

<p><b>Course Name:</b> <b>KNPE 338/3.0</b></p> <p>Exploring Active Urban Communities</p> <p><b>Not Offered 2020-21</b></p>	<p><b>Course Instructor:</b> Kyle Clarke</p>	<p><b>Contact Hours:</b> August 28<sup>th</sup> to September 4<sup>th</sup>, 2019 and two-hour participatory event in mid-October</p> <hr/> <p><b>Prerequisite:</b> Level 3 or above. Registration in: a HLTH Major or Medial, KINE or PHED Plan.</p> <hr/> <p><b>Exclusion:</b> PACT 338/3.0</p>						
<p><b>Course Description:</b></p> <p>The goal of this course is to explore the interconnections between active living, natural spaces and the built urban environment, with an emphasis on active transport, outdoor recreational activities, civic ecology, urban parks and green spaces, land use and public policy. Students will participate in an expedition-style learning experience, spending a week living, traveling and learning together as a group. This is an experiential course of study whereby students will engage with a variety of community leaders, elders and activists, as well as partake in an array of outdoor and physical activities.</p>		<p><b>Course Resources:</b></p> <p>O'Connell, T., &amp; Dymont, J. (2013). <i>Theory into Practice: Unlocking the Power and the Potential of Reflective Journals</i>. Charlotte, NC: Information Age Publishing, Inc.</p> <p>Lugo, A. E. (2013). CicLAVia and human infrastructure in Los Angeles: ethnographic experiments in equitable bike planning. <i>Journal of Transport Geography</i>, 30, 202-207.</p> <p>Middleton, J. (2010). Sense and the city: exploring the embodied geographies of urban walking. <i>Social &amp; Cultural Geography</i>, 11(6), 575-596.</p> <p>Panter, J. R., Jones, A. P., &amp; Van Sluijs, E. M. (2008). Environmental determinants of active travel in youth: A review and framework for future research. <i>International journal of behavioral nutrition and physical activity</i>, 5(1), 34.</p> <p>Yokohari, M., &amp; Amati, M. (2005). Nature in the city, city in the nature: case studies of the restoration of urban nature in Tokyo, Japan and Toronto, Canada. <i>Landscape and ecological engineering</i>, 1(1), 53-59.</p> <p>Raffan, J. (1990). <i>Entry Points</i>. Kingston, ON: Outdoor and Experiential Education, Faculty of Education, Queen's University</p>						
<p><b>Intended Student Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Students will investigate the ways in which the physical environment and social networks shape human movement, physical activity and recreation within large urban Canadian communities.</li> <li>• Students will examine how people living within large urban communities can respond to public policy, the built environment, and dominant opinions to create interventions that increase involvement in physical</li> </ul>		<p><b>Course Evaluation:</b></p> <table border="0"> <tr> <td>Learning Expedition</td> <td>40%</td> </tr> <tr> <td>Reflective Journal</td> <td>20%</td> </tr> <tr> <td>Presentation of Learning</td> <td>40%</td> </tr> </table>	Learning Expedition	40%	Reflective Journal	20%	Presentation of Learning	40%
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<p>activity.</p> <ul style="list-style-type: none"> <li>• Students will develop a repertoire of essential reflective journaling skills (both written and visual/art- based) to effectively communicate ideas, objects and emotions.</li> <li>• Students will identify a variety of barriers that limit access to physical activity by distinct groups of people living in urban centres (i.e., newcomers, indigenous Canadians, elderly, preschoolers, etc).</li> <li>• Students will experience the personal health benefits of participating a variety of outdoor recreational activities that are connected to a particular place and/or community; and</li> <li>• Students will employ their oral, written and/or visual-based skills of communication, interviewing, narration, and personal reflection to actively engage in the process of experiential learning.</li> </ul>	
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**Learning Expedition - Outline**

Participation in a 7-day learning expedition to Toronto, Ontario. Travel by foot, bicycle, bus, streetcar, subway and train—camping in tents each evening, and preparing meals for each other during the entirety of the trip. The journey will take us along a planned route, where each day we will encounter a variety of community members (prearranged meetings), as well as visit different parks and public lands, conservation areas, urban gardens, and private enterprises (also prearranged). We will have the opportunity to participate in a number of physical activities including: hiking, canoeing, birdwatching, cycling, forest bathing, orienteering, tai chi, dancing, and an urban nature night. The course will be mindful of the rights of Indigenous Peoples and their land, building relationships and having conversations that work towards healing, understanding, and the sharing of Indigenous knowledge.

The morning of the first day of the course will take place on the Queen’s University Campus and will consist of a welcome/introduction/expedition overview session, followed by a reflective journal writing boot camp, and a backpacking prep and packing workshop. That afternoon our will group will proceed from Kingston to Toronto, Ontario (Rouge National Urban Park) by VIA Rail and GO Train and camp for the evening at the Glen Rouge Campground. We will spend four nights at this site. On the fifth day of the trip we will travel as a group from Scarborough to the Fort York. We will camp at Fort York utilizing the City of Toronto’s group camping facilities for two nights. On day seven, we will travel towards the western part of the city, hiking up the Humber River, and then camp for the evening at the Indian Line Campground. On the eighth and final day, we will travel as a group by coach returning to Kingston.

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