

Acknowledgement of Indigenous Peoples and Traditional Territories:

York University recognizes that many Indigenous nations have longstanding relationships with the territories upon which our campuses are located that precede the establishment of York University. We acknowledge our presence on the traditional territories of the Mississaugas of Credit First Nation, the Huron-Wendat, the Haudenosaunee Confederacy and the Métis Nation of Ontario.

School of Kinesiology and Health Science, Faculty of Health, York University

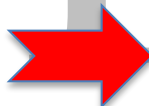
SOCIO-CULTURAL PERSPECTIVES IN KINESIOLOGY

Course: HH/KINE 1000 6.0 (Sections A and B)
Course Type: Remote Delivery (**NO in-class or on-campus interactions/activities**)
Course Webpage: <https://eclass.yorku.ca/eclass/course/view.php?id=13552>
Term: Full Year 2021-22
Course Day/Time:

Lectures Monday and Wednesday 8:30am – 10:20am EDT/EST

Q-and-A Sessions Wednesday 9:30am – 10:20am EDT/EST

Tutorials Weekly one-hour tutorial on Mon-Thurs from 8:30am – 2:30pm EDT/EST; please refer to your official timetable for your tutorial time

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- Please review the Lecture and Required Reading Schedule for specific times for lectures and the Q-and-A sessions.
 - Please refer to the course’s eClass (formerly called Moodle) page for the Zoom links to lectures, the CD-led Q-and-A sessions, and to your tutorial.

Course Coordinator and

Course Director:

Prof. Hernán E. Humaña
Email: hhumana@yorku.ca
Office Hours: By appointment only via Zoom or phone

Course Director:

Dr. Parissa Safai
Email: psafai@yorku.ca
Office Hours: By appointment only via Zoom or phone

Course Director:

Dr. Yuka Nakamura
Email: nakamura@yorku.ca
Office Hours: By appointment only via Zoom or phone

Tutorial Coordinator:

Dr. Nick Ashby
Email: ashby@yorku.ca

Administration Teaching Assistant:

Sandy Mosher
Email: moshera@yorku.ca

Tutorial Leaders: Tutorial Leaders’ (TLs) email addresses will be posted on eClass.

Please Take Care of You and Each Other:

We are all dealing with a tremendous amount of challenge and uncertainty during these difficult days. Please be kind and gentle with yourselves and others during this difficult period of time. There are a number of online free resources available to help support you. If you need help, the following list of websites (this is not an exhaustive list) may be a good place for you to start:

<https://myonlineservices.students.yorku.ca/>

<https://good2talk.ca/>

<https://counselling.students.yorku.ca/>

<https://coronavirus.info.yorku.ca/>

<https://yorkinternational.yorku.ca/>

HH/KINE 1000 is deeply committed to respecting diversity, inclusivity, and equity for all. Throughout the year, we will engage in discussion and dialogue with one another about complex issues in efforts to expand our understandings of our social world. Our conversations with one another may not always be comfortable, and we may need courage, patience, forgiveness, and generosity as we engage with the texts, with our own ideas and assumptions, and with one another. Collectively, we must protect our educational space for respectful but critical interrogation of ideas, and we must protect our diversity of thought and experience as a source of knowledge and strength. Our values in KINE 1000 directly align with the University's commitment to education without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability. For additional information on support, resources, and educational opportunities on equity, diversity, and inclusion at York University, please visit the Centre for Human Rights, Equity and Inclusion at: <https://rights.info.yorku.ca/>

Expanded Course Description

KINE 1000 focuses on understanding the social body as key to the critical study of physical culture, health and human rights. Our point of departure is that no human being lives outside of society. An individual's social body is categorized and trained into socially approved roles and practices that are informed by cultural, political and historical conditions and that influence and are influenced by one's perceived gender, appearance, age, sexual orientation, race, ethnicity, ability, and class or caste.

Course Objectives

Following this course, students will be able to:

- Understand the concept of social construction as it pertains to physical activity, the body and health.
- Understand how power relations, privilege and stereotyping generate and perpetuate inequalities and prejudices about human bodies with respect to hegemonic societal standards of health and performance.
- Critically reflect on the nature of scientific knowledge as it pertains to the study of physical activity, body and health.
- Analyze physical activity, including sport, and health as social and historical institutions influenced by material conditions of life.
- Develop and have the opportunity to demonstrate university-level reading comprehension, critical evaluation, and writing skills.

Pedagogy that Aids Transition (PAT) :

This course has been designed to meet the requirements of “Pedagogy Assisted Transition” for first year students. In this course, students have the opportunity to learn and practice skills necessary for success in university and develop the graduate attributes of leadership, competence in discipline, communication, critical thinking and reflection, and professionalism.

This course addresses PAT in the following ways:

- **Opportunities for Teamwork:** Students will complete a group presentation and annotated bibliography project where group member duties, timelines, and group norms will be negotiated within the group.
- **Scaffolded Learning:** Within tutorials, students will progressively apply, practice, and integrate knowledge throughout the semester, moving from learning sociological theories to applying theories to current issues in sport and culture by the end of the semester.
- **Self-Regulation:** Students will be required to develop action plans and individual accountabilities for their tutorial work, individual project and the group project, and will provide self- and peer-evaluation. Self-regulation will also be discussed in lectures and combined with timely feedback through REEF questions.
- **Reflection:** Students will complete regular reflections as part of graded tutorials related to ageism, social class, sexuality and media and how they impact physical and mental health.
- **Connections between content and real-world:** Lecture discussions and activities will explore impact of a variety of real-world topics (age, sexuality, social class, etc.) on health and well-being. Students will also connect theoretical concepts to real-world experiences through the group project and tutorial activities.

For *non-Health Studies* Faculty of Health students, this PAT course is an opportunity to build interdisciplinary knowledge and increase breadth of exposure to methods, theories, and approaches beyond their degree program. KINE 1000 focuses on understanding the social body as key to the critical study of physical culture, health and human rights through theoretical discussions, sociological paradigms, real-world examples, and practical application.

Organization of the Course:


For 2020-21, KINE 1000 is being delivered remotely via eClass (formerly called Moodle) and Zoom; there will be NO in-class interactions or activities on campus as a consequence of the Covid-19 pandemic.

KINE 1000 involves a blend of asynchronous (participate on your own and at times you choose) and synchronous (students are expected to attend and participate at a specific time in live online sessions) modes of teaching. The asynchronous elements of the course have been developed so as to sit in scheduled class time; however, they can be completed outside of class time if so preferred. The synchronous or live elements occur during specified class and tutorial times, and students are expected to have the relevant lecture and/or reading completed prior to the live synchronous sessions.

The course involves a blend of pre-recorded lectures, online/virtual Q-and-A sessions with Course Directors, and online tutorials with Tutorial Leaders and classmates. The course may be supplemented with films/videos where appropriate and/or invited guest lecturers delivering pre-recorded lectures. Relevant course materials (lectures, slides, etc.) will be posted on eClass.

Lectures (asynchronous, eClass): Each unit of the course will be comprised of two (2) pre-recorded lectures. Each pre-recorded lecture will be approximately 45-mins long in duration. Weekly pre-recorded lectures will be posted on the course's eClass page by no later than the Monday of the specified week, 8:30am EDT/EST. All students, regardless of section, will have access to the pre-recorded lectures for viewing. It is imperative that you watch the lecture material during the week the lecture is posted if you want to be successful in the course.

Q-and-A sessions (synchronous, Zoom): On Wednesdays, from 9:30am to 10:20am EDT/EST, there will be a live, online Q-and-A session conducted via Zoom or YouTube livestream (see lecture and required reading schedule below for specific dates). The live Q-and-A sessions will be led by the CDs and afford students an opportunity to discuss course content with CDs in a virtual forum. The Q-and-A sessions will be driven by student questions in the first instance and students will be able to email specific course content-related questions to be addressed by CDs in the Q-and-A sessions. The online Q-and-A sessions serve in lieu of a lecture hall experience and there is evidence that shows that attending and engaging with a synchronous lecture experience improves course performance.

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- Students must email questions related to the lecture to kine1000@yorku.ca **by no later than noon (12:00pm) EDT/EST on the Tuesday prior to the Q-and-A session** in order to have their question addressed during the Wednesday Q-and-A session. We will endeavour to address as many questions as possible during the Q-and-A but cannot guarantee that all questions will be answered.

Tutorials (synchronous, Zoom): There is a mandatory weekly one-hour tutorial starting the week of September 21, 2020. Tutorials will be conducted virtually via Zoom. Please refer to the course's eClass (formerly Moodle) page for the Zoom link for your specific tutorial. ALL submitted work for KINE 1000 must include your tutorial number and TL's name; please take time to learn and remember your tutorial number and your TL's name. Students are expected to prepare in advance the week's required reading(s) for discussion in tutorials. Students will be evaluated on participation in tutorials. You cannot participate if you do not attend.

Where possible, the Course Directors and Tutorial Leaders WILL record synchronous Zoom sessions. Students are NOT granted permission to record the synchronous sessions.

Please review this syllabus carefully and the course's eClass (formerly Moodle) page regularly to determine how the course content will be delivered, how tutorials and office hours will be conducted, and how assignments will be submitted. Students are responsible for being actively involved in the course, and for being regularly on eClass to ensure you have the latest information about the course. "I did not know because I was not online" or "because I did not check eClass" are not excuses that will be accepted under any circumstances for the course.

Technical Requirements for the Course:

Since the entire course will be delivered remotely, two platforms will be used, (i.e., eClass and Zoom), through which students will interact with the course materials, the Course Directors, the

Tutorial Leaders, as well as with one another. Therefore, a computer or smart device with a camera and microphone is required to complete the course.

In order to fully participate in this course, students will be required to participate in eClass-based discussion/activities and in Zoom-based video conferencing. In addition to stable, higher-speed internet, students will need access to a computer with webcam and microphone, and/or a smart device with these features. There are many ways to determine your internet connection and speed; for example, there are online tests, such as [Speedtest](#), that can be run.

Here are some useful links describing computing information, resources and help for students:

[Student Guide to eClass](#)

[Student Resources for eClass FAQs](#)

[Zoom@YorkU Best Practices](#)

[Zoom@YorkU User Reference Guide](#)

[Computing for Students Website](#)

[Student Guide to eLearning at York University](#)

IMPORTANT INFORMATION FROM YU SENATE:

Several platforms will be used in this course (e.g., eClass, Zoom, etc.) through which students will interact with the course materials, the course director, as well as with one another. Please review the syllabus to determine how the class meets (in whole or in part), and how office hours and presentations will be conducted. In addition, students should note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Email and Office Hours

Email communication should be reserved primarily for issues that need to be resolved immediately. Emails should be initially directed to your Tutorial Leader. Following that, emails should be directed to the Course Coordinator, Prof. Humaña (hhumana@yorku.ca). Emailed queries on material found in the course outline and/or eClass will NOT be answered. Questions about course content should be raised in tutorials, in your tutorial's discussion forum, or during the CD-led Q-and-A sessions (via kine1000@yorku.ca).

Please ensure that email messages are professional, clear and coherent. Assume that your email will be the factor determining whether you are accepted into a professional program or hired at your dream job. Avoid text messaging terms, inappropriate language, emoticons, and poor spelling, punctuation, and grammar. Ensure that there is a proper greeting and closing to your message. Simply put, if we cannot understand your message, we will not respond to it.

Online course delivery presents opportunities and challenges for student–staff communication and meetings. In the interests of offering students' flexibility, there will be no fixed, formal office hours and instead, Course Directors and Tutorial Leaders will endeavor to respond to student questions, concerns, and requests for meetings as soon as is possible and at mutually convenient times, to the best of our ability.

However, please be aware that some issues and concerns raised by students are of a more pressing nature than others, and we will respond in a way that prioritizes what we regard as the most pressing issues first. Effort will be made to respond to emails promptly, within two business days where possible; however, please do NOT expect immediate response.

Emails will not be responded to during weekends; these will likely be answered on the first business day of the following week.

All three Course Directors and Tutorial Leaders will be available for virtual/online office hours by appointment only. Please email the relevant CD or your Tutorial Leader in advance to book a date/time. In efforts to ensure consistency and efficiency in the administration of the course and application of all course policies, please remember that Prof. Humaña (hhumana@yorku.ca) serves as Course Coordinator for 2020-21 HH/KINE 1000.

Where possible, consult the course's eClass (formerly Moodle) page and course outline prior to emailing since often the information you need is there.

Course Text/Readings:

There are required readings throughout the course and the lectures will serve to enrich, clarify, and illustrate crucial issues from the assigned readings. Required readings are available in electronic format through York University's Library (YUL). In addition, persistent links to download the readings are provided through eClass (formerly Moodle). In the event that the links to the readings are not working properly, it is the student's responsibility to access the YUL system and retrieve the required reading.

This course requires students to purchase and utilize the 2020-21 Critical Skills Manual. Students are required to purchase the 2020-21 version of the Critical Skills Manual for the course. The Critical Skills Manual can be obtained from the York University Bookstore. Please see the York

University Bookstore webpage (<https://bookstore.yorku.ca/>) for ordering the Critical Skills Manual and for the information about free shipping to students with a Canadian address.

Consult the Weekly Lecture and Required Reading Schedule (see below) for dates of required readings.

Copyright Information

These course materials are designed for use as part of the HH/KINE 1000 course at York University and are the intellectual property of the instructors unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. The buying and selling of any course material (including lecture slides, evaluation items, etc.) may constitute an infringement of intellectual property rights and/or a breach of Academic Honesty. Additional information on Student Rights and Responsibilities can be found at [here](#).

HH/KINE 1000 adopts a zero-tolerance policy with regard to Breach of Academic Honesty.

In efforts to help maintain academic integrity to the fullest extent possible, please familiarize yourself with the University's [Senate Policy on Academic Honesty](#). Breaches of academic integrity range from cheating (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.) to aiding and abetting (helping someone else to cheat). All breaches can be punishable according to information that can be found on the Faculty of Health's [Academic Integrity Tutorial](#).

To protect further against plagiarism, students will be normally required to submit their written assignments to Turnitin (via the course's eClass page) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website. Instructions for submission to Turnitin will be provided on eClass. Please follow the instructions closely prior to submitting your work to Turnitin as you will only get ONE chance to submit your work. If you prefer not to submit to Turnitin, you must contact the Course Coordinator 14 days before the assignment deadline, submit all draft copies, write an Annotated Bibliography of all the references used, and be prepared for an oral presentation and defence of your work.

Grading:

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York University. Assignments will bear either a letter grade designation or a corresponding number grade. For a full description of York's grading system, see the York University Undergraduate Calendar. Final course letter grades may be adjusted to conform to Program or Faculty grades distribution profiles.

Course Evaluation

<i>Assessment Item</i>	<i>Percentage of Final Grade</i>	<i>Due Date</i>
Quiz C.O.	2%	By no later than Wednesday, September 30, 2020, 11:59pm EDT
SPARK Academic Integrity Module	2%	By no later than Wednesday, September 30, 2020, 11:59pm EDT
Group Presentation	20%	In tutorials during the weeks of February 1, 2021 or February 8, 2021
Annotated Bibliography	20%	Monday, February 8, 2021, 11:59am EST
Tutorial Participation (Group and Individual), via Zoom	16%	Grade calculated following final tutorial of winter term
Mid-term (December) Exam	20%	Date and Time TBD
Final (April) Exam	20%	Date and Time TBD

Lateness Penalties

- **ASSIGNMENT DUE DATES AND TIMES ARE STRICTLY UPHELD.**
- After 11:59am EDT/EST on the due date: NO grade (0%).

