

**Faculty of Health
School of Kinesiology and Health Science**

International Development and Sport

Course:	HH/KINE 4310
Course Website:	Accessed via Moodle: < https://moodle.yorku.ca/moodle/course/view.php?id=76826 >
Term:	Fall 2016
Class meeting:	Mondays & Wednesdays, 11:30-1, Stong College (SC), room 218
Course Director (CD):	Dr. Lyndsay Hayhurst Email: lhayhurs@yorku.ca Office: Norman Bethune, 340 Office Hours: By appointment only

Email and ‘technology’ policy:

Email is great technology when used in moderation. Although you may use email to share comments and concerns not raised in class, email will be reserved primarily for arranging appointments and/or attending to issues that need to be resolved immediately (i.e., cannot wait till the next lecture). Where possible, consult the course outline prior to emailing since often the information is there. Course material will be reviewed in class only. **The CD will not respond to emails received after 5:00 PM on weekdays and on weekends until the following business day. Please include KINE 4310 in the subject line of the email.**

Please ensure that email messages are professional, clear and coherent. Avoid ‘instant text messaging terms,’ inappropriate language, emoticons and poor spelling, punctuation or grammar. In order to provide a helpful response to your email, I need to be able to understand it.

The classroom is a safe environment for all: racist, sexist, homophobic, and/or aggressive comments will not be tolerated – please remember that this pertains to email, too.

Laptops may be used in class in order to take notes. Please note that “surfing” the Internet, checking email, Facebooking, IMing, playing games, etc., is strictly prohibited during class time. Such activities are rude and distracting. We will have one scheduled ‘phone break’ in class where everyone can have 5 minutes to text/call/check emails, etc.

Course Description:

Sport for development and peace (SDP) involves using sport as a catalyst to address a range of social, economic, political and health issues such as achieving gender equality, enhancing community development, facilitating health promotion, youth engagement and economic revitalization. While a great deal of SDP happens at a local level (i.e., here in Canada with Indigenous communities) around specific needs or opportunities, throughout the past decade, sport has increasingly been utilized as a tool by policy-makers, philanthropists and social entrepreneurs to "develop" marginalized groups in the "global South." Formally institutionalized by the United Nations (UN) in 2003 as an important element in achieving the

UN Millennium Development Goals – SDP advocates for the use of sport and play to address a vast array of issues such as HIV/AIDS, conflict resolution, environmental sustainability, and improved health status.

In light of these issues, the goal of this course is to critically examine the intersections of sport, international development and peace. In particular, various theories, concepts and case studies are explored that contribute to understanding how international development practitioners, policy-makers, governments and donors may (or may not) be actively confronting norms and processes that make assumptions about intersections of race, colonialism, sexuality and gender as these are understood in SDP programming, policy and practice.

Course Objectives:

After taking this course, students will be meet the following course learning expectations:

1. To critically reflect on physical activity (including sport) and health in a global context.
2. To develop a critical understanding of “sport for development and peace,” with specific attention to the social, political, and cultural factors embedded in and framing sport and international development.
3. To develop skills for a critical evaluation of the strengths and weaknesses associated with the construction of sport as a site of social change.
4. To understand, and reflect on, the attempts by various international stakeholders to use sport as a means to combat inequality.
5. To present ideas and arguments in a well-structured and coherent manner using a variety of communications formats.

Organization of the Course: The course involves formal lectures by the CD and invited guests, supplemented with films, videos and online tools where appropriate. The required readings are central the course. The lectures will serve to enrich, clarify, and illustrate crucial issues from the assigned readings. Each class will begin with an informal discussion, lecture, and end with a tutorial discussion. Lectures are not recorded but lecture slides will be made available to the students on the course Moodle site **after class**.

Course Text/Readings: The course utilizes Moodle. Required readings are available in electronic format through York University’s Library (YUL). Persistent links to download the readings are provided through Moodle. In the event that the links to the readings are not working properly, or you cannot download the article, **it is the student’s responsibility to access the YUL system and retrieve the required reading in advance of the lecture.**

Academic Dishonesty: KINE 4310 adopts a zero-tolerance policy with regard to Breach of Academic Honesty and Integrity. Academic dishonesty is not different from other types of dishonesty. It consists of misrepresentation by deception or by other fraudulent means. In an academic setting this may include any number of forms such as:

- Copying or the use of unauthorized aids in tests, examinations and laboratory reports;
- Plagiarism, i.e., the submission of work that is not one’s own or for which previous credit has been obtained, unless the previously submitted work was presented as such to the instructor of the second course and has been acceptable for credit by the instructor of that course;
- Aiding and abetting another student’s dishonesty giving false information for the purposes of gaining admission or credit;

- Giving false information for the purposes of obtaining deferred examinations or extension of deadlines; and/or forging or falsifying York University documents.

