the class, the final assignment will consist of a formal paper, approximately 5000 words, not including notes and references (APA style); the final submission is due exactly 1 week after your group presents. Please use Times New Roman font, size 12, single spaced, margins 1" (standard settings), and number your pages.

Prior Experience

Prior learning experience about Indigenous-Canadian history, Indigenous-settler relations in Canada, Canadian sport history, Indigenous health, and/or the socially constructed body is an asset (but not a requirement) in this course. In saying that, I mean this course is not an introductory survey class that teaches students about Indigenous peoples, history, or cultures in Canada. Therefore, students who do not already have this foundational understanding, especially of Indigenous peoples and some Indigenous-Canadian history, are expected to learn on their own time since we will not be covering those basic topics in this course.

Grading

Written documentation must be presented to the Undergraduate Advising Office for missed assignments. The Undergraduate Advising Office is the place to help current KIN students with all academic and course related concerns such as academic concession, add/drop, and special accommodation for missed work. They can be reached at: 604.822.4512 or by emailing kin.advising@ubc.ca. If you do not follow this procedure, you will be given a score of zero on the assessment. More information on class attendance, missed or late assignments, and accommodation can be found below under “Policies and Expectations.” This course follows [UBC's standard grading practices](#).

Course Materials

There is no required text for this course. Instead, you will be assigned readings for the term. Students are expected to download the assigned readings from UBC's library system. This is intended to help raise the profile of the authors we will be reading in class by increasing their scholarly metrics (which functions like social media metrics). Please be mindful that when you download an article and send it to another person who has access to the same article, you are limiting the author's scholarly profile and therefore their career.

Lecture PPTs will be available immediately before class through the course website on Canvas. Please keep in mind that the PPTs provide an overview of what will be covered in class and do not contain detailed content information, or information related to discussions, assignments, or detailed examples, which will be covered in class. The instructor will not make a full set of notes available online. Canvas for students can be found at: <https://about.canvas.ubc.ca/>

Please see “Course Schedule” below for details about the schedule and the list of course materials.

COURSE SCHEDULE

Topics and assigned readings for each class are listed below, although this may be subject to change.

Week 1	January 10	Welcome, overview, and discuss what this course is about.
	January 12	Colonizing lands and bodies
Week 2	January 17	Colonizing lands and bodies
	January 19	Discussion day: Colliding worldviews
Week 3	January 24	Invited speaker
	January 26	Embodying settler colonialism
Week 4	January 31	Embodying settler colonialism
	February 2	Discussion day: What doesn't this 'feel' empowering?
Week 5	February 7	Challenging settler colonialism
	February 9	Challenging settler colonialism
Week 6	February 14	Invited Speaker
	February 16	Discussion day: The Master's Tools
UBC Mid-Term Break, February 20-24		
Week 7	February 28	NO class today (cancelled).
	March 2	Individual group meetings – via Zoom
Week 8	March 7	Land-based knowledge
	March 9	Discussion day & Group work
Week 9	March 14	Urban-based knowledge
	March 16	Discussion day & Group work
Week 10	March 21	School-based knowledge
	March 23	Discussion day & Group work
Week 11	March 28	Sport-based knowledge
	March 30	Discussion day & Group work
Week 12	April 4	Group presentations
	April 6	Group presentations
Week 13	April 11	Group presentations
	April 13	Group reflection and Wrap-up

POLICIES AND EXPECTATIONS

Land Statement

UBC's Point Grey Campus is located on the traditional, ancestral and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam people who, for millennia, have passed on their culture, history, and traditions from one generation to the next. This includes the knowledge handed down through their physical cultural practices, which shapes and reinforces who they are as distinct peoples within a distinct nation, separate from Canada.

Class Attendance

Although attendance is not formally taken in class, regular attendance is required. Students are responsible for all material covered in class and any information given whether in attendance or not. This means students are expected to be prepared for each class by having read and considered the assigned readings, as well as being ready to discuss their insights with the group. Students who are unavoidably absent because of illness or disability should report to their instructor upon return to class. Where prior consultation is not possible, students should contact the instructor as soon as possible and submit supportive documentation to the Undergraduate Advising Office.

Late Assignments

All written assignments are to be submitted electronically to the instructor and are due on or before the date and time specified for each assignment. A 5% deduction per day will apply to late papers, including papers submitted after the specified time. This means, if your assignment is due at 5PM (Pacific Time) and you submit it electronically at 5:01PM, it will be considered late. Please see the instructor in advance of the due date if an extension is required. This will help ensure the proper supports are put in place.

Asking About Your Grades

Should you have a concern about the grade you received for an assignment, you must wait 24 hours from the receipt of the grade to contact the instructor. In doing so, please make an appointment and prepare a clear written statement wherein you analyze the strengths and weakness of your own work. The point of this exercise is to demonstrate to the instructor that you understand the material analytically, can articulate that knowledge clearly, and can back it up with appropriate evidence. Please be aware that in requesting a grade reassessment, your grade could go up/down/or stay the same. Note that calculation errors (which do occur!) should be brought to the instructor's attention immediately.

Academic Accommodation

Students also have the right to request academic concession from Kinesiology's [Undergraduate Advising Office](#). Students whose attendance or performance may be severely affected by medical, emotional, or disability factors should consult with the instructor early in the term to discuss any special accommodations that might be needed to successfully complete the course. Supportive documentation from either the Centre for Accessibility (see below) or a physician must be submitted to the Undergraduate Advising Office. UBC also accommodates students whose religious and traditional ceremonial obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know during the first week of class if you require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family

obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor *before* the course drop date.

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 the Centre for Accessibility without delay. UBC accommodates students who have registered with the [Centre for Accessibility](#).

Inclusivity Statement

Kinesiology is a multidisciplinary field that brings together faculty, students, and others from diverse academic and personal backgrounds. UBC's Faculty of Education, which houses Kinesiology, is committed to creating a respectful workplace and learning environment that supports inclusion based on the principles of equity, diversity, and social justice 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. Learners and educators can expect to be always treated respectfully, in all interactions. Non-sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected in all our classes, course content, discussions, and assignments.

Academic Integrity

All UBC students are expected to behave as honest and responsible members of an academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action. It is your responsibility to become familiar with the [University of British Columbia's Academic Honesty and Plagiarism Policies](#), as well as the Student Declaration and the consequences of violating these policies.

Use of Text-Matching Software

UBC subscribes to Turnitin, an online system that compares written material with the Web and with other material submitted to its database. Faculty, staff, and students can upload submissions and check for duplication of material in other sources and possible plagiarism.