Assignments submitted without formal documentation later than 11:59am EDT/EST on the due date will NOT be marked at all and will automatically receive a grade of zero (0). Formal documentation includes, but is not limited to, a doctor's note, court-date note, or by other official documentation detailing a serious matter. For doctor's notes, only the York University's Attending Physician Statement found on York's Registrar site, will be accepted. Documentation must be included with the assignment and the assignment must be submitted as soon as possible. If you anticipate not being able to hand in your assignment for more than two weeks from the due date for medical reasons, or for some other serious matter, you must contact the Course Coordinator immediately via email in addition to providing formal documentation. Please do NOT ask for extensions as extensions will NOT be granted.

Appeals Process

If you believe that your assignment should be re-evaluated, explain why in a one-page (max) letter to Tutorial Coordinator Dr. Nick Ashby. You must email your letter and a e-copy of your graded work to Dr. Ashby (ashby@yorku.ca) by the specified deadline. The appeals submission deadline is Monday, April 5, 2021 by 11:59am EDT. Please note that the grade for reassessed assignments may go up, down or remain the same. Appeals submitted after this deadline will NOT be accepted. **APPEALS PROCESS DECISIONS ARE FINAL.**

Important Information for all Synchronous Zoom-based Course Activities

- Zoom meeting ID and password information can be found on the course's eClass page. Please do not circulate this information to anyone outside of the class.
- Students will enter the waiting room feature in Zoom and the CD/TL will allow students to join the session once the activity is ready to begin.
- If possible, please use your first name and last initial OR full name when you join the meeting.

- Students are welcomed to join with their video stream on in order to have visual human connection. However, if your video stream is on, please avoid visual distractions. Feel free to turn off your video stream if you so prefer, except when instructed otherwise.
- All students should have their microphones on mute throughout the class until such time you want to speak or are asked to speak.
- Where possible, the group chat feature of Zoom will be enabled to facilitate group discussion.
- Students are expected to conduct themselves professionally and respectfully at all times in this course. We are all collectively responsible for creating and maintaining inclusive, safe, and productive learning environments. There will be zero tolerance for disruptive conduct or unprofessional communications.
- **IMPORTANT:** Where possible, the synchronous Zoom-based activities **WILL** be recorded. If you do not want to be recorded, you may opt out by either attending with your video stream off and using chat to communicate or by watching the recording afterward and posting your thoughts on eClass in your tutorial's discussion forum. Participating in the recorded Zoom session indicates consent. Please note that there will be occasions in tutorial where you are required to have your video streaming on. Your tutorial leader will inform you when this is required.

DRAFT

Weekly Lecture and Required Reading Schedule

Mode: A = Asynchronous, S = Synchronous

Date	Lecture and Required Reading(s)	Mode	Platform/Time
Sept 9	Welcome and Housekeeping	A	eClass
Sept 14	Foundations of Learning: Transition to University (HH)	A	eClass
Sept 16	Welcome and General Q-and-A Session	S	Zoom 9:30-10:20am EDT
Sept 21	What is Kinesiology? (PS) Pronger, B. (1995). Rendering the body: The implicit lessons of gross anatomy. <i>Quest</i> , 47(4), 427-446.	A	eClass
Sept 23	What is Kinesiology? Q-and-A Session (PS)	S	Zoom 9:30-10:20am EDT
Sept 28	Power and the Social Body (HH) Collins. P.H. (1993). Toward a new vision: Race, class, and gender as categories of analysis and connection. <i>Race, Sex, & Class</i> , 1(1), 25-46.	A	eClass
Sept 30	Power and the Social Body Q-and-A Session (HH)	S	Zoom 9:30-10:20am EDT
Oct 5	Critical Thinking and Thinking Critically (YN) Cole, D. (2015, April 21). The skin I'm in [Electronic version]. <i>Toronto Life Magazine</i> , 39-46. Korver, K. (2019, April 8). Privileged. <i>The Players' Tribune</i> . Paradkar, S. (2020, June 28). Dear brown people: I'm about to wash some dirty linen in public. Consider this an overdue act of tough love [Electronic version]. <i>Toronto Star</i> .	A	eClass
Oct 7	Critical Thinking and Thinking Critically Q-and-A Session (YN)	S	Zoom 9:30-10:20am EDT
Oct 10 -16	Fall Reading Week		No Classes
Oct 19	Foundations of Learning: Mental Health (YN)	A	eClass
Oct 21	Foundations of Learning: Technology and Academic Integrity (PS)	A	eClass
Oct 26	Social Class and Social Determinants of Health (PS) Tirado, L. (2014, Sept. 21). 'Poor people don't plan long-term. We'll just get our hearts broken.	A	eClass
Oct 28	Social Class and SDOH Q-and-A Session (PS)	S	Zoom 9:30-10:20am EDT
Nov 2	Sex and Gender (HH) Martin, E. (1991). The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles. <i>Signs: Journal of Women in Culture and Society</i> , 16(3), 485-501. Messner, M. (2000). Barbie Girls versus Sea Monsters: Children constructing gender. <i>Gender & Society</i> , 14(6), 765-784.	A	eClass
Nov 4	Sex and Gender Q-and-A Session (HH)	S	Zoom 9:30-10:20am EST
Nov 9	Age and Ageing (YN) Meisner, B. (2020) Are You OK, Boomer? Intensification of Ageism and Intergenerational Tensions on Social Media Amid COVID-19, <i>Leisure Sciences</i> , DOI: 10.1080/01490400.2020.1773983	A	eClass
Nov 11	Age and Ageing Q-and-A Session (YN)	S	Zoom 9:30-10:20am EST

Nov 16	Sexuality and Heteronormativity (HH) Lucyk, K. (2011). Don't be gay, dude! How the institution of sport reinforces homophobia. <i>Constellations</i> , 2(2), 66-80.	A	eClass
Nov 18	Sexuality and Heteronormativity Q-and-A Session (HH)	S	Zoom 9:30-10:20am EST
Nov 23	Media and Representation in Sport (HH) Fink, J.S. (2015). Female athletes, women's sport and the sport media commercial complex: have we really 'come a long way, baby'? <i>Sport Management Review</i> , 18(3), 331-342.	A	eClass
Nov 25	Media and Representation in Sport Q-and-A Session (HH)	S	Zoom 9:30-10:20am EST
Nov 30	Reading the Body (YN) Gimlin, D. (2000). Cosmetic surgery: Beauty as commodity. <i>Qualitative Sociology</i> , 23, 1, 77-98.	A	eClass
Dec 2	Reading the Body Q-and-A Session (YN)	S	Zoom 9:30-10:20am EST
Dec 7	Fall Term Review (YN)	A	eClass
<i>Dec 9 - 23</i>	<i>Mid-Term (December) Exam Period</i>		
Jan 11	Welcome Back and Housekeeping (HH)	A	eClass
Jan 13	Foundations of Learning: Writing Process (NA)	A	eClass
Jan 18	Whose Knowledge Counts? (YN) Fausto-Sterling, A. (1995). Gender, race and nation: The comparative anatomy of Hottentot women in Europe, 1815-1817. In J. Terry and J. Urla (Eds.), <i>Deviant Bodies: Critical Perspectives on Difference in Science and Popular Culture</i> (pp. 19-48). Bloomington, IL: Indiana University Press.	A	eClass
Jan 20	Whose Knowledge Counts? Q-and-A Session (YN)	S	Zoom 9:30-10:20am EST
Jan 25	Race and Racism (YN) Sztó, C. (2016). #LOL at multiculturalism: Reactions to Hockey Night in Canada Punjabi from the Twittersverse. <i>Sociology of Sport Journal</i> , 33(3), 208-218.	A	eClass
Jan 27	Race and Racism Q-and-A Session (YN)	S	Zoom 9:30-10:20am EST
Feb 1	Sport, Celebrity and Social Activism (YN) Kaufman, P., & Wolff, E. (2010). Playing and protesting: Sport as a vehicle for social change. <i>Journal of Sport & Social Issues</i> , 34(2), 154-175.	A	eClass
Feb 3	Sport, Celebrity and Social Activism Q-and-A Session (YN)	S	Zoom 9:30-10:20am EST
Feb 8	Technology and Health (PS) McCartney, M. (2019, January 4). Don't fall prey to the cult of wellness. <i>The Globe and Mail</i> [Electronic version].	A	eClass
Feb 10	Technology and Health Q-and-A Session (PS)	S	Zoom 9:30-10:20am EST
<i>Feb 13 -19</i>	<i>Winter Reading Week</i>		
Feb 22	Social Construction of Disease and its Impact on (Dis)ability (PS) Clare, E. (1999). The Mountain. In <i>Exile and pride: Disability, queerness, and liberation</i> (pp. 1-13). Cambridge, MA: South End.	A	eClass
Feb 24	Social Construction of Disease and its Impact on (Dis)ability Q-and-A Session (PS)	S	Zoom 9:30-10:20am EST
Mar 1	Risk, Injury and Pain (PS) Gladwell, M. (2009, October 19). Offensive play: How different are dogfighting and football. <i>The New Yorker</i> .	A	eClass
Mar 3	Risk, Injury and Pain Q-and-A Session (PS)	S	Zoom 9:30-10:20am EST

Mar 8	Sport and the (Urban) Environment (Guest Lecturer) Kennelly, J. & Watt, P. (2012): Seeing Olympic effects through the eyes of marginally housed youth: changing places and the gentrification of East London, <i>Visual Studies</i> , 27(2), 151-160	A	eClass
Mar 10	Sport and the (Urban) Environment Q-and-A Session (PS)	S	Zoom 9:30-10:20am EST
Mar 15	Sport and Development (Guest Lecturer) Kidd, B. (2011). Cautions, questions and opportunities in sport for development and peace. <i>Third World Quarterly</i> , 32(3), 603-609.	A	eClass
Mar 17	Sport and Development Q-and-A Session (PS)	S	Zoom 9:30-10:20am EDT
Mar 22	Indigenous Sport and Health (Guest Lecturer) Tang, K & Jardine C.G. (2016). Our way of life: Importance of Indigenous culture and tradition to physical activity practices. <i>International Journal of Indigenous Health</i> , 11, 1, 211-227.	A	eClass
Mar 24	Indigenous Sport and Health Q-and-A Session (YN)	S	Zoom 9:30-10:20am EDT
Mar 29	Privilege (HH) McIntosh, P. (1988). <i>White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies</i> . Wellesley, MA: Center for Research on Women, Wellesley College.	A	eClass
Mar 31	Privilege Q-and-A Session (HH)	S	Zoom 9:30-10:20am EDT
Apr 5	Sport, Human Rights and Transformation (HH) Humaña, H. (2016). <i>Playing Under the Gun: An Athlete's Tale of Survival in 1970s Chile</i> (pp. 1-5, 76-83, 92-95, 145-153, 184-186). Toronto, ON: Aconcagua Publishing.	A	eClass
April 7	Sport, Human Rights and Transformation Q-and-A Session (HH)	S	Zoom 9:30-10:20am EDT
Apr 12	Winter Term Review (PS)	A	eClass
Apr 14 -28	Final Exam Period		

Course Evaluation Items

QUIZ C.O. (worth 2% of final grade)

DUE: By Wednesday, Sept. 30, 2020, 11:59PM EDT

To ensure that all students are familiar with 2020-21 HH/KINE 1000 policies, you must complete "Quiz C.O." within eClass (formerly Moodle) by no later than Wednesday, September 30, 2020, 11:59pm EDT. The deadline for this assessment item will NOT be extended under any circumstance. You must complete Quiz C.O. with a perfect score of 100% in order to earn the full 2%. Part marks will NOT be awarded. The completion of Quiz C.O. indicates that you have read, understood and agreed to the policies of the course as indicated in this course outline.

SPARK Academic Integrity Module (worth 2% of final grade)

DUE: By Wednesday, Sept. 30, 2020, 11:59PM EDT

In efforts to help maintain academic integrity to the fullest extent possible, students are required to familiarize themselves with the meaning of academic integrity by completing SPARK's Academic Integrity module at the beginning of the course. The link to the SPARK Academic Integrity module can be found here: <https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>. By no later than Wednesday, September 30, 2020, 11:59PM EDT, students must complete the SPARK Academic Integrity quiz within eClass. The deadline for this assessment item will NOT be extended under any circumstance. You must pass the quiz with a perfect score of 100% in order to earn the full 2%. Part marks will NOT be awarded.

Group Presentation (worth 20% of final grade)

DUE in TUTORIAL:

Week of Monday February 1st or week of Monday February 8th, depending on the group to which you have been assigned

Annotated Bibliography (worth 20% of final grade)

DUE via TURNITIN/eClass: Monday, February 8, 11:59AM EST

Presentation Length:

Ten-minute vocal presentation based on a PowerPoint slideshow with a maximum of ten slides

Annotated Bibliography Length:

Two pages double-spaced + title page; use 12pt Times New Roman, one-inch margins all around each page, NO underlining, boldface, close paraphrase or direct quotation.

Grading criteria:

18 marks for clear, effective presentation; 18 marks for annotated bibliography with correct APA style reference entry, a clear, concise descriptive synopsis and effective evaluation; **4 marks for peer- and self-evaluation.**

Specific Instructions:

This assignment has two parts.

Part One:

This part of the assignment is collaborative (work with other members of your group). In the Fall term, your tutorial leader will place you in a group of approximately five students from your tutorial. Your group will be assigned an academic reading, and as a group you are expected to: 1)

locate the reading; 2) read it closely and collaboratively to identify the author's main argument(s); and 3) give a ten-minute PowerPoint presentation during a designate Zoom-based tutorial on the reading to the rest of the tutorial class, during which each group member will be expected to talk for approximately two minutes.

Part Two:

This part of the assignment is NOT collaborative. As an individual, not as a group, write an annotated bibliography for the assigned reading. The annotated bibliography must consist of three components: 1) an APA reference list entry (double-spaced) at the top of the page; 2) a descriptive synopsis of the author's main argument (one and a half pages double spaced); and 3) an evaluation of how the author's argument is relevant to the paradigm of our course (half a page double spaced). **The annotated bibliography must NOT exceed two pages double spaced + title page.** Please refer to the last page of the course outline for a sample title page.

If you are unsure about how to write an annotated bibliography or the descriptive synopsis component of it, there are examples of both in the *Critical Skills Manual*. But please note that your annotated bibliography must be double spaced throughout, unlike the examples in the manual. Also, unlike the examples in the manual, do not specify how the reading is relevant to your research.

Tutorial Participation (worth 16% of final grade)

DUE: Grade will be calculated following final tutorial of Winter Term

There are twenty-two (22) fifty-minute (50-mins) mandatory weekly tutorials spread over the Fall and Winter terms, beginning in the week of Monday September 21, 2020.

Tutorials are regarded as an important part of the learning process and as an essential ingredient of your degree-level education. Deep understanding comes from being able to talk with ease about ideas, concepts, theories, and arguments from the course.

Tutorials offer you the chance to learn how to articulate ideas with precision and develop your understanding of course material, to learn how to listen carefully to other students' points of view, and to learn how to think critically and make considered responses. Not only are these skills crucial to developing a genuine understanding of the course, but they are essential in order to be an active and engaged citizen as a practitioner in a kinesiology-related career field. For these reasons, attendance at tutorial is a mandatory component of the course.

Ensure that you know which course section you are in (A or B) and your tutorial number, time, and the name of your tutorial leader (these details are in your timetable). It is your responsibility to be present at tutorials punctually in order not to miss important announcements/reminders.