Academic dishonesty can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. Please refer to York University Secretariat website <www.yorku.ca/secretariat/> for further information on Senate Policy on Academic Honesty and Academic Integrity, Ethics Review Process, Access/Disability, Student Code of Conduct, and Religious Observance Accommodation.

Assignment Submission and Lateness Penalties:

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, the assignment is due in lecture on its due date and **you are required to submit hard copies (i.e., paper copies) by 11:30AM on the due date (the beginning of lecture). E-mailed assignments will not be accepted. An assignment is considered LATE if handed in after 11:30AM on the due date.**

Late assignments will be penalized with a 20% grade reduction per day, unless they are accompanied by a doctor’s, court-date note, or by other official documentation detailing a serious matter.

Appeals Process:

A mark may be changed only on the basis of reassessment of tests, assignments or examinations already submitted for a course.

Once assignments/exams have been marked, the mark should be changed only in case of mistakes made in marking or in registering the mark. Students are not permitted to revise an assignment nor to do an additional assignment to increase their mark if there are no provisions to do so in the course outline.

If you believe there has been an error in the marking of an assignment or paper, the following procedure is to be followed:

1. Wait 24 hours before taking action – this will allow you to cool off and keep a level head.
2. Submit a one-page, typed letter (along with the assignment) to the instructor outlining the perceived error. Attach this to your graded assignment and hand it back to the course instructor by the next lecture.

Your grade may go up, down, or remain the same. Grade reassessment decisions are final. You cannot argue or appeal your class participation grade. Note that a grade reassessment is not an ordinary occurrence but an exception. Simply wanting a higher grade is not an acceptable reason for requesting a reassessment. **Please note that participation grades cannot be appealed.**

Missed class due to illness:

If you are sick and unable to submit a class assignment, you must contact the instructor on or before that day and inform her that you will be away. You will also be required to submit a doctor’s note to the instructor upon your return to class. Failure to do so will result in a mark of zero. Doctor’s notes should be dated for the date of your illness. Please use the Attending Physician Statement (see www.registrar.yorku.ca/index.php).

Evaluation: Assignments and Due Dates

Assignments will involve individual and group work. 70% of the final grade will involve individual work, with 30% focused on group work.

Unless Specified Otherwise, All Written Work Must:

- Include a Title Page with Student Name and Number
- Be double-spaced
- Use 12pt Times New Roman or Arial 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

Summary of Marking Scheme and Assignment Schedule

<i>Assessment Item</i>	<i>Percentage of Final Grade</i>	<i>Due Date</i>
Class Participation	15%	N/A
Critical Annotated Bibliography Assignment	15% (individual)	(Due in class when you present)
Class Facilitation	10% (group)	
Letter to the Editor of a Media Outlet or SDP NGO Manager	20% individual	October 24 @ 11:30am
Group Report and Educational Video	20% group	November 23 @ 11:30am (Reports due)
In Class Final Exam	20% individual	December 5

Students will be put into teams during the first class (the number of students per group will depend on final class enrolment). You will work with this group to deliver a summary of selected readings (students will be able to select which topic they would like to present on based on a sign up sheet that will be circulated during the first class).

CAUTION: Choose your group wisely. Ensure that the expectations and responsibilities of group members are clearly outlined from the beginning of this project. The grade for group assignments will be distributed equally among members.

A) Class Participation [TOTAL: 15% of final course grade – individual]

Students are expected to prepare readings in advance and participate in an informed manner during class discussion (note: no class on November 2nd). Personal anecdotes and opinions are valuable sources of information, but they do not take the place of informed discussion grounded in weekly readings and lecture material. Students will also be evaluated on their facilitation of class discussion, specifically with regard to reading and lecture-based questions. Facilitation involves building on, responding to, etc. the comments made by peers and the CD in thoughtful manner. The instructor will actively keep track of student participation during each class.

Course Participation Supplement:

Individuals who miss class due to illness, or another serious matter, and who still want to contribute to their participation grade may do so by submitting their participation in writing (i.e., here's what I wanted to say in class but couldn't because I wasn't there). **Official documentation must be provided for this submission to be accepted by the CD.** This submission can be a maximum of one paragraph, double-space. A percent grade (1%) will be given for each submission, to a maximum of 4% (4 submissions). **You will be asked to share your comments at the beginning of the subsequent class.** Submissions will not be accepted from students who are late for or leave class early, unless official documentation is provided. **This option will NOT result in additional marks for individuals who participate regularly in class in the manner outlined above.**

B) Critical Annotated Bibliography Assignment and Class Facilitation [15% of final course grade – bibliography, 10% of final course grade – class facilitation].

