

**\*KIN 484A, Advanced Seminar in Indigenous Sport, Physical Activity and Health****The University of British Columbia****Faculty of Education, School of Kinesiology****2023W Term 2**

(\*previously KIN 489B)

**Restoring Wellness Through Indigenous Land-Based Practices****Thursdays, 3:00 – 5:00 PM****Location: [Neville Scarfe, Room #208](#)**

**Instructor** Janice Forsyth, Professor  
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**Office Hours** By appointment only. Please email me to set up a meeting.

## COURSE DESCRIPTION

Dominant understandings of Indigenous health have failed to make Indigenous people healthy. Why has this happened? And how can you help address this problem? This course tackles those questions by focusing on the relationship between Indigenous physical culture, land-based practices, and wellness in Canada. To do this, we will examine how colonialism and settler colonialism altered Indigenous physical practices and concepts of wellness through the 19<sup>th</sup> and 20<sup>th</sup> century and consider how Indigenous peoples and their communities are reclaiming and reengaging with physical culture and land-based practices to restore their sense of well-being in the present. While much of the content in this course focuses specifically on Canada, the framework and concepts will have wider applicability, which is important considering there are 302 million Indigenous peoples in over 70 countries who are reasserting their understandings of health and wellness through land-based practices.

## 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 colonialism and settler colonialism are and how they relate to Indigenous physical cultures in Canada.
- Analyze and critique how Indigenous peoples 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 course consists of one 3-hour class per week. It is designed for [inquiry-based learning](#) and will include a combination of mini-lectures, guest speakers, on-campus 'field trips,' plenty of in-class discussion and engagement, and small-group work. Students are expected to attend every class and arrive fully prepared. 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. For all submissions, use Times New Roman font, size 12, line spacing 1.5, margins 1" (standard settings), and number your pages on the bottom right side.

<i>Format</i>	<i>Due Date &amp; Time</i>	<i>Length / Format</i>	<i>Weight</i>
Analysis – Your Positionality	January 25 <sup>th</sup> @ 2PM	1300-1500 words	20%
Guest Speaker – Self-Reflection #1	February 15 <sup>th</sup> @ 5PM	500-600 words	5%
Guest Speaker – Self-Reflection #2	March 7 <sup>th</sup> @ 5PM	500-600 words	5%
Analysis – Article Review	March 28 <sup>th</sup> @ 2PM	1300-1500 words	20%
Group Project – KIN Land Acknowledgement	April 11 <sup>th</sup> @ 2PM	8000 words + presentation	50%

#### Analysis – Your Positionality

This assignment is designed to help you identify your positionality in relation to Indigenous peoples in Canada. Further details about *‘how to’ identify your positionality* and *‘why’ doing this work is important* will be provided in class. You may write in ‘first person’ (using the pronoun “I”) as long as you use essay format with proper grammar and punctuation.

#### Guest Speaker – Self-Reflection

These two (2) assignments are designed to enhance your capacity to analyze your own researcher/worker positionality by encouraging you to listen to our invited guests and reflecting on what new things you learned from them about *your own values, beliefs, and practices* in kinesiology. In other words, this self-reflection is *not about ‘them’ but about ‘you’* and how what they talked about *challenged something fundamental to your way of knowing, being, and doing* kinesiology.

#### Analysis – Article Review

This assignment is designed to help you think more deeply about the larger issues embedded in our field of study while giving you the flexibility to self-select your area of focus. Pick *any two (2) complimentary readings* that can be compared and contrasted from the course pack and consider what the authors are saying about something that intrigues you. For instance, you might write about how photographs of sports in the Indian residential school system reinforce settler colonialism. Or, you might explore the ‘problem’ of statistics for understanding Indigenous health and well-being. Further details about ‘how to’ write this assignment will be provided in class.

#### Group Project

In Week #3, students will self-select into groups of four (4) people. Your assignment is to write a UBC-KIN land acknowledgement that advances our understanding of how the Indigenous people became displaced from their lands (including UBC’s role in that process), how this affected their physical culture and health, and how UBC and/or KIN are attempting to address historical oppression. The project simulates a real-world setting by getting you to work together as a team (as you would in the workforce) to learn and understand what happened and what is currently being done to address it. Time will be provided in class to work on your project; keep in mind your group’s success depends on everyone’s consistent commitment and contributions. Further details about the group project will be provided in class. All groups will have 10 min to present their project on the last day of class.

## 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, outside of class.

## 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](mailto:kin.advising@ubc.ca). If you do not follow this procedure, you will be given a score of zero ("0") 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 and other materials for the term. The full list is provided below. Lecture PPTs will be available immediately before class through Canvas. The PPTs *provide an overview* of what will be covered in class and *do not contain detailed content* 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 can be found at: <https://about.canvas.ubc.ca/>

## WEEKLY SCHEDULE & COURSE MATERIALS

<b>Week 1</b>	January 11	<p><u>Lecture</u> – Whose land are you on? And, overview about the course and expectations.</p> <ul style="list-style-type: none"> <li>• Brake, J. (2021, Summer). Ktaqmkuk. <i>Maisonneuve</i>. <a href="https://maisonneuve.org/article/2021/06/29/ktaqmkuk/">https://maisonneuve.org/article/2021/06/29/ktaqmkuk/</a></li> </ul>
<b>Week 2</b>	January 18	<p><u>Lecture</u> – What is colonization? Why is it important for our understanding of physical culture and health?</p> <ul style="list-style-type: none"> <li>• Collins, T. (2021). Sport and physical culture at the edges of the imperial project. In F. J. Cleophas (Ed.), <i>Critical reflections on physical culture at the edges of empire</i> (pp. 209-214). Sun Press.</li> <li>• Giardina, M. D., &amp; Newman, J. I. (2011). What is this 'physical' in physical cultural studies? <i>Sociology of Sport Journal</i>, 28(1), 36-63.</li> </ul>
<b>Week 3</b>	January 25	<p><u>Lecture</u> – What is Indigenous physical culture? How is this different from dominant understandings of physical culture?</p> <p><u>Group work</u> – self-select into groups of 4 and identify areas of interest.</p> <p><u>Due @ 2PM</u> – Analysis, Positionality (1300-1500 words)</p>