To be able to participate in tutorial effectively, it is essential that you have reviewed weekly lectures, read and thought about the assigned weekly readings before tutorial. If you come to tutorial without having reviewed the relevant lectures and done the readings, your comments will lack the degree of grounding in course material required and expected. Look at your schedule and assign yourself daily lecture/reading study periods to help ensure that you are prepared each week before tutorials. If you are struggling with time-management, consult SPARK, or your *Critical Skills Manual*.

Grading criteria/value for group participation work: At tutorial each week, students will be placed in groups and given material/tasks to work on together as a group for a portion of the tutorial time. The material/tasks will be focused on the weekly lectures/readings. Students will be expected to come to tutorial prepared, and to contribute to group work each week. Group work each week will be worth an equal portion of 5% of the course grade.

Grading criteria/value for individual participation activities: At tutorial each week, students will be given a short in-tutorial participation activity to complete as individuals, not as groups. Individual participation activities each week are worth an equal portion of 5% of the course grade. The completed activities each week must be submitted to the TL via email by the end of each tutorial.

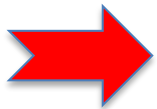
Surprise pop-up weighting: Four individual participation activities (see above), two per term, will be worth an additional 1.5% (per activity), for a total extra weighting of 6% of the course grade. Students will NOT be informed in advance which individual participation activities carry the additional 1.5%.

Important Note: You will NOT be informed of your participation marks by your tutorial leader. At the end of the course, your TL will simply calculate your participation marks and submit them for processing. You will be able to see your tutorial participation marks when the marks are formally posted in April.

Mid-Term (worth 20% of final grade) and Final (worth 20% of final grade) Exams

There will be a mid-term exam during the December exam period (exact date and time TBD) and a final exam during the April exam period (exact date and time TBD). The mid-term and final exams cover material from the lectures and required readings. Exams will be administered via eClass at a specific date and time determined by the Registrar's Office. The format for the exams may include multiple choice and/or short answer questions and/or essay question(s).

Students must make every effort to arrange adequate internet connection, especially for tests and exams. If a student has any specific concerns about their internet connection, they should seek all available options for writing their exam in a location with a stable internet connection. In the event that a student is not confident they can access a reliable internet connection, they should communicate their concerns to their TA/instructor well in advance of the test/exam.



- **Exams are to be completed individually. Students are NOT to seek or receive any help from other students on the exams and are NOT to provide help to other students on the exams. This policy will be strictly enforced.**

Missed Final Exam Policy/Procedure

- In the event the mid-term exam is missed, the percentage allocated to the exam will be added to the final (April) exam. There are NO make-up mid-term exams in the course. No exceptions will be made for any student.

Missed Final Exam Policy/Procedure

- Students must complete and submit, in a timely manner, official documentation (Attending Physician’s Statement, court notice, and/or other official documentation).
- Students must request permission from the Course Coordinator to attend the make-up final exam. The opportunity to sit the make-up final exam is NOT guaranteed.
- Only ONE make-up final exam will be offered (date TBD). You must be available to write the make-up final exam on the designated date. No exceptions will be made for any student.
- Please note that the Course Directors reserve the right to change the format of the make-up exams.
- Very late extensions or accommodations for the final exam will require students to submit a formal petition to the Faculty of Health.

SAMPLE TITLE PAGE for ANNOTATED BIBLIOGRAPHY:

Descriptive Title of your work

DRAFT

Your name

Your student number

Section A or B

Tutorial leader’s name

Tutorial number

Assignment Type:

Date: (the assignment due date)

2020-2021 KINE1000 6.0 Socio-cultural Perspectives in Kinesiology

York University

Academic Integrity Statement

I confirm that the assignment I have submitted has been done independently and is my own work. I am aware of York University’s policies about plagiarism and the penalties for plagiarism.

Student signature: _____

Date: _____

DRAFT COURSE OUTLINE

York University recognizes that many Indigenous nations have longstanding relationships with the territories upon which our campuses are located that precede the establishment of York University. We acknowledge our presence on the traditional territories of the Mississaugas of Credit First Nation, the Huron-Wendat, the Haudenosaunee Confederacy and the Métis Nation of Ontario.

School of Kinesiology and Health Science, Faculty of Health, York University

COMMUNITIES IN MOTION: EXPLORING THE BEHAVIOURAL AND SOCIO-CULTURAL STUDY OF SPORT AND PHYSICAL ACTIVITY

Course: HH/KINE 2040 3.0
Term: TBD
Time/Location: TBD
Course Directors: TBD
Course TAs: TBD
Course Moodle Site: TBD

It is highly recommended that students review the “netiquette” information available on the Moodle site prior to participating online

Extended Course Description

While often associated with space and place, the concept of community can encompass more than just geography to include individuals connected together along complex psychological, social, cultural and political dimensions. Within and across our varied communities, sport and physical activity routinely play an important role in bringing people together – and sometimes even dividing them apart. Behavioural and socio-cultural scholars explore sport and physical activity in efforts to better understand how sport and physical activity influences our lives and communities and, in turn, is influenced by our lives and communities.

This course introduces students to the behavioural and socio-cultural study of sport and physical activity with emphasis on: exploring sport and physical activity in relation to communities and community building; and identifying behavioural and societal barriers to and facilitators of participation in sport and physical activity. In addition, students will be introduced to the research processes that underpin the behavioural and socio-cultural study of sport and physical activity – from the starting point of cultivating curiosity, to developing a research question, to gathering and analyzing data, to the end point of communicating findings to others.

This course also affords students an opportunity to learn about and develop competency in effective communication, reflection, and group work skills. Experiential learning activities throughout the course provide students with opportunities to practice their professional development in these areas.

Course Learning Objectives

This course:

- Exposes students to theory and research in the behavioural and socio-cultural study of sport and physical activity in Canada.
- Introduces students to barriers to and facilitators of participation in sport and physical activity in relation to varied conceptualizations of community.
- Orients students to the research process as it pertains to the behavioural and socio-cultural study of sport and physical activity in the community.
- Introduces students to connecting knowledge to action through Knowledge Mobilization (KMb).
- Provides students with opportunities to develop and demonstrate university-level reading comprehension, critical evaluation, writing and communication skills.

Course Learning Outcomes

Following completion of this course, students will be able to:

- Identify the similarities and distinctions between the behavioural and socio-cultural study of sport and physical activity.
- Discuss the multi-dimensional nature of community as understood theoretically and personally.
- Identify barriers to and facilitators of sport and physical activity participation within and across a range of communities.
- Identify central tenets of and key stages in doing research in the behavioural and socio-cultural study of sport and physical activity.
- Describe Knowledge Mobilization (KMb) as a strategy and range of activities centred on connecting knowledge to action.
- Identify different orientations to group work, and skills to advance effective group-based work.

Email Policy

Email is great when used in moderation. Emails should be initially directed to your Tutorial Leader. Following that, emails should be directed to the Course Director. The CDs will not respond to emails received after 5:00 PM on weekdays and anytime on weekends until the following business day. Please ensure that email messages are professional, clear and coherent. Effort will be made to respond to emails within three business days. Emailed queries on material found in the course outline and/or Moodle will NOT be answered.

Organization of the Course

KINE 2040 is offered as a blended course. The course will involve a blend of in-person and online lectures by the CD and/or invited guests, supplemented with films/videos where appropriate. The course will also involve a blend of in-person and online participation through online tutorials. There are required readings throughout the course and the lectures will serve to enrich, clarify, and illustrate crucial issues from the assigned readings. Links to lectures, supplemental materials and required readings will be located on the course's Moodle page.

Course Text/Readings:

Required readings are available in electronic format through York University’s Library (YUL). In addition, persistent links to download the readings are provided through the course’s Moodle page. In the event that the links to the readings are not working properly, it is the student’s responsibility to access the YUL system and retrieve the required reading in advance of lecture.

KINE 2040 adopts a zero-tolerance policy with regard to Breach of Academic Honesty.

Please refer to the York University Secretariat website <<http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>> for Senate Policy on Academic Honesty as well as to the Faculty of Health’s Academic Integrity Tutorial webpage <<http://health.yorku.ca/current-student-information/academic-integrity-tutorial/>>. Please note that the buying and selling of course material (including lecture slides, evaluation items, etc.) may constitute an infringement of intellectual property rights and/or a breach of Academic Honesty . Additional information on Student Rights and Responsibilities can be found at <<http://www.yorku.ca/oscr/pdfs/CodeofRightsandResponsibilities.pdf>>.

Copyright Information

These course materials are designed for use as part of the KINE XXXX course at York University and are the property of the instructor(s) unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law.

Course Evaluation:

<i>Assessment Item</i>	<i>Percentage of Final Grade</i>	<i>Due Date</i>
Community Observation Assignment – Part I	20%	TBD
Community Observation Assignment – Part II	25%	TBD
Mini Online Lecture and Reading Quizzes	15%	TBD
Online Participation	20%	TBD
Final Exam	20%	TBD

Grading:

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments will bear either a letter grade designation or a corresponding number grade (e.g., A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.) (For a full description of York grading system see the York University Undergraduate Calendar - <http://calendars.registrar.yorku.ca/2014-2015/academic/grades/>)

Unless Specified Otherwise, All Written Work Must:

- Include a Title Page with Student Name and Number
- Be double-spaced
- Use 12pt Times New Roman font
- Use one-inch margins all around
- Have numbered pages
- Use paragraphs (point form notes are not acceptable)
- Use current APA formatting for in-text citations and referencing

Assignment Submission and Lateness Penalties:

Proper academic performance depends on students doing their work not only well, but on time. On specified due dates, you are required to hand in assignments by the beginning of lecture in class. Unless otherwise indicated, e-mailed assignments will not be accepted. An assignment is considered LATE if handed in after XX:XX on the due date. Late assignments will be penalized with a 20% grade reduction per day, unless they are accompanied by a completed APS form or other official documentation detailing a serious matter.

Appeals Process:

You may ask for a grade reassessment on the assignment. This, however, is not an ordinary occurrence but an exception. Simply wanting a higher grade is not an acceptable reason for requesting a reassessment. If you believe that your assignment has been wrongly graded, explain why in a one-page, typed letter. Attach this to your graded assignment and hand it back to the course instructor by DATE. This timeline will be strictly enforced. Your grade may go up, down, or remain the same. Grade reassessment decisions are final. You cannot argue or appeal your class participation grade.

Weekly Lecture and Required Reading Schedule [Required Readings TBD]

Required readings to be determined

Week	Format	Topic
1	In-class	Welcome and Intro to Beh and S-C Study of Sport and PA <ul style="list-style-type: none"> • Introduction to the disciplinary areas as they relate to the study of sport and physical activity on their own, as well as in conversation with one another – what are the tensions and possibilities of these perspectives coming together. This week will also orient students to course approach including the video case studies and online discussion forum.
2	In-class	Intro to S-C and Beh Study of Sport cont'd: Focus on Community <ul style="list-style-type: none"> • Introduction to the concept of community, its definition, its multidimensionality, its theorization in psychology and sociology/cultural studies. Will also contextualize what is meant by communities in motion.
3	In-class	Intro to Research: From Curiosity to Communication <ul style="list-style-type: none"> • Introduction to common stages of the research process in behavioural and socio-cultural research from the development of a research

		question to conceptualization of a project/research design, ethical considerations, data collection and analysis, writing and representation. Given the major project required of students as well as consideration of stage of student, emphasis will be on conceptualization of research and research ethics. Where possible, we will incorporate community-centric case studies or guest speakers (e.g., York’s Community Engagement Centre, Mobilize YU, YorkU Libraries)
4	On-line	<p>Case Study #1</p> <ul style="list-style-type: none"> Each video-based case study will be led by one to two faculty members and will focus on one particular theme or issue related to the behavioural and/or socio-cultural study of sport/physical activity in and through community(ies). Faculty members will have to opportunity to choose the thematic focus of the case study. For example, the lecture could be an exploration of a specific community organization, or an exploration of a particular self-organized community, or an examination of a theme/factor (e.g., barrier or catalyst) that crosscuts different forms of community or community organizations (e.g., the impact of government on community-based physical activity). There will be consistency across the video-based lectures as each will be required to explicitly identify: how community is defined in the case study; how the them or issue is examined through a behavioural and/or socio-cultural lens; how researchers have approached studying the theme or issue; and examples of successful KMb in connection to the issue or theme.
5	On-line	Case Study #2
6	On-line	Case Study #3
7	In-class	<p>Professional Development: Communication and Working with Others</p> <ul style="list-style-type: none"> Conceptual and hands-on exploration of effective teamwork skills including an introduction to different leadership orientations (e.g., task- or relationship-), different group roles, facilitating constructive group climate, skills for effective group process, encouraging self-awareness in group work. Embedded in this unit will be an exploration of effective communication skills (e.g., active listening, facilitating, customizing, negotiating, asking questions). <i>Becoming YU</i> resources/exercises will be utilized.
8	In-class	<p>Skill Development: Knowledge Mobilization (KMb)</p> <ul style="list-style-type: none"> Introduction to KMb as making knowledge available, understandable and useful for users in attempt to improve outcomes for users. Digital storytelling will be showcased as a KMb strategy and common stages of the digital storytelling process will be discussed. Emphasis will be placed on highlighting how KMb is a valuable skill for students to develop in support of sharing knowledge, effecting change, and improving outcomes (e.g., for clients, patients, students) across a range of sectors and organizations.

		<ul style="list-style-type: none"> Resources from <i>Mobilize YU</i> will be utilized.
9	On-line	Case Study #4
10	On-line	Case Study #5
11	On-line	Case Study #6
12	In-class	<p>Showcase and Articulation</p> <ul style="list-style-type: none"> The thematic and substantive threads of the course will be pulled together, including activities focused on ensuring students can recognize, reflect on and articulate their conceptual understanding of the behavioural and socio-cultural understanding of sport and community, as well as their professional and skill development. Students will present their observation assignments. Depending on opportunity, this would be the time to invite community partners in to connect in-person with students or to share feedback from the community partners to the students.

Detailed Instructions for Course Evaluation Items

Community Observation Assignment – Part I (20%)

This assignment involves both individual and group-based work. Evaluation for this assignment will be based on individual work. The purpose of this assignment is to: 1) allow you to observe people interacting with one another in a setting; 2) define how you see or do not see community in your chosen setting; 3) reflect on your own relationship (or lack of relationship) with others in your chosen setting, as informed by the themes and concepts raised in the course; 4) collectively identify an issue or question that warrants further investigation; and begin to practice effective groupwork skills.

Specific Instructions:

- A. Read all the instructions before starting.

- B. Organize into a group no larger than four. Please make sure to discuss your expectations for yourself and one another for this assignment prior to finalizing your group. Each group must create their own group name, and each group must complete and submit a Team Contract (found on Moodle) prior to starting the assignment.

- C. Working together, identify a community of people you wish to observe in a public setting. Your group gets to define ‘community.’ For those groups interested in observing community as associated with an organization, there will be a list of participating community partners ready to welcome student-researchers to their sites. These community partners will be Toronto and GTA-based community organizations who work with individuals and groups in the area of sport and physical activity.

- D. Working together, choose a public setting you wish to observe once the group has decided on what community of people to observe. Suitable public settings include, but are not

limited to, public spaces such as parks, coffee shops, restaurants, libraries, museums, the public spaces of sports or fitness clubs (gym, yoga studio, dance studio), the public spaces of community recreational centres, shopping malls, hospital lobbies or waiting areas, etc.