During each class, a group of students (approximately 4 per group) will present on, and discuss, the readings for that week. As a group, you will be expected to present for **45 minutes**, during which you will:

- Briefly present the readings' main argument.
- Define any key terms/unclear concepts and post on Moodle for your classmates.
- Assess the reading/s in terms of argument/style.
- Pose critical questions to stimulate class discussion.

Before the presentation, the students presenting will be required to submit a copy of their (individually written) critical annotated bibliographies for that week based on each article and/or chapter assigned (again, for that week), plus two (2) scholarly socio-cultural journal articles that they locate through research related to the weekly topic. Each annotated bibliography cannot be less than one (1) page, or more than (2) pages, for a total of four (4) pages minimum, or eight (8) pages maximum, double-spaced, 12 pt font, Arial or Times New Roman.

Each annotated bibliography requires the full citation for the article at the top of the first page in APA format. Each annotated bibliography must also include:

- 1) A summary of the article or chapter.
- 2) A critical evaluation of the article or chapter.
- 3) A reflection on how the article or chapter relates to the chosen weekly topic.

Annotated bibliographies are due **in class on the day you facilitate at 11:30am** (please review **Assignment Submission and Lateness Penalties** above). A handout will be provided in class with further assignment details.

C) Letter to the editor of a media outlet or NGO manager [TOTAL: 20% of final grade – individual, due] October 24 @ 11:30am]

For this assignment, the instructor will provide students with examples of media and SDP NGO programs. Students are to write a letter to:

- 1) The editor of a media outlet (newspaper, magazine, etc.) about their portrayal of a SDP program (e.g., the article by Christie from the Globe and Mail from our first class can be used); OR

- 2) The founder/staff members of a SDP NGO (please see the instructor if examples of programs are needed, or visit the International Platform on Sport and Development website for hundreds of program examples: <http://www.sportanddev.org>).

The letter must be **6 pages in length** (12 pt., Times New Roman or Arial, double-spaced, 1 inch margins on all sides, APA format). Letters can be a quarter of a page above or below the 3 page limit (i.e., 5.75 pages or 6.25 pages). Content that exceeds the 6.25 page mark will not be read nor considered in the paper's grade. Papers that do not meet the 5.75 page expectation will likely not be comprehensive in scope and the authors should thus expect to receive a reduction in grade.

Organization, spelling, grammar, etc., are all extremely important. A great online resource for grammar can be found at: <http://owl.english.purdue.edu/handouts/grammar/index.html>. You will be provided with a detailed marking scheme in class.

This letter is NOT a summary of the media article or the SDP program – it comments on and evaluates the article or SDP program in light of specific issues and concerns. As such, you are allowed no more than four sentences of summary. You may use only assigned readings from this course as reference material.

The letter should outline/provide:

- 1) A critical analysis of the program/initiative discussed in the media article (e.g., what is the author's goal in writing this article? Or what is the program rationale?)
- 2) A discussion on how the initiative might be improved – based on the readings conducted thus far in class.
- 3) A discussion how this article or program contributes to your understanding of sport for development and peace (if at all)?

In other words, readings and lectures should inform your letter. Students have the option of sending their letter to the media or NGO leader/founder/executive.

You will require a full reference list in APA format. A handout will be provided in class with further details.

D) Group Report and Educational Video:

[TOTAL: 20% of final course grade – group, *NOTE:* a portion of this assignment will use peer evaluation]

This group-based project involves two parts.

PART 1: Report

In the first part of this assignment, students will be asked to form groups of 6 (this group will be different from your original presentation group). Students are required to prepare a brief report on a SDP program that is focused on and/or incorporates sport as a tool to address a social issue. The report should:

- 1) Outline – using literature discussed in class and outside references – the social issue as it relates to international development (e.g., gender-based violence, poverty, environmental degradation, etc.);

- 2) Ways that this issue has been addressed by others *outside of SDP* (e.g., by government, NGOs, private sector through programs or policy);
- 3) How you would respond to this problem/issue using ‘sport for development’ (e.g. developing a girls empowerment program using martial arts); and
- 4) The benefits and challenges of doing so.

Groups are encouraged to be as specific as possible by narrowing down their social issue to a particular geographical location (e.g., gender inequality in Uganda). If desired, groups may also choose to examine a social issue or problem in Canada or the “Global North” (e.g., lack of access to education in Aboriginal communities).

