



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

KIN 465 | INTERCULTURALISM, HEALTH & PHYSICAL ACTIVITY

COURSE OUTLINE – University of British Columbia

School of Kinesiology - 2023W Term 1

Course Facilitator: Bryna Kopelow bryna.kopelow@ubc.ca

Teaching Assistant: Victoria Whiteford vwhitefo@student.ubc.ca

Seminar Time & Location: Tuesdays, 9:30am-11:00am, Thursdays, 9:30am-11:00am, West Mall Swing Space Building – Room 305

Office Hours: Bryna and Victoria are usually available immediately following the class. If you want to set up a different meeting time please e-mail Bryna or Victoria.

Prerequisite: 4th year standing

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

Learning outcomes:

In KIN 465, students will:

1. Demonstrate critical thinking as they consider the connections between theory, practice, and personal experiences in promoting interculturalism, health and physical activity. (Assessment – Learning Journal and CBEL Project).
2. Observe, participate in, and learn more about how physical activity is practised in cultural contexts that differ from their own heritage and consider how physical activity may be used to foster interculturalism. (Assessment – Intercultural PHYSICAL ACTIVITY Experience.)

3. Apply and share intercultural learning with others. (Assessment – Intercultural Physical Activity CURRENT EVENT Presentation.)

Format: This course will strive to create a ‘learning community’ based on principles of adult dialogic education that have been applied in a number of cultural/ethnic contexts (Vella, 2002). Examples include: understanding we are all learners and teachers; learning is enhanced when it is connected to emotions, dialogue, and lived experience; that learning requires high levels of engagement and self-discovery; and learning can be demonstrated in a variety of traditional and non-traditional ways. Class members will actively participate in class by coming prepared to discuss the readings and videos provided by the Instructors and Guest Lecturers, sharing an intercultural physical activity, submitting a Learning Journal, presenting an intercultural physical activity current event, and presenting a small group Community-Based Experiential Learning (CBEL) project. The intent is to provide a safe space where all class members can discuss new ideas and take some risks concerning their own frames of reference in a supportive and anti-oppressive learning environment.

COURSE ASSIGNMENTS

1. CBEL Group Project = **45%**
 - a. Final Report (15%)
 - b. Presentation (20%)
 - c. Peer-Evaluation (10%)
2. Learning Journal = **10%**
3. Intercultural PHYSICAL ACTIVITY Presentation = **15%**
4. Intercultural Physical Activity CURRENT EVENT Presentation = **15%**
5. Intercultural Physical Activity CURRENT EVENT Presentation Peer-Evaluation = **5%**
6. Class Participation = **10%**