- E. Individually, prior to the observation, reflect on what you anticipate observing while 'in the field' and why you may be anticipating that. Record your thoughts as you will need them later.
- F. Individually, carry out an observation of your chosen setting. All group members must conduct their own observations. You must carry out two separate occasions of observation of the same setting, each approximately 20-30 minutes in duration.
- G. Individually, as part of the observation, reflect on the following questions (this is not an exhaustive list nor do students necessarily have to cover all the points): What is the setting as a physical/social space? Who are the people in the setting? How are they different? How are they the same? What are they doing? How are they doing it? Are the people in the setting interacting with one another? How are they interacting, or not interacting? What social class, gender, race or other differences can I see? How am I involved or not in this setting? Do I see 'community' in this setting and, if so, what does that mean to me?
- H. Individually, prepare a written report about your observations, including a diagram of the setting. The report needs to include:
 - i. *Produce an account of what was observed.* Describe the setting. In addition, try to address questions such as the following: What patterns emerged in the setting? What forms of interaction did you observe? How did they take place, who did what how, etc.? What struck you as particularly interesting and or curious about what you observed? What did you learn about social life from the observation you conducted? If you were to conduct a full study of the setting, what might you focus on? As much as possible you should try to provide an account of what you have learned about the setting and its participants. In other words, what analytic insights about your observations do you take away from the exercise?
 - ii. *Reflect on the experience of doing observation.* Try to address the following type of questions (remember this list is not exhaustive nor do you have to cover all the points): What did you observe that you might not have seen as a casual observer or participant in the setting? How did you feel in the setting? What issues arose for you in writing up your fieldnotes?
 - iii. *Reflect on your assumptions.* Retrieve your work from Part E and reflect on your expectations of the setting in relation to what you did observe. Did you have an assumption or assumptions about what you would observe and, if so, why? How do think your personal history and identity shaped your observation?

- I. On DATE, each member of the group will hand in their completed individual community observation report.

Community Observation Assignment – Part II (Total of 25%: Written work = 15%; Presentation = 10%)

This is a group-based assignment that builds on the work done in Part I. The grade for the assignment will be distributed equally among members unless otherwise discussed with the CD at least one week prior to the showcase date. Individual group members will be required to complete and submit a Peer Evaluation of one another at the completion of the project (form found on Moodle).

This assignment gives students an opportunity to: 1) reflect on the work undertaken in Part I and collectively identify an issue or question that warrants further exploration; 2) delve into the preliminary stages (i.e., development of research question and examination of existing bodies knowledge) of the research process as it relates to an issue ‘from the community;’ 3) identify and articulate how further research on your group’s chosen issue or question is relevant to your group’s chosen community (KMb); and 4) practice effective communication and teamwork skills through the development of a creative presentation of the group’s choosing.

Specific Instructions:

- A. Read all the instructions before starting!
- B. Once all group members have conducted their individual observations, reconvene. Working together, discuss your experiences and reflections and collectively identify one issue about the community of people you have observed that warrants further investigation.
- C. Working together, complete the Team Check-in form (found on Moodle) which will ask you to briefly identify how the groupwork is progressing to date including strengths and/or potential areas for improvement. The bottom of the form requires your group to state the one issue about the community of people you have observed that warrants further investigation. Submit this form on DATE.
 - i. If your group observed a community as associated with an organization, your group’s chosen issue will be sent to the community partner for their information. There may be an opportunity to meet with the community partner to discuss and get their feedback on your group’s chosen issue: TBD.
- D. Imagine you are all researchers asked by your chosen community (or community organization if applicable) to help build a proposal for a research project that pertains to the issue your group has chosen. The proposal will be presented to an imaginary Funder for their consideration, and the imaginary Funder welcomes creatively presented and thoughtful proposals that show how research on the chosen issue is relevant to or for the community.

- E. Working together, explore the behavioural and/or socio-cultural research that has been conducted to date on your chosen idea. This work will assist your group in understanding what is known about your chosen issue in existing research and practice and in identifying the specific research question(s) that will be the focus of your proposed project. Review academic/scholarly sources as well as popular media resources (e.g., research, policy, news reports, magazine articles, etc.) that pertain to your group's chosen community. Your group's review of these materials (course-specific required readings and beyond) must include both description of the materials and analysis of the content within them.
- F. Working together, develop the introduction, review of literature, and rationale sections for the imaginary proposed study as well as the section on the potential contributions of the proposed study to the community (or community organization if applicable). Your group must clearly identify the research question(s) that arose in Part E. Your group will NOT engage in conducting research.
- G. Working together, develop a creative presentation to communicate the work undertaken in Part F. The presentation can be performance-based (e.g., a play, skit, song, spoken poetry, rap), visual arts-based (cartoon, painting, sculpture), digital (e.g., digital storytelling), or more traditional and academic (e.g., similar to a 3-mins thesis presentation) in nature. Resources will be posted on Moodle to support your group in the development of the presentation. The presentation must highlight the introduction, review of literature, and rationale sections for the imaginary proposed study as well as the section on the potential contributions of the proposed study to the community (or community organization if applicable). You may find it helpful to imagine this presentation like a pitch for your research project to the imaginary Funder for their support and money.
- H. On DATE, each group must hand in a written report of the introduction, review of literature, and rationale sections for the imaginary proposed study as well as the section on the potential contributions of the proposed study to the community (or community organization if applicable). It is expected that you will reference a minimum of six (6) scholarly, peer-reviewed articles. Lecture material from this course or other courses will not count towards minimum requirement. The written report is not to be a 'first draft' document.
- I. On DATES, each group will present their proposed study. Performance-based presentations cannot exceed 5-minutes in duration and time limits will be strictly enforced. In opportunity permits, community partners will be invited to see the presentations.

Online Participation (20%)

Online tutorials have been developed to support and advance students in their skill and professional development, specifically in the areas of effective communication and group work, Knowledge Mobilization and professionalism. Students will be assigned to one online tutorial (with associated discussion forum) through the course's Moodle page and each online tutorial

will be facilitated by a Tutorial Assistant (TA). The online tutorials will be weekly one-hour virtual sessions facilitated by the TA. These will be “live” and students are required to virtually attend and encouraged to participate. Tutorial sessions will be archived and available to students for the duration of the course.

Each week, and prior to their tutorial, students should access the course Moodle site to find relevant skill and professional development materials and activities for that week. This may include short skill-specific exercises, reflection learning exercises, questions for discussion, short readings, videos, links to relevant websites or blogs, etc. Where relevant, resources from *Becoming YU* will be utilized. The student is responsible for reviewing and learning this material.

During the virtual tutorials, the TA will prompt activity and facilitate participation. While specific grading guidelines will be made available for each online activity to be completed by students, the general expectation of all students will be that they participate online (and in class!) in a thoughtful, substantive and interactive way and not simply summarize or repeat the materials provided, other people’s contributions, or post comments/information without context or analysis. The instructors will also participate in the forums. Students will be provided with timely feedback throughout the term on the quality of their online participation.

Mini Online Lecture and Reading Quizzes (5 @ 3% each; total = 15% of final grade)

Throughout the term, there will be mini online quizzes (2% each) focused on lectures and required readings. Section-specific windows of time will be identified for students to complete the reading quizzes on Moodle on the dates identified above. This information will be posted on Moodle. Students will be given only ONE chance to complete the online reading quiz. Missed reading quizzes will automatically result in zero (0) for that specific quiz. Make-up reading quizzes will NOT be provided. No exceptions will be made for individual students. In case of central technical disruptions (i.e., originating from York), alternative accommodations will be arranged as needed.

Final Exam (20%)

There will be a final exam focused on lecture content and required readings and may include multiple choice, and/or short answer questions, and/or essay question(s).

School of Kinesiology and Health Science Undergraduate Degree Level Expectations (UUDLES)

Depth and Breadth of Knowledge

- Demonstrate knowledge of the terminology and nomenclature in Kinesiology and Health Science.
- Critically reflect on physical activity and health from individual to societal and local to global contexts.
- Integrate and critically analyze the bio-science, behavioural, and sociocultural aspects of physical activity and health.
- Critically evaluate and discuss current issues relating to Kinesiology and Health Science.
- Demonstrate a breadth and depth of knowledge in Kinesiology and Health Science in one or more specialized areas.

Knowledge of Methodologies for Inquiry

- Describe the process of research that is used to develop knowledge in the field of Kinesiology and Health Science.
- Apply research methods to kinesiology and human health topics and solve problems using their knowledge of research methods in the discipline.
- Evaluate information about physical activity and human health that is disseminated via popular media and discipline related research journals.

Application of Knowledge

- Apply multi-disciplinary knowledge of physical activity and health to life situations.
- Use knowledge and skills to advocate for the fundamentals of physical activity and health from general to specific situations.
- Apply subject-based theories, concepts or principles to solve problems.

Communication Skills

- Access Kinesiology and Health Science information from a variety of sources.
- Use appropriate academic terminology and notation when preparing and presenting information.
- Present ideas and arguments in a well-structured and coherent manner using appropriate communications formats.

Awareness of Limits of Knowledge

- Understand and appreciate the dynamic nature of information in Kinesiology and Health Science.
- Be aware of the limits in knowledge and methodologies when analyzing, evaluating, interpreting and disseminating information.

Autonomy and Professional Capacity

- Be able to identify areas for personal and professional development.
- Be able to think independently, problem solve and set tasks.
- Have developed mutually beneficial peer relationships for the purposes of mentoring and networking.

SCHOOL OF HEALTH POLICY AND MANAGEMENT
FACULTY OF HEALTH
York University

Course Title: Foundations of Health Studies I
Course Code: HH/HLST 1010 Section M
Term: Winter 2021
Class Time:
Delivery:

Instructor:
Office:
Email:
Office hours:

Course Description:

An inter- and multi-disciplinary introduction to the issues underlying Canada's health care system. Examines the social, cultural, economic, and political influences on concepts, values, and structures in Canada's health care system.

Prerequisites: None

Course Credit Exclusion: HH/IHST 1010 3.00

Pedagogy Assisted Transition (PAT)

This course has been designed to meet the requirements of “Pedagogy Assisted Transition” for first year students. In this course, students have the opportunity to learn and practice skills necessary for success in university and develop the graduate attributes of leadership, competence in discipline, communication, critical thinking and reflection, and professionalism.

This course addresses PAT in the following ways:

- **Opportunities for Teamwork:** Students will complete a group project where group member duties, timelines, and group norms will be negotiated within the group.
- **Scaffolded Learning:** Within tutorials, students will progressively apply, practice, and integrate knowledge throughout the semester, moving from learning sociological theories to applying theories to current health care issues by the end of the semester.
- **Self-Regulation:** Student groups will be required to develop action plans and individual accountabilities for their projects, and then provide self and peer feedback on their abilities to deliver on those action plans.
- **Reflection:** Students will complete two reflections after completing selected Indigenous Health modules where they explain how new learning impacts their own personal and professional practices.
- **Connections between content and real-world:** The group project requires that students apply their assigned topic to a current health policy or health management issue in the media.

For *non-Health Studies* Faculty of Health students, this PAT course is an opportunity to build interdisciplinary knowledge and increase breadth of exposure to methods, theories, and approaches beyond their degree program. HLST 1010 uses theories, paradigms, and methods from sociology to explore the social causes and consequence of illness, disease, disability and death; as well as the ways in which institutionalized medial systems construct “health” and “illness”.

Equity and Teaching:

As the COVID-19 pandemic unfolds and evolves, students *and* instructors are adapting to learning online. We recognize that the pandemic and the measures to control and treat it impact students in different ways. We are committed to and focused on providing our students a learning environment that is engaging, supportive, flexible and has academic integrity. We encourage you to share your feedback as early as possible about your learning experience so that we can have a deeper understanding of the challenges you may be facing, and work towards finding solutions to the extent possible. Talk to your Course Director (CD) or the Undergraduate Program Director (UPD) within SHPM, about access to technology and supports, academic accommodation, technology-enabled delivery of course material, assessments/evaluation instruments or any other academic challenges you are experiencing. For more detail about how the pandemic is impacting students see the report “COVID-19 Impacts on Student Learning and Equity” from the Centre for Human Rights, Equity and Inclusion <https://rights.info.yorku.ca/>. For other updates on COVID-19 and York see <https://coronavirus.info.yorku.ca/>

Course Learning Outcomes:

Learning Dimension	Learning Outcomes
Depth and breadth of knowledge	<ul style="list-style-type: none"> • Identify and discuss current issues in maintaining Canadians’ health and how these are related to policy development, health services management, and health information management.

Knowledge and methodologies	<ul style="list-style-type: none"> • Synthesize research and information pertaining to a specific national or global health issue.
Application of knowledge	<ul style="list-style-type: none"> • Explore personal and public conceptualizations of health, illness, and quality healthcare.
Communication skills	<ul style="list-style-type: none"> • Communicate effectively scholarly evidence that supports key issues in the areas of policy, management, and information management.
Awareness of limits of knowledge	<ul style="list-style-type: none"> • Identify strategies for improving the health care system from the major perspectives introduced in this course.
Autonomy and professional capacity	<ul style="list-style-type: none"> • Demonstrate the importance of teamwork and interpersonal cooperation and coordination in understanding and communicating issues in the health system

Please read this syllabus carefully and thoroughly.

Course Materials:

Course Website: <https://eclass.yorku.ca/>

CCO Online Modules: Students will be required to complete two online modules offered through Cancer Care Ontario (CCO), a division of Ontario Health agency. Students are required to register for a FREE account to access the online modules at the [CCO e-learning site](#)

Required Textbooks: [Raphael, D., Bryant, T., and Rioux, M. \(2010\). *Staying Alive. Critical Perspectives on Health, Illness, and Health Care*. 2nd edition. Toronto: Canada Scholars' Press Inc.](#) This is available for FREE as an e-book resource through York University libraries

Clarke, Juane. (2016). *Health, Illness, and Medicine in Canada*. Seventh Edition. Oxford Press, Toronto, Canada. This can be rented as an e-book from: [here](#).

Other Resources: Additional reading material and audiovisual resources will be posted on E-Class (either available online or through York University libraries as free resources).

PowerPoint slides for each lecture will also be posted on E-Class.

A video recording for each lecture will be available on E-Class approximately 24 hours after the live-stream lecture.

ACADEMIC INTEGRITY: Please familiarize yourself with the meaning of academic integrity by completing SPARK's [Academic Integrity module](#) at the beginning of the course. Breaches of academic integrity range from cheating (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.) to aiding and abetting (helping someone else to cheat). All breaches in this course will be reported to the appropriate university authorities, and can be punishable according to the [Senate Policy on Academic Honesty](#).

- **A note on the use of Group Chats and other Messaging and Collaboration Tools/Applications:** While these Apps are an effective way to socialize and communicate with other students in the class, the use of these tools are not permitted during the completion of the take-home midterm exam or the take-home final exam. **Once students have received access to the take-home exams, they are not permitted to discuss, clarify, collaborate, brainstorm, or share information about the exam questions or answers with other students using any means.** This will be considered a breach of Academic Honesty.

INTELLECTUAL PROPERTY NOTICE: These course materials (including but not limited to course syllabus, PowerPoint slides, recorded lectures, and assignment instructions) are **designed for use as part of HLST 1010 course at York University and are the intellectual property of the instructor** unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a charge of misconduct under York's Code of Student Rights and Responsibilities and the Senate Policy on Academic Honesty and/or legal consequences for violation of copyright law.