PART 2: Video conference

In the second part of this assignment, groups are to develop a short video (5 minutes maximum) that highlights key issues identified in the critical report developed in Part 1. The video is meant to be a useful knowledge dissemination/translation piece that will be useful for ensuring that SDP policy-makers, practitioners and donors are aware of current research as it pertains to the programs that they implement, deliver and fund. The group will play the video in class, which will then be followed by a brief question and answer period.

E) Final Exam

[TOTAL: 20% of final course grade]

The final exam will require you to draw together ideas from lectures, videos, readings, and discussions covered in class. The exam will include some multiple choice, an essay question or a set of essay questions, and will be held on the last day of class (December 5th). Expectations for this exam will be clarified in class.

Week-By-Week Outline

****Note: The readings listed under each class are those you should complete BEFORE the Monday class of that week (with the exception of the first lecture on September)****

September 12 & 14 – Introduction to Sport for Development and Peace

Welcome!

Kidd, B. (2008). A new social movement: Sport for development and peace. *Sport in Society*, 11(4), 370–380.

Christie, J. (2011, October). How grassroots sports improves lives around the world
<http://www.theglobeandmail.com/life/giving/how-grassroots-sports-improves-lives-around-the-world/article4182625>

****To be distributed in class, read and reflected upon****

In-class video: Right To Play, A Short Film (7 min)

<http://vimeo.com/5411299>

September 19 & 21– What is Sport for Development and Peace (SDP): Theory, Policy and Practice

Black, D.R. (2010). The ambiguities of development: implications for ‘development through sport’, *Sport in Society*, 13(1), 121-129.

In-class video: Sport the Bridge, Addis Ababa, Ethiopia, Parts 1 & 2 (20 minutes):

- <http://www.youtube.com/watch?v=TAmSqwQyNhc>

<http://www.youtube.com/watch?v=5KfCXrZxL0g>

Supplementary Reading: **Not required**

September 26 & 28 – SDP: Theoretical Foundations: From Functionalism to Postcolonialism

Levermore, R., & Beacom, A. (2009). Sport-in-International Development: Theoretical frameworks. In R. Levermore & A. Beacom (Eds.), *Sport and international development* (pp. 26-54). New York, NY: Palgrave Macmillan.

October 3 & 5 – Intersections of Gender, ‘Race’ and Cultural Difference in SDP

Forde, S. (2013). Fear and loathing in Lesotho: An autoethnographic analysis of sport for development and peace. *International Review for the Sociology of Sport*, 50(8), 958-973.

In-class videos: UNHCR (2006). Together for Girls: Designers on a Mission (Parts 1 and 2).

Virtual Guest Lecture (October 5th): Shawn Forde, doctoral candidate, University of British Columbia

Supplementary Reading: **Not required**

Darnell, S. C. (2007). Playing with race: Right to Play and the production of Whiteness in “development through sport.” *Sport in Society*, 10(4), 560–579.

Darnell, S.C. (2010). Power, politics and “sport for development and peace:” Investigating the utility of sport for international development. *Sociology of Sport Journal*, 27(1), 54-75.

October 12 & 17– Gender, Youth and Sport for Development and Peace **[NO CLASS OCTOBER 10th – University Closed for Thanksgiving]**

Hayhurst, L.M.C. (2014). The Girl Effect and martial arts: Exploring social entrepreneurship and Sport, Gender and Development in Uganda. *Gender, Place & Culture*, 21(3), 297-315. doi: 10.1080/0966369X.2013.802674

In-class videos: Nasr, Ariel. (2012). The Boxing Girls of Kabul. (45 minutes)

Virtual Guest Lecture: Stephanie Case, Founder, Free to Fun and Human Rights Officer with UNHCR (Geneva, Switzerland)

Supplementary Reading: **Not required**

Chan, S. (2012). The disappearing of 'smart economics'? The World Development Report 2012 on Gender Equality: Some concerns about the preparatory process and the prospects for paradigm change. *Global Social Policy*, 12(2), 198–218.

Chawansky, M. (2011). New Social Movements, Old Gender Games?: Locating Girls in the Sport for Development and Peace Movement. *Research in Social Movements, Conflicts and Change*, 32, 123-136.

Kay, T. (2009). Developing through sport: Evidencing sport impacts on young people. *Sport in Society*, 12(9), 1177–1191.

October 19 & 24 – Social Change, Corporate Social Responsibility, and SDP

Hayhurst, L.M.C. & Szto, C. (2016). Corporatizing activism through sport-focused social justice?: Investigating Nike's Corporate Responsibility initiatives in Sport for Development and Peace. *Journal of Sport & Social Issues* (currently published 'Online First', DOI:

Virtual Guest Lecture (October 26th): Courtney Szto, doctoral candidate in School of Communications, Simon Fraser University, Vancouver, B.C.