- Hokowhitu, B. (2016). Indigenous bodies: Ordinary lives. In D. B. Robinson & L. Randall (Eds.), *Social justice in physical education: Critical reflections and pedagogies for change* (pp. 164-181). Canadian Scholars Press.
- Simpson, L.B. (2016). *How to steal a canoe*. Documentary short directed and produced by Amada Strong, Spotted Fawn Productions. <https://www.spottedfawnproductions.com/how-to-steal-a-canoe/>.

**Week 4**      February 1

Lecture – What is settler colonialism? How is it different from colonialism? How does it influence physical culture and health?

Group work – map out group project and individual responsibilities.

- CH1, “Introduction,” in Poulter, G. (2009). *Becoming native in a foreign land: Sport, visual culture and identity in Montreal, 1840-85*. UBC Press.
- Reid, J. (2019). Space, environment, and appropriation: Sport and settler colonialism in Mi’kma’ki. *Journal of Sport History*, 46(2), 242-254.

**Week 5**      February 8

Lecture – Canada’s Indian residential school system: How and why it changed everything for Indigenous physical culture and health.

Group work – have individual sections mapped out to share and edit.

- Forsyth, J. (2007). The Indian Act and the (re)shaping of Canadian Aboriginal sport practices. *International Journal of Canadian Studies*, 35, 95-111.
- Forsyth, J., & Heine, M. (2017). ‘The only good thing that happened at school’: Colonizing narratives of sport in the Indian School Bulletin. *British Journal of Canadian Studies*, 30(2), 205-225.

**Week 6**      February 15

**VIRTUAL** Guest speaker – to be confirmed.

Due @ 5PM – Reflection #1 (500-600 words)

- Presenter recommended reading.

**Week 7**      February 29

Lecture – Understanding ‘two-eye’ seeing and a ‘strength-based’ approach to Indigenous physical culture and health.

- Lavallée, L., & Lévesque. (2013). Two-eyed seeing: Physical activity, sport and recreation promotion in Indigenous communities. In J. Forsyth & A. R. Giles (Eds.), *Aboriginal peoples and sport in Canada: Historical foundations and contemporary issues* (pp. 206-228). UBC Press.

- Paraschak, V., & Thompson, K. (2014). Finding strength(s): Insights on Aboriginal physical cultural practices in Canada. *Sport in Society: Cultures, Commerce, Media, Politics*, 17(8), 1046-1060.
- Heine, M. (2013). Performance indicators: Aboriginal games at the Arctic Winter Games. In J. Forsyth & A. Giles (Eds). *Aboriginal peoples and sport in Canada: Historical foundations and contemporary issues* (pp. 160-181). UBC Press.

<b>Week 8</b>	March 7	<p><b>VIRTUAL <u>Guest speaker</u></b> – to be confirmed.</p> <p><b><u>Due @ 5PM</u></b> – Reflection #2 (500-600 words)</p> <ul style="list-style-type: none"> <li>• Presenter recommended reading.</li> </ul>
<b>Week 9</b>	March 14	<p><b><u>Local 'field trip'</u></b> – UBC <a href="#">Indian Residential School History and Dialogue Centre</a> (meet at the Centre, located at 1985 Learner's Walk).</p>
<b>Week 10</b>	March 21	<p><b><u>Lecture</u></b> – The 'truth' about statistics for Indigenous health.</p> <p><b><u>Group work</u></b> – have full project drafted to share and edit.</p> <ul style="list-style-type: none"> <li>• CH2, "Conceptualizing Quantitative Methodologies," in Walter, M., &amp; Andersen, C. (2013). <i>Indigenous statistics</i>. Left Coast Press.</li> <li>• Kukutai, T., &amp; Walter, M. (2019). Indigenous statistics. In P. Liamputtong (Ed.), <i>Handbook of research methods in health social sciences</i> (pp. 1601-1706). Springer Nature.</li> </ul>
<b>Week 11</b>	March 28	<p><b><u>Lecture</u></b> – Learning from the land.</p> <p><b><u>Due @ 2PM</u></b> – Analysis, Scholarly Article (1300-1500 words)</p> <ul style="list-style-type: none"> <li>• Simpson, L. B. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. <i>Decolonization: Indigeneity, Education &amp; Society</i>, 3(3), 1-25.</li> <li>• Cluderay, R., Mainville, R., Simpson, L. B., &amp; Wrightson, K. (2022). 'Learning like before': Continuous resistance in land-based education. <i>Xàgots'eèhk'ò Journal</i>, 1(1), 50-66.</li> <li>• McGuire-Adams, T. (2023). Anishinaabeg elders' land-based knowledge: Enacting Bagijigan for health and well-being. <i>The International Indigenous Policy Journal</i>, 14(2), 1-14.</li> </ul>
<b>Week 12</b>	April 4	<p><b><u>Local 'field trip'</u></b> – UBC <a href="#">Decolonization Tour</a> (location start, TBD)</p>
<b>Week 13</b>	April 11	<p>Group presentations (10min each), reflection, and wrap-up.</p>

## 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.