Technical Requirements:

- Access to E-Class: Students will need to access course materials and online modules by logging in with their Passport York @ [e-Class](#)
- Access to CCO e-learning site: Students will also be required to register for a FREE account to access the online modules at the [CCO e-learning site](#).
 - Access to Zoom Web-Conferencing: The course will use Zoom web-conferencing and students will need access to stable, high-speed internet connection, a computer, webcam and microphone, and/or a smart device with these features.
 - If students encounter technical difficulties using E-Class or Zoom, please contact [UIT Client Services](#).

Useful links and resources for students:

- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [Computing for Students Website](#)
- [Student Guide to eLearning at York University](#)

Students who do not have access to a computer should contact York University to register to borrow a laptop. The process can be found [here](#).

Organization and Delivery of the Course:

The course format is remote online delivery. Participation in remote online courses can bring unique challenges, particularly during this time of physical distancing during the COVID-19 pandemic.

The course is designed for students to participate in online course activities during the time that was originally scheduled by the Registrar's Office. However, the course design also allows for flexibility in how and when students access course lectures and complete course assessments if they are experiencing challenges related to the pandemic.

It is strongly recommended that students attend Zoom lectures when they are scheduled – **attending the lecture will promote deeper learning of the material and provide you with the ability to discuss concepts in real time.**

Technology:

While using Zoom, students have the option to:

- Keep their video camera turned off for privacy. Use of the camera by students is not required.
- Use the chat feature to ask questions, rather than using the microphone.
- Use the Zoom telephone access number to listen to the lecture using their phone rather than using Zoom on a computer (for students who may have limited access to a computer or issues with internet connectivity or bandwidth)

Lectures: Some lectures are held as live-streamed lectures, while others are pre-recorded. Please see the course schedule for details.

While it is strongly recommended that students attend the live-streamed lectures, recorded lectures will also be available 12 to 24 hours following the live-streamed lecture. Please note that:

- Lecture recordings should be used for educational purposes only and as a means for enhancing accessibility;
- Students do not have permission to duplicate, copy and/or distribute the recordings outside of the class (these acts can violate not only copyright laws but also [FIPPA](#) and intellectual property rights).

Tutorials: Tutorials are accessed within the Tutorial E-Class site for the course (this is a separate page from the main course page). There are Zoom links within the Tutorial E-Class site for each week of tutorials. Tutorials are not video-recorded so that students feel safe to ask questions or discuss course content in a private small group setting.

The first half of the tutorial will be facilitated by the TA, who will review key concepts for the week and answer student questions. The second half of the tutorial will be dedicated to student Group Presentations. Each week, a different student group will be responsible for presenting.

Attendance at all tutorials is not mandatory, however it is strongly recommended because the tutorial activities will assist you in understanding course content and prepare you for your assignments and exams. At minimum, students are required to attend the tutorial where they are scheduled to present their group project; and out of courtesy and support to all groups, students should strive to attend as many presentations as possible.

Group Work: Students will be assigned to groups within their tutorial for the purpose of completing a Group Presentation and Summary. In this course, students are expected to contribute to their assigned in the following ways:

- Respond to all communications (emails, chat group discussions, etc.) from group members (and/or the TA) in a timely and professional manner.
- Cooperate and collaborate with group members, demonstrating a respectful, positive, and professional attitude
- Participate in all group meetings and fulfill assigned responsibilities and duties by agreed-upon deadlines
- Submit work to the group that is complete, accurate, and demonstrates academic integrity

Students will be provided with the opportunity to do a self-assessment and peer assessments for their group members. The results of the assessment will have an impact on the Group Presentation and Summary mark for each student in the group.

Tutorial Groups

The tutorial leader to which you are assigned will be grading your work. Your tutorial leader will be your first line of communication throughout the course.

If students have questions about course material and grading, students should contact their TA.

Tutorial	DAY	TIME	LOCATION	Tutorial Leader	Contact Information
Tutorial 01	Tues	4:30 – 5:30	Online – Link available on E-Class	Lynda van Dreumel	lyndavd@yorku.ca

Contact and Communications:

- **Course Announcements in E-Class:** Important updates, reminders, and comments on class matters will be posted to the course announcements area and sent to the email associated with the students’ E-Class profile. Students are responsible for checking email and the E-Class site frequently for these updates. Be sure your email contact information is up to date in your E-Class profile.
- **Questions about Course Logistics and Course Content:** Please post questions in the Q&A forum in E-Class so that all students have access to your question and my answer. This is the preferred method to discuss questions about the course. I will post answers to questions within 48 hours (Monday to Friday only). Please ensure that you do not wait until the last minute (i.e. day before a deadline) to ask a question.
- **Emailing the Instructor:** Please only email the instructor for matters that are private or confidential. **All emails should have the course code HLST 1010** in the subject line. Any other inquiries should be handled via the E-Class Q&A forum, or through your assigned TA. I will reply to your emails within 48 hours (Monday to Friday only). Please ensure that you do not wait until the last minute (i.e. day before a deadline) to ask a question.
- **Meeting with the Instructor:** A Calendly link is the preferred way to schedule an appointment with me during my office hours. Select an available timeslot and Calendly will email you a meeting invitation with a Zoom link. **If you are not able to meet with me during my scheduled office hours**, we can arrange an alternate appointment or telephone call.

Assessment/Evaluation:

The instructions for each task and scoring criteria will be discussed in class.

Assessment	% of total course grade	Due Date	Date Grade Returned to Student
Take Home Midterm Exam	35%	March 1 st ; 11:59PM	By March 12 th (last day to drop)
Group Tutorial Presentation, Two Page Summary, and Group Work Evaluation	25%	Throughout Semester: Each group will have a different due date	Throughout Semester
CCO Online Module Reflection completion 2 Modules x 2.5% each	5%	Module 1 – Feb 12 th ; 11:59PM Module 2 – March 12 th ; 11:59PM	Within 14 days
Take Home Final Exam	35%	Due date according to scheduled time during York University Examination Period	To be determined
SHPM Student Survey	1% BONUS	TBD	N/A

Note: Detailed information about course assessments, including specific instructions and assignment rubrics, will be available on E-Class.

Turnitin: All submitted course work (presentations, summaries, reflections, short answers, or other written work) will be subject to a review through Turnitin to determine originality of the work. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website.

If you do not wish to use Turnitin, you must let the Course Director and TA know in advance. You will be required to submit a written report on how you completed your assignment (required contents below), along with a detailed annotated bibliography. The report and bibliography must be submitted with your assignment when it is due.

The written report must contain the following information, as well as anything else you consider useful to the Course Director on the issue of academic integrity:

- A list of the documents and other sources you consulted to understand your topic, along with the dates you first used each of them;
- An explanation of how those documents and sources led you to the other documents and sources you used;
- An explanation of which of the sources you used had the most influence on your understanding of the topic of your assignment, and how you used them.

Due Dates and Times for all Assessments:

The **due date and time** posted on the course schedule is the **time which the file must be successfully uploaded** to E-Class. Finishing the exam by the due date and time but uploading it a few minutes after the due date and time means that it is late.

Please anticipate that there could be a delay in uploading speed if your internet is slow and upload your submission at least 30 to 60 minutes prior to the due date and time.

Description of Assessments:**1. Take Home Midterm Exam (35%)**

- The exam will cover all course content from weeks 1, 2, 3, 4, and 5; including content from the CCO Online module #1
- The exam will consist of short answer questions – additional information will be posted on E-Class.
- This is an open-book individual exam. As noted in the Academic Integrity section at the beginning of this document, NO COLLABORATION using any means will be permitted.
- Approved Open Book Materials consist of all materials and resources available on the E-Class course site for HLST 1010 Winter 2021. No other materials or resources are approved or permitted (e.g. you cannot Google or find other sources that have not been included on the E-Class site).
- Late submissions will incur a penalty of 10% per day. Submissions more than 3 days late will not be accepted and will receive a zero.

2. Tutorial Presentation and Two Page Summary (25%)

- During the first week of class, students in tutorial will be divided into groups of 3 to 5 students (depending upon tutorial size). Each group will be required to complete a:
 - a. **Presentation (/10):** Your group will be assigned one tutorial date during the semester where you will need to use the library research skills you learned in class from the librarian and find ONE peer-reviewed journal article on a topic that is relevant to the readings of that lecture date. Your group will prepare a 10-minute presentation summarizing the main points of your peer-reviewed article. You will present this in class and prepare five questions to lead the tutorial in an active discussion for 15 minutes. Your PowerPoint slides should be submitted to E-Class by 2:30PM on your assigned date. Submission of late files will incur a penalty of 10% per day. Files more than 3 days late will receive a grade of zero.
 - b. **Two-page summary (/10):** Prepare a two-page summary of the peer-reviewed journal article you selected. In your summary, please make sure you indicate and clearly explain how the article you chose is relevant to the topic and assigned course readings of the week. The two-page summary should include APA referencing and be submitted to E-Class by 2:30PM on your assigned date with a copy of your chosen article. Submission of late files will incur a penalty of 10% per day. Files more than 3 days late will receive a grade of zero.
 - c. **Self and Peer evaluation (/5):** Using a Group Work Rubric provided on E-Class,

each student will provide a self evaluation and a peer evaluation for group members. A group work mark will be awarded to each member of the group – half of the mark will come from the student’s self assessment and the other half will be the average of their peer assessments. Please see E-Class for further details.

- Groups will have the option of delivering their presentation “live” during the Zoom tutorial or pre-recording their presentation and playing the recording during the Zoom tutorial.
- While all members of the group are expected to share the work equally, not all members of the group are required to present to the class. You may choose 1 or 2 students to deliver the presentation if your group prefers.

3. CCO (*Cancer Care Ontario*) Online Modules (5%)

- Students will be required to register for a FREE account to access the online modules at the [CCO e-learning site](#).
- Students will complete two CCO online modules:
 - *First Nations, Inuit and Metis Culture, Colonization and the Determinants of Health* must be completed and the module reflection uploaded to E-Class by Feb 12th at 11:59PM
 - *The Need for Cultural Competence in Healthcare* must be completed and the module reflection must be uploaded to E-Class by Mar 12th at 11:59PM.
- Each module should take students 45 minutes to 1 hour. Students do not have their scheduled 2-hour lecture during those weeks to allow for time to complete the e-learning modules. Please take notes on the content of the modules in preparation for your exams.
- However, the modules can be done any time before their due dates. (Hint – do them now). No late submissions will be accepted. Late submissions will receive a grade of zero.

4. Take Home Final Exam (35%)

- The exam will cover all course content from weeks 7, 8, 9, 10, and 11; including content from the CCO Online module #2
- The exam will consist of short answer questions – additional information will be posted on E-Class.
- This is an open-book individual exam. As noted in the Academic Integrity section at the beginning of this document, NO COLLABORATION using any means will be permitted.
- Approved Open Book Materials consist of all materials and resources available on the E-Class course site for HLST 1010. No other materials or resources are approved or permitted (e.g. you cannot Google or find other sources that have not been included on the E-Class site).
- Students will have until the exam date scheduled by the Registrar’s Office to hand in the exam.
- Late submissions will incur a penalty of 10% per day. Submissions more than 3 days late will not be accepted and will receive a zero.

GRADING:

Please refer to the [York University Undergraduate Grading Scheme](#)

You are welcome to approach the TA to understand why you received the grade(s) that you did for your assignment(s) should you need additional clarifications. **Grades will not be discussed over email.** Keep in mind that while the Course Director and TA are receptive to going over the





strengths and weaknesses of your assignments with you, they do not normally remark assignments unless there are legitimate reasons (e.g., a technical error in the form of calculating your grade) given that the Course Director and TA have assessed your work thoroughly before arriving at a mark that the teaching team feels is reflective of the quality of your submitted work.





If you strongly feel that you deserve a higher grade in a given assignment, please request the Regrade Form from the Course Director. This form requires that you write a detailed letter or memo to the teaching team stating why and where you believe you should be awarded extra marks (e.g., identifying the strengths and weaknesses in your work based on careful review of the assignment and the teaching team's comments and then provide a clear argument, based on examples from your work, about why you feel your grade should be higher). The teaching team will then review your request and decide whether a remark is warranted.




Note that if your request for a remark is accepted (which could be denied), you might be awarded a mark that is higher than, identical to, or lower than the original grade you received.





Tentative Course Schedule:


The suggested readings and lecture delivery format are subject to change and any changes will be specified prior to each class. Guest speakers may attend some of the classes.

Week	Date	Lecture Mode and Topic	Required Readings	Tutorial Mode and Topic	Assignments Due
1	Jan 12	 <p>Live Zoom Lecture: Introduction to the Course and Critical Thinking Skills in Healthcare</p>	<p>REQUIRED: McKendry, S. (2016). Critical Thinking Skills for Healthcare. Routledge. Chapters 1 and 2</p>	 <p>Live Zoom Tutorial:</p> <ul style="list-style-type: none"> • Tutorial – Establishing Expectations and Ground Rules <ul style="list-style-type: none"> ○ For tutorial ○ For group work • Tutorial Presentation Requirements • Students organize into groups for the tutorial presentations. 	
2	Jan 19	 <p>Live Zoom Lecture: Researching Health</p>	<p>REQUIRED: Raphael et al., Chapter 5: Researching Health: Knowledge Perspectives, Methodologies, and Methods</p> <p>Required: Online Module – Information Literacy and Researching Health (posted on E-Class)</p>	 <p>Live Zoom Tutorial:</p> <ul style="list-style-type: none"> • Finding Academic Sources • APA Referencing Format • Academic Honesty 	

Week	Date	Lecture Mode and Topic	Required Readings	Tutorial Mode and Topic	Assignments Due
3	Jan 26	 Live Zoom Lecture: Ways of Thinking Sociologically About Health	REQUIRED: Clarke: Chapter 1: Ways of Thinking Sociologically about Health, Illness and Medicine. OPTIONAL: Raphael et al.: Chapter 2: Sociological Perspectives on Health and Health Care	 Live Zoom Tutorial: <ul style="list-style-type: none"> Weekly group discussion Tutorial Presentation #1 	Group 1: <ul style="list-style-type: none"> PowerPoint Slides Two-page summary
4	Feb 2	Pre-recorded Lecture: Social Determinants of Health	REQUIRED: Clarke: Chapter 4: Neo-liberalism, Social Inequity, Disease, and Death: The Social Determinants of Health. OPTIONAL: Raphael et al.: Chapter 6: Social Determinants of Health	 Live Zoom Tutorial: <ul style="list-style-type: none"> Weekly group discussion Tutorial Presentation #2 	Group 2: <ul style="list-style-type: none"> PowerPoint Slides Two-page summary
5	Feb 9	Online CCO module: First Nations, Inuit and Metis Culture, Colonization and the Determinants of Health	No required readings from the textbooks Access the module here: https://elearning.cancercare.on.ca/ Be sure to complete the module called:	 Live Zoom Tutorial: <ul style="list-style-type: none"> Weekly group discussion Tutorial Presentation #3 	Group 3: <ul style="list-style-type: none"> PowerPoint Slides Two-page summary Entire class - Your completion certificate must be