Supplementary Reading: **Not required**

Levermore, R. (2010). 'CSR for Development Through Sport: examining its potential and limitations', *Third World Quarterly*, 31(2), 223-241.

Darnell S.C. (2012). Paying the Price for Speaking Out: Athletes, Politics and Social Change. *International Council of Sport Science and Physical Education, Special Bulletin 63*.

October 26 & 31 – Sport Development or Sport for Development?

Waldman, D. & Wilson, B. (2015). Behind the scenes of sport for development: Perspectives of executives of multinational sport organizations. *International Review for the Sociology of Sport*, (currently published 'Online First', DOI: 10.1177/1012690215620766)

Guest Lecture: Devra Waldman, doctoral candidate, UBC

In-class media clip: <http://www.cbc.ca/player/Sports/ID/2340868349/>

Supplementary Reading: **Not required**

Hayhurst, L. & W. Frisby (2010). Inevitable tensions: Swiss and Canadian sport for development NGO perspectives on partnerships with high performance sport. *European Sport Management Quarterly*, 10(1): 75-96.

Guest, A. (2009). The diffusion of development-through-sport: Analyzing the history and development of the Olympic Movements grassroots outreach to Africa. *Sport in Society*, 12(10): 1336-1352.

****ASSIGNMENT DEADLINE REMINDER: October 24 – Letter to Media/NGO Manager due****

November 2nd: NO CLASS – optional group work day

November 7 & 9 – Sports Events, Peace and Conflict Resolution

Wilson, B., Van Luijk, N., & Boit, M. (2015). When Celebrity Athletes are ‘Social Movement Entrepreneurs’: A Study of the Role of Elite Runners in Run-for- Peace Events in Post-conflict Kenya in 2008. *International Review for the Sociology of Sport*, 50(8), 929-957.

In-class video: Conway, Linda. (2004). When Hockey Came to Belfast.

Supplementary Reading: **Not required**

Schulenkorf, N. (2010). Sport events and ethnic reconciliation: Attempting to create social change between Sinhalese, Tamil and Muslim sportspeople in war-torn Sri Lanka. *International Review for the Sociology of Sport*, 45(3), 273-294.

Sugden, J. (2006). Teaching and playing sport for conflict resolution and co-existence in Israel. *International Review of the Sociology of Sport*, 41(2), 221-240.

November 14 & 16 - Social Movements, Human Rights and SDP

Millington, R. & Darnell, S.C. (2012). Constructing and Contesting the Olympics Online: The Internet, Rio 2016 and the Politics of Brazilian Development. *International Review for the Sociology of Sport*.

****Class time to work on group video presentations****

Supplementary Reading: **Not required**

Wilson, B. & Hayhurst, L. (2009). Digital activism: Neo-liberalism, the Internet, and ‘sport for development’. *Sociology of Sport Journal*, 26(1), 155-181.

Harvey, J., Horne, J. & Safai, P. (2009). Alterglobalization, Global Social Movements, and the Possibility of Political Transformation Through Sport. *Sociology of Sport Journal*, 26. 383-403.

Hayhurst, L.M.C., Wilson, B. & Frisby, W. (2011). Navigating neoliberal networks: Transnational Internet platforms in Sport for Development and Peace. *International Review for the Sociology of Sport*, 46(3), 315-329.

November 21– Locating ‘Reflexive Humility’ in Sport for Development and Peace Research and Practice

McEwan, C. (2009). *Postcolonialism and Development*. London: Routledge. [Chapter 7, pp. 279-297]

Kidd, B. (2011). Cautions, Questions and Opportunities in Sport for Development and Peace. *Third World Quarterly*, 32(3): 603-609.

Supplementary Reading: **Not required**

Tiessen, R. (2011). Global Subjects or Objects of Globalization? The Promotion of Global Citizenship in Organizations offering Sport for Development and/or Peace Programmes. *Third World Quarterly*, 32(3), 571-587.

November 23 – Wrap Up: Global Citizenship, SDP and the Politics of ‘Volunteering Abroad’ & Class Video Presentations

****ASSIGNMENT DEADLINE REMINDER: Group Reports due Today in class****

Ethical International Engagement

http://ssir.org/articles/entry/malia_the_rise_of_the_gap_year_and_ethical_international_engagement

The ‘Third World’ is Not your Classroom:

<https://medium.com/the-development-set/the-third-world-is-not-your-classroom-9eee1546f565#.2axaaydlb>

November 28 - Class Video Presentations & Exam Prep

November 30: NO CLASS – EXAM PREP

December 5 – Final Exam