Week	Date	Lecture Mode and Topic	Required Readings	Tutorial Mode and Topic	Assignments Due	
			<i>First Nations, Inuit and Metis Culture, Colonization and the Determinants of Health</i>		uploaded to E-Class by Feb 12 th at 11:59PM	
	Feb 16	No class or tutorial scheduled – Reading Week				
6	Feb 23	 Take Home Midterm Exam	<p>The midterm exam will be discussed at the beginning of class and made available to students.</p> <p>Students will have 1 week to complete the exam</p> <p>There is no Tutorial this week</p>		<ul style="list-style-type: none"> • Take Home Midterm Exam due March 1st at 11:59PM 	
7	Mar 2	<p>Pre-recorded Lecture: Diversities and Health & Women and Health</p>	<p>REQUIRED:</p> <p>Clarke: Chapter 5: Diversities and Health: Age, Gender, Sexualities, “Races”, and Aboriginal Peoples.</p> <p>OPTIONAL:</p> <p>Raphael et al.: Chapter 13: Women, Health, and Care</p>	<p style="text-align: center;">  Live Zoom Tutorial: </p> <ul style="list-style-type: none"> • Weekly group discussion • Tutorial Presentation #4 	<p>Group 4:</p> <ul style="list-style-type: none"> • PowerPoint Slides • Two-page summary 	
8	Mar 9	<p>Online CCO module: The Need for Cultural Competence in Healthcare</p>	<p>No required readings from the textbooks</p> <p>Access the module here: https://elearning.cancercare.on.ca/</p> <p>Be sure to complete the module called:</p>	<p style="text-align: center;">  Live Zoom Tutorial: </p> <ul style="list-style-type: none"> • Weekly group discussion • Tutorial Presentation #5 	<p>Group 5:</p> <ul style="list-style-type: none"> • PowerPoint Slides • Two-page summary <p>Entire class - Your completion</p>	

Week	Date	Lecture Mode and Topic	Required Readings	Tutorial Mode and Topic	Assignments Due
			<i>The Need for Cultural Competence in Healthcare</i>		certificate must be uploaded to E-Class by Mar 12th at 11:59PM
9	Mar 16	Pre-recorded Lecture: Social Psychological explanations for illness	REQUIRED: Clarke, Chapter 6: Some Social-Psychological Explanations for Illness.	 Live Zoom Tutorial: <ul style="list-style-type: none"> Weekly group discussion Tutorial Presentation #6 	Group 6: <ul style="list-style-type: none"> PowerPoint Slides Two-page summary
10	Mar 23	Pre-recorded Lecture: Social Construction of Scientific and Medical Knowledge and Medical Practice	REQUIRED: Clarke, Chapter 8: The Social Construction of Scientific and Medical Knowledge and Practice.	 Live Zoom Tutorial: <ul style="list-style-type: none"> Weekly group discussion Tutorial Presentation #7 	Group 7: <ul style="list-style-type: none"> PowerPoint Slides Two-page summary
11	Mar 30	 Live Zoom Lecture: Pharmaceutical Industry	REQUIRED: Clarke: Chapter 14: The Pharmaceutical Industry and the Medical- Industrial Complex. OPTIONAL: Raphael et al.: Chapter 15: Pharmaceutical Policy: The Dance between Industry, Government, and the Medical Profession	 Live Zoom Tutorial: <ul style="list-style-type: none"> Weekly group discussion Tutorial Presentation #8 	Group 8: <ul style="list-style-type: none"> PowerPoint Slides Two-page summary

Week	Date	Lecture Mode and Topic	Required Readings	Tutorial Mode and Topic	Assignments Due
12	Apr 6	 Live Zoom Lecture: Take Home Final Exam	<p>The final exam will be discussed at the beginning of class and made available to students.</p> <p>The exam due date TBD – based on Registrar’s Office scheduling of final exams.</p> <p>There is no Tutorial this week.</p>		Final Exam TBD

School of Health Policy & Management
Policy on Requesting Late Assignments or Make-Up Exams

The following table details the requirements for missing any course work. Failure to do so will result in a grade of zero for the missed course work.

Course Work	Forms and Documentation	To Whom/Where to Submit	Deadlines for Seeking Approvals
Unable to submit term work (assignments or papers) by the due date during the term	No forms required but instructor may require documentation	Negotiate with and seek approval from the Instructor directly by email	No later than 1 calendar day after the unforeseen circumstance
Unable to write the Mid-term Exam at the scheduled time	Missed Test Documentation Form and required documentation	The School of Health Policy & Management Office, Room 403, HNES Building	No later than 7 calendar days following the missed exam
Unable to write the Final Exam at the scheduled time OR Unable to submit outstanding course work by the last date of classes	Final Exam/Assignment Deferred Standing Agreement and required documentation	The School of Health Policy & Management Office, Room 403, HNES Building	No later than 7 calendar days following the missed exam or due date of course work

A. What documentation to submit?

All request forms and supporting documentation must be submitted in **hardcopy in their original form. Scanned/faxed/photographed copies are not accepted.** The instructor and the School of Health Policy & Management have the right to request valid supporting documents. **All supporting documents are non-returnable.**

Examples of appropriate supporting documentation are:

a) Unforeseen Medical Circumstances

- [Attending Physician's Statement](#)

NOTE 1: Other forms of medical notes are **not** accepted.

NOTE 2: A student claim of a headache, stomach ache, nausea or cold documented in the Attending Physician's Statement as the indication for illness will not be accepted.

b) Non-Medical Circumstances

- **Death of direct family members** - death certificates, obituary notice, notice of funeral services, etc.
- **Vehicle accidents** - automobile accident reports, etc.
- **Emergency travel** – airline tickets with boarding passes, bus/train tickets, etc. The date that travel was booked on must be clearly shown. Airline/train/bus ticket/receipts for emergency travel must indicate destination, departure, and return dates.

c) Other Circumstances

- **Disability Accommodations**

- (1) **Foreseen accommodations** - If you are seeking **anticipated** accommodations, submit your Letter of Academic Accommodation issued by [Student Accessibility Services](#) to your instructor at the beginning of the course and negotiate directly with your course director over term work assignments and papers no later than 14 calendar days prior to the due date. All examinations are administered by Student Accessibility Services.
- (2) If your request is for **unforeseen circumstances** related to your documented disability, your Disability Counsellor can provide further supporting documentation to support your request.

- **Religious Accommodations**

- All requests must be arranged well in advanced. For term work assignments, discuss due dates with your instructor no later than 14 calendar days prior to the due date. For midterm examinations, submit a Missed Test Documentation form to the School of Health Policy & Management Office, HNES 403 no later than 14 calendar days prior to the examination date. For all final exams, submit a [Religious Accommodation Agreement](#) to the School of Health Policy & Management no later than three weeks prior to the start of the examination period.

B. Who Makes the Decision?

Instructors make the final decision based on above requirements. **Approvals are not guaranteed.**

C. If Your Request is Approved ...

If an extension is granted for an **assignment**, the new deadline is firm, and **no** further extensions will be considered.

If a **make-up exam** request is approved, the student must be prepared to write the make-up exam at a date set and announced via the course website. **Only those with pre-approval will be allowed into the exam room.** Deferred course work takes precedence over continuing school work. If a student misses the original exam and the makeup exam, they will need to discuss their circumstances with their instructor. Only one make-up exam date will be offered. Students deferring more than one exam should note that they may be writing multiple exams on the same deferred exam date. Although the content to be examined will be the same, the format may or may not follow that of the original test/examination.

D. If Your Request is Not Approved ...

Instructor decisions on requests pertaining to make-up **mid-term exams** and requests to submit **course work by the last day of classes** are final - **there are no options to appeal.** Late assignments will be subject to mark deductions as detailed in the course outline. You will receive a grade of zero for the missed exams.

Instructor decisions on requests pertaining to make-up **final exams** and requests to submit **course work after the last day of classes** may be petitioned through the Registrar's Office. Follow the instructions posted on the [Registrar's Office website](#).

York University Important Course Information and Resources for Students & Instructors

Students should familiarize themselves with the following Student Rights & Responsibilities:

1. [Academic Honesty and Integrity \(SPARK\)](#)

Note:

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others to cheat” (article 2.1.10 from the Senate Policy).

In addition: The course materials that form part of this course outline are designed for use as part of this course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law.

2. [Access/Disability](#)

3. [Ethics Review Process](#)

4. [Religious Observance Accommodation](#)

5. [Student Conduct in Academic Situations](#)

Other Important Course-Related Information

1. Important University Sessional Dates

You will find classes and exams start/end dates, reading/co-curricular week, add/drop deadlines, course withdrawal period (withdraw from a course and receive a grade of “W” on transcript), holidays, University closings and more on the [Registrar’s Office website](#).

2. Tuition Refund Table

You may be eligible for a full or partial refund depending on when you de-enroll from courses. Refer to the dates posted on the [Office of Student Financial Services website](#).

3. Referencing Style

A referencing style approved by the course director must be used for all assignments and essays. As examples, this may include APA, AMA, MLA. York University Libraries provide [manuals](#).

4. Writing and Learning Skills

You are strongly encouraged to seek assistance from the following university units.

- a. [Writing Centre](#)
- b. [Learning Commons](#)
- c. [Learning Skills Services](#)

5. Undergraduate Grading Scale

Refer to the [Registrar’s Office website](#) for details.

6. Grading Scheme and Feedback Policy

Refer to the [University Policy](#) for details.

7. 20% Rule

No examinations or tests collectively worth more than 20% of the final grade in a course will be given during the final 14 calendar days of classes in a term. The exceptions to the rule are classes which regularly meet Friday evenings or on Saturday and/or Sunday at any time, and courses offered in the compressed summer terms. **(Note: Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.)**

8. Final Grade Reappraisals

Refer to the [Registrar’s Office website](#) for details.

9. Pass/Fail Legislation

Refer to the [University Policy](#) for details.

School of Health Policy and Management

Assignment Attachment Form

Student Name:

Student Number:

Course Code:

Assignment Title:

Due Date:

Tutorial Leader (if applicable):

Please check each box after reading, to acknowledge agreement with each statement.

- I have read and understand the Senate Policy on Academic Honesty found on website at the following [York Secretariat website on Academic Honesty](#).
- I have read and understood the assignment submission described in the course outline (syllabus)
- I have read and understood the criteria used for assessment in this assignment
- I have read and understood and followed the referencing guidelines required for assignments submitted at York University
- This assignment is entirely my own work, except where I have given documented references to work of others
- This assignment or substantial parts of it has not previously been submitted for assessment in any formal course of study, unless acknowledged in the assignment and previously agreed to by my Tutorial Leader and Course Director
- I understand that this assignment may undergo electronic detection for plagiarism and a copy of the assignment may be retained on the database and used to make comparisons with other assignments in the future

Signature: _____ Date: _____

**School of Health Policy and Management
Faculty of Health
York University**

Course Title	Foundations of Health Studies II
Course Code	HH/HLST 1011 3.0
Term	Winter 2021
Lecture Time	
Tutorial Time	
Location	
Course Website	

Instructor:	
Office:	
Office Hours:	
e-mail:	
Phone:	

Tutorial groups:

Tutorial #	Start Time	Tutorial Leader	Contact Information

Course description

Uses the entry point of faculty research to explore a wide range of issues and social contexts in health care. Case studies and course material will focus on the struggle for health and equity for all.

Expanded Course Description: Following from course material presented in HLST 1010: Foundations of Health Studies, this course examines issues in Canada's current health care system. It uses the entry point of faculty research (e.g. status and disability; gender-based

violence; homelessness) to explore a wide variety of issues and social contexts in health care in the community. Case studies and course material will focus on "front lines" in the struggle for health and equity for all. Major themes include equity and access to health care, particularly in regards to populations that are marginalized within Canadian society and internationally. Social locations of health activism and what is happening on the front lines in the struggle for health equity are discussed, with guest speakers highlighting their work for change.

Pedagogy Assisted Transition (PAT)

This course has been designed to meet the requirements of "Pedagogy Assisted Transition" for first year students. In this course, students have the opportunity to learn and practice skills necessary for success in university and develop the graduate attributes of leadership, competence in discipline, communication, critical thinking and reflection, and professionalism.

This course addresses PAT in the following ways:

- **Opportunities for Teamwork:** Within tutorial, students will have the opportunity to move into small groups to "think-pair-share" to analyze current healthcare issues.
- **Scaffolded Learning:** Within tutorial, students will work with the tutorial leader to develop their outline and draft for the Health Equity Paper.
- **Self-Regulation:** Students will be required to complete an Academic Skills module and provide a reflection on how the skills will be applied in this class with an emphasis on the context of COVID.
- **Reflection:** Students will complete two "exit-ticket" assignments and an academic skills reflection paper to demonstrate how new learning is personalized and applied.
- **Connections between content and real-world:** "Exit-ticket" assignments and the use of Guest Speakers will help students to make these connections to real world health care issues.

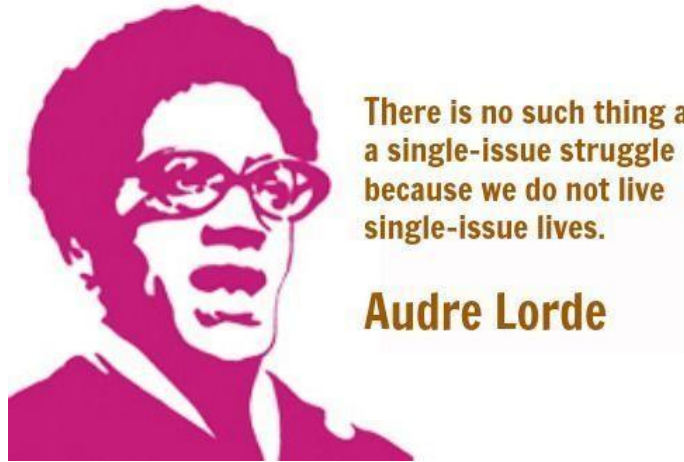
For *non-Health Studies* Faculty of Health students, this PAT course is an opportunity to build interdisciplinary knowledge and increase breadth of exposure to methods, theories, and approaches beyond their degree program. HLST 1011 uses theories, paradigms, and methods from sociology to explore the social causes and consequence of illness, disease, disability and death; as well as the ways in which institutionalized medial systems construct "health" and "illness".

Equity and Teaching:

As the COVID-19 pandemic unfolds and evolves, students *and* instructors are adapting to learning online. We recognize that the pandemic and the measures to control and treat it impact students in different ways. We are committed to and focused on providing our students a learning environment that is engaging, supportive, flexible and has academic integrity. We encourage you to share your feedback as early as possible about your learning experience so that we can have a deeper understanding of the challenges you may be facing, and work towards finding solutions to the extent possible. Talk to your Course Director (CD) or the Undergraduate Program Director (UPD) within SHPM, Lynda van Dreumel (lyndavd@yorku.ca), about access to technology and supports, academic accommodation, technology-enabled delivery of course material, assessments/evaluation instruments or any other academic challenges you are experiencing. For more detail about how the pandemic is impacting students see the report "COVID-19 Impacts on Student Learning and Equity" from the Centre for Human Rights, Equity and Inclusion

<https://rights.info.yorku.ca/>. For other updates on COVID-19 and York see <https://coronavirus.info.yorku.ca/>

HLST 1011: Health on the Front Lines



(Image from: <http://www.buddhistpeacefellowship.org/we-do-not-live-single-issue-lives-climate-change/audre-lorde-single-issue/>)

Photo caption: Sketch of Audre Lord with glasses, mouth open as if she is speaking. Quote beside her says: There is no such thing as a single-issue struggle because we do not live single-issue lives.

COVID-19: WE ARE NOT ALL IN THIS TOGETHER

Welcome to HLST 1011: Health on the Front Lines, which we are embarking on together during the COVID-19 pandemic, but also during other social pandemics that while not new, are increasingly entering the mainstream because of the untenable and precarious nature of life in 2020. Social pandemics like anti-Black racism and anti-Indigenous racism, and the socially produced inequitable living conditions that COVID-19 has pushed to the surface, are no longer hidden and erased. We are all living these pandemics differently based on our social location. We are not all in this together, despite public health messaging to the contrary. I designed this course with this in mind. We are going to use COVID19 as an entry point for what health on the front lines looks like in Canada, in Ontario, in Toronto, and in the hyper-local of the Jane-Finch area where York University is located.

This is a foundations course, that 'sits' alongside HLST 1010. You might be taking the two together, or have already taken 1010, some of you might just take this course. We will build upon the theoretical and conceptual foundations you developed in 1010, looking at what health on the front lines, broadly defined, looks like at this current moment. In this course, we will work together to look at health as a human rights issue, using an intersectional analysis to uncover and interrogate the gaps in access to health for those living in Canada. History matters - how we have built our health system has direct consequences on who has access and who doesn't today. We will use an intersectional analysis to get at who doesn't have access and why.

After this we will take up various case studies of health on the front lines, welcoming guest speakers and watching public events that have taken place in our new COVID-19 reality of Zoom town halls, instead of meeting in public spaces and community centers to hear what community and activists in the field of health are saying. We will take up racial justice, disability justice, food justice, Indigenous ontology and futures and how they shape and ask for a different vision of how we can build access to health (including health care) for each one of us. We will learn from community advocates and those with lived experience of oppression on how they are fighting these social pandemics and what they are calling for in terms of change and a current and post-COVID world where each one of us is able to access the fullest life and health we desire.

We will end the course by taking up the Cuban example of the way the country has engaged in health equity in significant ways, with little resources and an economic embargo. Cuba is an outlier in the region in terms of their health indicators and has a revolutionary health internationalism program that brings health care and disaster response to all over the Global South. We will look at Cuba's evolving COVID19 response and ways it has kept mortality low and managed cases. We will end on a hopeful note of ways we CAN create equity in health for all.

Learning During a Pandemic

We are all enrolled and learning in this course together, like our public health messaging throughout COVID: "we are all in this together." But we are all living this course and COVID in different ways based on our social locations and ways in which those social locations are valued or oppressed. For some of you, online learning is tough because it is hard to organize your time, for others you have increased care duties in your home and time to study is limited, for others you have been displaced from your home because of financial impacts of COVID and are struggling to keep moving through your degree. Each one of you is doing your best during a GLOBAL PANDEMIC and that is OK. These are painful times, many of you have experienced trauma through this pandemic and are living through the effects of this trauma. I have designed this course this semester to meet you where you are at in your journey. Each week on eClass you will have different options to engage with the reading material for that week: a journal article, an Editorial that is easier to read, or a video or podcast you can watch/listen to as you do a chore or have a baby on your lap. I know you are learning in difficult and strange times and I have designed this course with that in mind; these are not 'normal' times, so I will not be teaching like we are in 'normal' times. We are going to challenge this idea of normal and how normal wasn't all that great for many. Why this time is calling us to construct a new and more just system that centers equity and does not return to the status quo.

I have designed assignments to incorporate your lived experience and rely on your own critical reflection of the concepts and material we will take up over the course. I urge you to come early and often to your TA if you are struggling to keep up with the readings or assignments. Learning in online courses can be hard, learning in an online course in a global pandemic is REALLY hard. If you are struggling in any way, come to your TA so we can work out a plan with you. We are here to support you and help you figure out a path forward, but we can only do this if you come to us.

It is my hope that we learn from this moment of great pain, this moment of great unveiling of the deep inequities and injustices that have so long characterized our society and structures we have created to sustain or curtail life, that we move into whatever future we will build post-COVID in a more gentle, inclusive, just and equitable way. That we will learn that we are all interdependent, not independent, and that only if each of our specific human lives are honoured and thought of as we build our new future will we be able to actually move past this time of great pain and devastation.

You will finish this course not with a big exam, sitting all together in the tennis stadium here at York like you would have last year in this course, but with a writing assignment where you will dream up a piece of a post-COVID world where health on the front lines looks radically different than it does today. Let's do this thinking, hoping, dreaming and imagining work together and then let's believe that these different futures are possible and work like hell to make them come to fruition!

We will have four organizing modules that we will move through together.

1. What health looks like in Canada: Mapping universality & access
2. Approaches / frameworks to envision and work towards Health Equity
3. Health on the frontlines: Case studies
4. Doing Health Equity differently: Cuba and your own Post-COVID dreams

Course website: This course will be entirely delivered online through the eClass course website. Please check that you have access to the eClass main course site AND your eClass tutorial site in the first week of classes. If you have trouble accessing, please email its@yorku.ca

Useful links and resources for students:

- [Student Guide to Moodle](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [Computing for Students Website](#)
- [Student Guide to eLearning at York University](#)

Students who do not have access to a computer should contact York University to register to borrow a laptop. The process can be found [here](#).

Course structure:

I will miss coming to class and tutorial each week and seeing each of your faces in the big lecture hall. Things will feel different, you will feel alienated and disconnected from your professors, peers, and campus life. We will do our best together to build a space where we can learn together in our online tutorials. I will host a weekly AMA on Zoom where you can come in and out and ask questions. Your TA will have weekly office hours where you can set up a Zoom chat. This will all look different, but are hopefully things that can support you as you move through this remote course.

Course material/Lectures: This course will be completely delivered asynchronously, which means you will access the weekly course content at a time that works best for you each week. You will need to complete the readings and watch the lectures each week as assigned, as they will be building towards the assignments due during various parts of the course. It can be difficult to manage your own time in remote learning, so it is a good idea to make a schedule that works for you and do your best to stick to it.

Tutorial: Each of you is enrolled in a tutorial, held Tuesdays from either 4:30 to 5:30 or 5:30 to 6:30. These tutorials are held synchronously, which means they are live during the timeframe and will not be recorded. Overall the tutorial portion of the course is a smaller space for you to work through questions you have about course material and readings, understand central concepts, work on research/writing and other academic skills and be a part of a smaller learning community. There are no participation marks attached to attending tutorial. Tutorials will be held on Zoom.

It is the responsibility of each member of our class – teaching team and students – to work

together to create a space that is welcoming and honouring of each of us. This is not a natural process, but one that takes work and intentionality. We will go over the ways we want to do this in our first tutorial and will revisit if need be over the course. This is a space to struggle with ideas, concepts, and theories that do not negate, diminish or challenge the human rights of all. Name-calling or ad hominem attacks will not be tolerated.

Office hours and AMA: Professor and TAs are all available for open virtual office hours each week (see top of syllabus for timing). I will also host an Ask Me Anything Course related open Zoom room each week for you to come in and ask questions, see what other people are asking and have some human interaction in 1011! Details on eClass.

Use of webcam during tutorial or meeting with Prof/TA:

Learning during COVID19 has meant we are all doing too many things out of our homes: living, working, studying, caring for children/elders. For some this might be workable, for others it is next to impossible. You do not need to have your video on during Zoom, your space is private and you have the right to protect it as private. You can participate through the chat function. You also have the option of using the Zoom phone in number as not to use significant bandwidth.

Required course material (no textbook)

Readings for this course are **all** available online or through York University's on-line library services without additional cost. You already pay for library services in your tuition. Please contact the library if you have trouble accessing.

Questions about readings should be brought to tutorial – this is a space to go through things you want to understand better, dig deeper into and challenge ideas in the course material.

Full readings list will be posted to eClass site.

Students with accommodations

Welcome! Students who have accommodations are asked to contact me within the first two days of the term so that we can ensure access to material is barrier-free. If your experience changes over the term/year, and you need accommodations- make an appointment with (<https://accessibility.students.yorku.ca/academic-support-accomodations>). It takes about a week to a week and a half for an appointment, so do not leave it too late. SAS has a drop in time from 1-2pm on Monday to Friday. I want to create a learning environment and experience that is barrier free for all – so if you need accommodations, please start the process with SAS. If you are uncomfortable with disclosing personal details, you can ask them about consent and what you control. Examples of accommodations are: note taking for lecture, extra time for exams, an extension on an assignment.

Communication

Please check the eClass site regularly for updates, announcements and changes.

How to communicate with teaching team:

When you email instructors, write “Health on the frontlines” or “HLST 1011” in the subject line. Write also your first and last names so we can identify you. Instructors will reply to emails within 48 hours (Monday through Fridays), even if it is just to acknowledge receipt of your email. If you do not hear from us within 48 hours assume that your email was lost. Resend it until you hear

back from us.

eClass boards:

Use the boards on eClass to post questions about course related things (deadlines, finding material etc), articles you found interesting that others might be interested in, a rally/march/protest coming up, an event relating to our course, study groups you want to form.

Learning Objectives

1. Depth and breadth of knowledge:

- Understand some of the major issues in the health of Canadians and in Canada's current health care system, particularly in regards to equity and access to care.
- Understand key historical moments in the development of these issues, as well as contributing social factors.
- Understand intersectionality as a way to uncover complexity in who has access and who does not access health in Canada.

2. Knowledge and methodologies:

- Identify tensions, debates, and areas of agreement within different stakeholders in Canada's health care system.
- Identify thematic links between various issues.
- Demonstrate ability to read, summarize, and critique critical academic references.

3. Application of knowledge:

- Apply knowledge in the preparation of a number of cohesive and thorough academic written assignments
- Begin to use intersectionality as a way to analyze society and health.

4. Awareness of limits of knowledge:

- Be able to identify biases and that exist in current debates and understand how bias influences health policy, research and decision-making.

5. Autonomy and professional capacity:

- Demonstrate ability to research and formulate ideas independently.
- Complete assignments on time in a professional manner.

6. Communication and writing skills:

- In major writing assignments, formulate concise a thesis statement which identify primary arguments or areas of discussion.
- Demonstrate organizational skills in written assignments; proper identification, title, sub-titles, proper reference list, etc.
- Provide written evidence of knowledge and critique.
- Use proper APA formatting in all written assignments.
- Draw from reliable, peer-reviewed academic sources for written work.

Brief Course Outline

Date	Week #	Description	Assignment due
Tuesday, January 12, 2021	1	Foundations of our course	
Tuesday, January 19, 2021	2	How the system was built	
Tuesday January 26, 2021	3	The organization of Canada's healthcare system	Exit ticket #1
Tuesday, February 2, 2021	4	Human rights approach to health	Critical Reflection Paper
Tuesday February 9, 2021	5	Intersectionality & health	Exit Ticket #2
February 13-19		READING WEEK	SLEEP & REST
Tuesday, February 23, 2021	6	COVID19 and Toronto	
Tuesday, March 2, 2021	7	Racial justice & access to health	Academic Skills Assignment
Tuesday, March 9, 2021	8	Disability justice & access to health	
Tuesday, March 16, 2021	9	Food justice & access to health	Major Writing Assignment
Tuesday, March 23, 2021	10	Indigenous ontologies and wellness & access to health	
Tuesday, March 30, 2021	11	Doing health access differently: What could this look like?	Dreaming of a post-COVID world assignment
Tuesday, April 6, 2021	12	The Case of Cuba: health equity on the island and medical internationalism	

Add/drop Information from York's website: <https://registrar.yorku.ca/enrol/dates/fw20>

Last date to add a course without permission of instructor (also see Financial Deadlines)	Jan. 25
Last date to add a course with permission of instructor (also see Financial Deadlines)	Feb. 8
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	March 12
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	March 13 - April 12

* Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Important Course Information for Students

WRITING SKILLS AND ACADEMIC LITERACY:

You need to write well to do well in this course. If you need extra help with your writing, make an **early** appointment to one of the writing support services on campus:

- The [Writing Centre \(S329 Ross\)](#)
- The [Learning Commons \(Scott Library\)](#)
- [Learning Skills Service \(N110 Bennett Centre\)](#)
- [The ESL Open Learning Centre \(Scott Library\)](#)

TURNITIN:

All assignments will be handed in through **Turnitin automatically through the eClass website**. Turnitin is an online academic service that checks for academic dishonesty and plagiarism. An 'originality report' is provided to the instructor, who determines if there are any breaches of academic honesty.

If you do not wish to use Turnitin, you must let the Course Director know in advance. You will be required to submit a written report on how you completed your final paper (required contents below), along with a detailed annotated bibliography. The report and bibliography must be submitted with your assignment when it is due.

The written report must contain the following information, as well as anything else you consider useful to the Course Director on the issue of academic integrity:

- A list of the documents and other sources you consulted to understand your topic, along with the dates you first used each of them;
- An explanation of how those documents and sources led you to the other documents and sources you used;
- An explanation of which of the sources you used had the most influence on your understanding of the topic of your assignment, and how you used them.

ACADEMIC HONESTY:

Plagiarism of any kind will not be tolerated. Students must review the York University [SPARK Academic Integrity module](#). Please familiarize yourself with what constitutes academic dishonesty and if you are nervous about your work possibly breaching the policy on academic honesty – please book an appointment with writing support (detailed above) or your TA in advance of submitting your work. I have included the option in all assignment submissions where you can submit anytime before the deadline, receive your similarity report and then submit a revised version as your final assignment before the deadline. The submission in the system at the deadline is the assignment that will be graded.

Your York Federation of Students has a great resource on Academic Integrity, how to avoid it and what happens if you engage in academic dishonesty & your rights as a student:

<http://www.yfs.ca/academicintegrity>

ACCESS/DISABILITY:

York provides services for students with disabilities needing accommodation related to teaching and evaluation methods/materials. These services now look different during COVID19 with campus services being online. Please check the website or call the offices below to ask what the protocol looks like at this moment.

It is the student's responsibility to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Failure to make these arrangements may jeopardize your opportunity to receive academic accommodations.

Additional information is available at www.yorku.ca/disabilityservices or from disability service providers:

- *Office for Persons with Disabilities: N108 Ross, 416-736-5140, www.yorku.ca/opd*
- *Learning and Psychiatric Disabilities Programs - Counselling & Development Centre: 130 BSB, 416-736-5297, www.yorku.ca/cdc*
- *Atkinson students - Atkinson Counselling & Supervision Centre: 114 Atkinson, 416-736- 5225, www.yorku.ca/atkcsc*
- *Glendon students - Glendon Counselling & Career Centre: Glendon Hall 111, 416-487- 6709, www.glendon.yorku.ca/counselling*

Assignment	Due Date	Weight	Date Returned
Exit Tickets 10% X 2	Exit Ticket #1: Week of January 26 Exit Ticket #2: Week of Week of February 9	20%	1 week later
Critical Reflective Paper	Week of February 2	20%	February 16
Academic Skills Assignment	Week of March 2	10%	March 9
Health Equity on the front lines Assignment	Week of March 16	30%	March 30
Post-COVID Writing Assignment	Week of March 30	20%	April 6

Description of Assessments:

Marking rubrics and video explanations are available on eClass.

I designed these assignments to meet where you are at; learning remotely during a pandemic. This kind of learning can feel isolating and things can feel overwhelming, especially if you are in your first year of University and adjusting to academic life. I have designed a number of shorter assignments that will assess your comprehension of core concepts in the course and that ask you to do the kind of thinking we are doing together in this course. They are spaced out as to have you remain engaged and not feel overwhelmed by a looming large assignment at the end of the course.

The due date for every assignment is the WEEK the assignment is due: anytime between Monday at 8am and Friday at midnight. The eClass assignment submission portal will open on Monday at 8am and you will have until that Friday at midnight to submit. Late penalties will apply to assignments submitted after Friday at midnight. My aim here is that you know best how to manage your time and can submit when works best for you during that week. You might want to finish for the beginning of the week and then re-visit it a few days later, make some edits and submit.

A. Exit Tickets Due: Week of January 26 and week of February 9 (2 X 10%)

After Module 1 and Module 2, you will respond to an exit ticket prompt on eClass.

The prompt will open on Monday Jan 25 and Monday Feb 8 and you will have until that Friday

at midnight to complete and submit your response to the prompt.

Each one is worth 10% of your final mark. Late responses will accrue a 20% deduction per day.

Exit prompts will: Assess how you solve a problem or answer a significant question based on the lesson OR assess if you can apply the content in a new way. Each prompt will assess your understanding of the preceding module.

B. Critical Reflective Paper: Due week of February 2 (20%)

A critical reflective paper on intersectionality and health – using your own experience as the basis for reflection and analysis.

1. Read the article Racism impacts your health by Roberta Timothy:

<https://theconversation.com/racism-impacts-your-health-84112>

2. Write a 750-1000 word reflective paper on your own interactions with the health care system in relation to your own identity. The paper will have 4 parts:

Part 1: Begin with your own reflection on the article above. What stood out to you? What made you mad/uncomfortable/sad/wanting to know more? Did anything sound familiar? Not familiar?

Part 2: Describe on your own intersecting identity – only disclose what you feel safe / comfortable disclosing.

Part 3: Describe an interaction with the health care system that was informed by your identity. Have you experienced barriers? They can be minor or significant. How did you experience this in relation to your identity? Maybe you reflect on not experiencing barriers and tie that to your own privilege that comes from your identity.

Part 4: Like Timothy does at the end of her article, can you explore an idea that might dismantle barriers to health that you experienced? If your paper is a reflection on ways you have not experienced barriers, can you explore an idea that might make the health system more inclusive for all, allowing for the same access you experience?

You will submit your critical reflective paper through eClass (TurnItIn) during the week of February 2. It is worth 20 % of your final grade. Late submissions will receive a deduction of 5% per day late.

See also <https://www.toronto.com/opinion-story/8559566-racism-impacts-your-health/> for the expansive way we can think about health, inequities and intersectionality.

Trigger warning: Some of you might re-visit and reflect on experiences that have caused you trauma. Please do this assignment in a way that is safe for you. Remember that you have access to counselling through the University if you want to seek support:

<https://counselling.students.yorku.ca/individual-counselling>

C. Academic Skills Assignment: Due week of March 2 (10%)

Because this is a first year foundations course, we will work on foundational academic skills building. You will go through an online module on Academic Integrity and complete an assessment of your understanding and critical reflection of the principles taken up.

1. Go to: <https://spark.library.yorku.ca/academic-integrity-module-objectives>
2. Go through the online module in its entirety.
3. Go to the fifth section of the module: Practicing Academic Integrity
4. Write a 500 word (in total) response to the following two questions:
 - A. Can you relate the importance of building the skill of academic integrity to remaining accountable to marginalized communities who are being researched, or involved in research? In other words- why is academic integrity important in the context of researching health inequity? Can you think through why this might be important? What comes to mind?
 - B. Breaches of Academic Integrity happen for many complex reasons. Provide ONE reason why people might engage in plagiarism that comes out of a more nuanced and complex understanding of structural barriers that are intersectional in nature and a social determinants of health approach and ONE resource or advice that you would give to someone in that particular situation.

You do not need a title page. Use a reference page (APA) IF you reference the SPARK material.

I will crowdsource Part B from this assignment and post to our eClass site so we can all engage with this complexity and also access resources or pass them on!

D. Health Equity on the Front Lines Writing Assignment: Week of March 16 (30%)

We have been discussing and understanding how health is not accessible to all for many different and complex reasons. Systems are designed with one body / user / experience in mind, built environment and geography, hegemonic values on where we allocate resources, and history of ways we have built our system are some of the bigger reasons. This assignment is asking you to three things: dive deep into a particular health equity issue, take it up using the lens of intersectionality, and then propose an innovative approach to building equity for the group facing barriers.

1. You will identify a health inequity problem in Canada today: a barrier or gap in access to health (broadly defined). This could mean access to a particular part of our health care system, access to housing, access to education, access to mental health services, it can be about COVID19 or not.
2. You will then use the framework of intersectionality to look at how a particular group of people living at particular intersections have been denied access in specific ways. Eg: Women with disabilities, queer youth, Indigenous mothers. You will outline WHAT the problem is, how this particular group is not accessing the service, program or resource. Why is this particular group not accessing the specific thing they need to be healthy/well? You will use academic literature AND reports or grey literature from community groups, advocates, activists, alternative policy groups, users themselves. Remember that intersectionality is asking us to uncover where the gaps in access are and also to seek out the perspective and voices of those experiencing the oppression. Questions to ask yourself: Who is this service/program/resource serving? Whose body or mind does it value? Who is celebrated and who is left out of the

picture? What are folks living at the intersections of this identity experiencing and saying about what needs to change.

3. You will then use the course reading on Targeted and Universal approaches to health equity (<https://nccdh.ca/index.php?/resources/entry/lets-talk-universal-and-targeted-approaches>) to come up with an innovative approach to HOW you would design an intervention to the problem. Is your intervention universal? Targeted? Targeted universal? You need to design a specific intervention, from one of the approaches, and explain what this intervention is, what gap or barrier it intervenes in and why it is needed. Explain why you chose to design the intervention in this way.

Critical Perspective: At all times, your writing should have a critical perspective. Do not simply describe the issue. You must examine reasons for the issue, try to explain how it has come to be, other contributing factors that might have been overlooked, etc. Remember to center the voices of those who are impacted.

Reference List: Your assignment must use **4- 5 academic references**. These include articles from peer-reviewed academic journals, books, or government documents. You may use up to two course readings. Newspaper and magazine articles may be used but **do not count as academic references**. The list must be done in APA style. The reference list does not count in your page count.

Your assignment should be approximately 4 double-spaced pages in length (no more than 5 pages), font Times New Roman 12, with page numbers. It must include between 4 - 5 scholarly references, properly referenced.

You will submit your assignment through eClass (TurnItIn) the week of March 16. It is worth 30% of your final grade. Late submissions will receive a deduction of 5% per day late.

E. Post-COVID19 Writing Assignment Due: Week of March 30 (20%)

Your final assignment will build and extend on the knowledge you developed over the course on where the gaps in access to health are, who is experiencing these gaps and how COVID19 has unveiled these gaps in more visible ways.

You will write a 500 word Op-ed writing piece on ONE aspect of access to health that needs dire attention as we build a post-COVID19 world. Op-ed writing is meant to provide a clear, concise opinion on a timely and relevant topic. The goal is to allow your reader to understand the issue quickly and convince them why they should care about the issue. They can inform and stimulate debate and shape policy.

Thinking through the themes we covered in our course: how racism and ableism deny access to health, how access to food, health services and other factors that shape health, ALONGSIDE the guest lectures and townhall webinars you watched, calling for a different post-COVID future, this is your time to DREAM and proclaim ONE main piece of the post-COVID world that ensures health equity for all.

This assignment is meant to be a **hopeful** one, a chance to think about how access to health COULD be shaped! Dream about what it would take to make ONE part of building more equitable and just access to health.

You might think about a radical food policy targeting a specific group or demographic, abolition of tuition fees for post-secondary education, removal of medical documentation for mental health accommodations in post-secondary education ... DREAM BIG!

See this guide from McGill University for tips on writing an effective Op-ed:

<https://www.mcgill.ca/newsroom/faculty/op-ed>

GRADING:

Grading will subscribe to York University's grading scale:

A+	90-100: exceptional	A	80-89: excellent
B+	75-79: very good	B	70-74: good
C+	65-69: competent	C	60-64: fairly competent
D+	55-59: passing	D	50-54: barely passing
		E	40-49: marginally failing
		F	0-39: failing

If you feel that your grade is not a fair assessment of submitted work, you may set up an appointment with your Tutorial Assistant after the assignment has been returned. At this meeting, you must have reviewed the assignment instructions and expectations, the TA's comments, and **must have completed the Grade Appeal form** (this will be posted on the eClass site) to specify why and how you feel the grade should be changed. Should there be continued disagreement about the grade, a re-grade by the instructor or an alternate TA can be requested by the student, **at the discretion of the instructor**. There is no guarantee that a re-grade will result in a higher grade. **Grades will not be discussed over e-mail. Students are asked to refrain from asking about grades until at least 24 hours have passed from the time they have received the grade.**

LATE ASSIGNMENTS:

Late assignments will receive a penalty of five percent per day, including weekends. For electronic submissions, students are encouraged to submit early in case of technological delays.

Note: Always keep an electronic and hard copy of all assignments in case of technological difficulties or misplaced work.

School of Health Policy & Management
Policy on Requesting Late Assignments or Make-Up Exams

The following table details the requirements for missing any course work. Failure to do so will result in a grade of zero for the missed course work.

Course Work	Forms and Documentation	To Whom/Where to Submit	Deadlines for Seeking Approvals
Unable to submit term work (assignments or papers) by the due date during the term	No forms required but instructor may require documentation	Negotiate with and seek approval from the Instructor directly by email	No later than 1 calendar day after the unforeseen circumstance
Unable to write the Mid-term Exam at the scheduled time	Missed Test Documentation Form and required documentation	The School of Health Policy & Management Office, Room 403, HNES Building	No later than 7 calendar days following the missed exam
Unable to write the Final Exam at the scheduled time OR Unable to submit outstanding course work by the last date of classes	Final Exam/Assignment Deferred Standing Agreement and required documentation	The School of Health Policy & Management Office, Room 403, HNES Building	No later than 7 calendar days following the missed exam or due date of course work

A. What documentation to submit?

All request forms and supporting documentation must be submitted in **hardcopy in their original form. Scanned/faxed/photographed copies are not accepted.** The instructor and the School of Health Policy & Management have the right to request valid supporting documents. **All supporting documents are non-returnable.**

Examples of appropriate supporting documentation are:

a) Unforeseen Medical Circumstances

- Attending Physician’s Statement

NOTE 1: Other forms of medical notes are **not** accepted.

NOTE 2: A student claim of a headache, stomach ache, nausea or cold documented in the Attending Physician's Statement as the indication for illness will not be accepted.

b) Non-Medical Circumstances

- **Death of direct family members** - death certificates, obituary notice, notice of funeral services, etc.
- **Vehicle accidents** - automobile accident reports, etc.
- **Emergency travel** – airline tickets with boarding passes, bus/train tickets, etc. The date that travel was booked on must be clearly shown. Airline/train/bus ticket/receipts for emergency travel must indicate destination, departure, and return dates.

c) Other Circumstances

• **Disability Accommodations**

- (1) **Foreseen accommodations** - If you are seeking **anticipated** accommodations, submit your Letter of Academic Accommodation issued by Student Accessibility Services to your instructor at the beginning of the course and negotiate directly with your course director over term work assignments and papers no later than 14 calendar days prior to the due date. All examinations are administered by Student Accessibility Services.
- (2) If your request is for **unforeseen circumstances** related to your documented disability, your Disability Counsellor can provide further supporting documentation to support your request.

• **Religious Accommodations**

- All requests must be arranged well in advanced. For term work assignments, discuss due dates with your instructor no later than 14 calendar days prior to the due date. For midterm examinations, submit a Missed Test Documentation form to the School of Health Policy & Management Office, HNES 403 no later than 14 calendar days prior to the examination date. For all final exams, submit a Religious Accommodation Agreement to the School of Health Policy & Management no later than three weeks prior to the start of the examination period.

B. Who Makes the Decision?

Instructors make the final decision based on above requirements. **Approvals are not guaranteed.**

C. If Your Request is Approved ...

If an extension is granted for an **assignment**, the new deadline is firm, and **no** further extensions will be considered.

If a **make-up exam** request is approved, the student must be prepared to write the make-up exam at a date set and announced via the course website. **Only those with pre-approval will be allowed into the exam room.** Deferred course work takes precedence over continuing school work. If a student misses the

original exam and the makeup exam, they will need to discuss their circumstances with their instructor. Only one make-up exam date will be offered. Students deferring more than one exam should note that they may be writing multiple exams on the same deferred exam date. Although the content to be examined will be the same, the format may or may not follow that of the original test/examination.

D. If Your Request is Not Approved ...

Instructor decisions on requests pertaining to make-up **mid-term exams** and requests to submit **course work by the last day of classes** are final - **there are no options to appeal**. Late assignments will be subject to mark deductions as detailed in the course outline. You will receive a grade of zero for the missed exams.

Instructor decisions on requests pertaining to make-up **final exams** and requests to submit **course work after the last day of classes** may be petitioned through the Registrar's Office. Follow the instructions posted on the **Registrar's Office website**.

York University Important Course Information and Resources for Students & Instructors

Students should familiarize themselves with the following Student Rights & Responsibilities:

1. Academic Honesty and Integrity (SPARK)

Note:

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others to cheat” (article 2.1.10 from the Senate Policy).

In addition: The course materials that form part of this course outline are designed for use as part of this course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law.

2. Access/Disability
3. Ethics Review Process
4. Religious Observance Accommodation
5. Student Conduct in Academic Situations

Other Important Course-Related Information

1. Important University Sessional Dates

You will find classes and exams start/end dates, reading/co-curricular week, add/drop deadlines, course withdrawal period (withdraw from a course and receive a grade of “W” on transcript), holidays, University closings and more on the Registrar’s Office website.

2. Tuition Refund Table

You may be eligible for a full or partial refund depending on when you de-enroll from courses. Refer to the dates posted on the Office of Student Financial Services website.

3. Referencing Style

A referencing style approved by the course director must be used for all assignments and essays. As examples, this may include APA, AMA, MLA. York University Libraries provide manuals.

4. Writing and Learning Skills

You are strongly encouraged to seek assistance from the following university units.

- a. Writing Centre
- b. Learning Commons
- c. Learning Skills Services

5. Undergraduate Grading Scale

Refer to the Registrar’s Office website for details.

6. Grading Scheme and Feedback Policy

Refer to the University Policy for details.

7. 20% Rule

No examinations or tests collectively worth more than 20% of the final grade in a course will be given during the final 14 calendar days of classes in a term. The exceptions to the rule are classes which regularly meet Friday evenings or on Saturday and/or Sunday at any time, and courses offered in the compressed summer terms. **(Note: Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.)**

8. Final Grade Reappraisals

Refer to the Registrar’s Office website for details.

9. Pass/Fail Legislation

Refer to the University Policy for details.

School of Health Policy and Management

Assignment Attachment Form

Student Name:

Student Number:

Course Code:

Assignment Title:

Due Date:

Tutorial Leader (if applicable):

Please check each box after reading, to acknowledge agreement with each statement.

- I have read and understand the Senate Policy on Academic Honesty found on website at the following York Secretariat website on Academic Honesty.
- I have read and understood the assignment submission described in the course outline (syllabus)
- I have read and understood the criteria used for assessment in this assignment
- I have read and understood and followed the referencing guidelines required for assignments submitted at York University
- This assignment is entirely my own work, except where I have given documented references to work of others
- This assignment or substantial parts of it has not previously been submitted for assessment in any formal course of study, unless acknowledged in the assignment and previously agreed to by my Tutorial Leader and Course Director
- I understand that this assignment may undergo electronic detection for plagiarism and a copy of the assignment may be retained on the database and used to make comparisons with other assignments in the future

Signature: _____ Date: _____