

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

**International Development and Sport**

<b>Course:</b>	HH/KINE 4310
<b>Course Website:</b>	Accessed via Moodle: < <a href="https://moodle.yorku.ca/moodle/course/view.php?id=76826">https://moodle.yorku.ca/moodle/course/view.php?id=76826</a> >
<b>Term:</b>	Winter 2019
<b>Class meeting:</b>	Tuesdays & Thursdays, 11:30-1, SC 224
<b>Course Director (CD):</b>	Dr. Lyndsay Hayhurst Email: <a href="mailto:lhayhurs@yorku.ca">lhayhurs@yorku.ca</a> Office: Norman Bethune, 340 Office Hours: By appointment only

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**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 – and now the UN Sustainable Development Goals – proponents of SDP advocate 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. Demonstrate critical thinking as they consider the connections between physical activity (including sport) and health in a global context (*assessment – learning journal, CSL project*).
2. 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 (*assessment – readings, class discussions, debates*).
3. Analytically evaluate the strengths and weaknesses associated with the construction of sport as a site of social change (*assessment – learning journal, CSL project*).

4. Critically reflect on the attempts by various SDP stakeholders to use sport as a means to combat inequality (*assessment – learning journal, CSL project*).
5. Present ideas and arguments in a well-structured and coherent manner using a variety of communications formats (*assessment – CSL project and oral presentation*).

### **Organization of the Course:**

In addition to formal lectures by the CD, this course will include experiential education activities like invited guest speakers, films, videos, online tools where appropriate, and Community Service Learning (CSL). All experiential education activities will include structured reflection that will allow students to refer back and critically examine their experiences in light of existing theory and/or what is being covered in the course.

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 before class when appropriate.

### **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.**

### **Community Service Learning:**

In this course, CSL will help students use various partner organizations as departure points for critically reflecting on the attempts by various national and international stakeholders to use sport as a way in which to improve the lives of marginalized groups. This experience will also help prepare students to work in contexts where diversity and community-based health, sport and physical activity are promoted and practiced.

Each student in the class will be assigned to work with a partner organization on a project of their choice for approximately **24 hours over the term**. Some of the work may be completed remotely, but the project will likely involve **at least one visit** to the partner organization located in the GTA. Each of the partners with whom I have secured relationships for this year is requesting several students to work with them.

The community partners I have identified for this year are:

1. JumpStart Canadian Tire
2. Maple Leaf Sports and Entertainment LaunchPad (MLSE LP)
3. Not-for-profit united team of mentors educators and grassroots coaches (NUTMEG)
4. Charlie's Freewheels
5. Little Kickers
6. Urban Squash
7. Commonwealth Games Canada

Students will be given extra time during class to work on your projects. The projects will vary depending on the partner, and there may not necessarily be an opportunity to interact directly with participants or be involved in program delivery. There are a range of project opportunities that may involve literature reviews/research, community activism or outreach, marketing materials development, etc. In most of these cases, creative thinking is welcome, so as you peruse the project descriptions, think about which opportunities might harness your own skills and talents most effectively.

**The specific project descriptions will be posted on the KINE 4310 Moodle site.** On the site or via an email from your TA, you will also find a web link to a Doodle poll asking you to express your ranking of preferences for different partner organizations. The TA and I will take your preferences into account, as well as our own sense of which students might best suit various projects when we assign your CSL placement. You will need to log on to Moodle, go to the “CSL Project Placements” under course announcements, view the project descriptions and answer the poll regarding #1 through #6 placement preferences. **Please enter your preferences on the Doodle poll by accessing the link by 5:00pm Tuesday, January 8<sup>th</sup>. We will then endeavour to assign all students to placements and inform you by 5:00pm Friday, January 11<sup>th</sup>.** Service learning is intended to be a mutually beneficial experience. This means that projects must not only help students to meet their learning outcomes but also serve community-identified needs. All efforts will be made to develop engaging projects and to match students with the opportunity that is of interest to them; however it is important to remember that the community partners’ objectives will also be prioritized in this process.

Please note that you will not be marked on the actual project you complete for your partner organization and its success; instead, **you will be marked on your depth and insight of reflection on your experiences in such work.** These reflections will formally occur through two presentations and an ongoing CSL journal assignment, outlined in the assignment descriptions below.

To learn more about experiential education and community service learning at York, students can visit the EE Guide [http://ee\\_guide.info.yorku.ca/](http://ee_guide.info.yorku.ca/).

### **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. Therefore, 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 banned during class time. Such activities are rude and distracting for all. If I see you on your phone or conducting any of the activities outlined above

on your laptop, this will impact your participation grade. In the first week, we will come together to develop a collaborative 'technology policy'. This may, for example, involve having one scheduled 'phone break' in class where everyone can have 5 minutes to text/call/check emails, etc.

### **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 assisting 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

<<http://secretariat.info.yorku.ca/senate/academic-standards-curriculum-and-pedagogy-committee/>> 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, and unless otherwise noted (i.e., in the case of Learning Journals and Final Reports, see syllabus details below) – assignments are due in lecture on its due date and **you are required to submit hard copies (i.e., paper copies) and digital copies of your assignments by 11:30AM on the assigned due date. An assignment is considered LATE if handed in after 11:30AM on the due date.**

***Late assignments will be penalized with a 10% 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 or 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](http://www.registrar.yorku.ca/index.php)).

### **Evaluation: Assignments and Due Dates**

Assignments will involve a combination individual and group work as outlined below.

*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

**\*\*NOTE: The last date to drop this course without my permission is March 8<sup>th</sup>:  
<https://registrar.yorku.ca/enrol/dates/fw18>\*\***

Students will be put into mutually agreed upon CSL teams during the first class (the number of students per group will depend on final class enrolment). You will work on this team for your CSL project.

**CAUTION: This class has a significant amount of group work. Ensure that the expectations and responsibilities of group members are clearly outlined from the beginning of your work/project. The grade for the CSL assignment will be distributed equally among members. \*\*NOTE: If you experience any difficulties with your group, please approach the CD as soon as possible to discuss before any assignments have been submitted.\*\***

## Summary of Marking Scheme and Assignment Schedule

<i>Assessment Item</i>	<i>Percentage of Final Grade</i>	<i>Due Date</i>
Class Participation:	15%	Ongoing
Oral Group Presentations	10%	Ongoing
CSL Group Project	45% TOTAL (breakdown below)	
• Work Plan	5%	January 24 <sup>th</sup>
• Midterm Progress Report	10%	February 14 <sup>th</sup>
• Final Report	15%	April 2 <sup>nd</sup>
• Video Presentations	10%	April 2 <sup>nd</sup> & 4 <sup>th</sup>
• Peer-Evaluation	5%	April 4 <sup>th</sup>
Learning Journals	30%	Ongoing

**\*\*NOTE: The last date to drop this course without receiving a grade is March 8<sup>th</sup>\*\***

### A) Class Participation Class Participation (15%)

- This is a 4000 level seminar course, as opposed to a lecture-based course. As such, the instructor's role is **to facilitate and guide discussion rather than deliver information**. Students are expected to prepare readings in advance and participate in an informed manner during class discussion. 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 know if you missed class if your nametag is not picked up at the beginning of each class (**and no one else should pick it up for you if you are away**). Written excuses, received in person or via email, may be considered valid.
- Note: Attendance will **not** be kept during reading week days in February and CSL project working days.
- Making oral contributions to class discussions is an important part of participation, especially in a seminar course. However, I wish to make clear that **I do not consider quantity of speaking, but instead the quality of comments**. There are no dumb questions. If you are confused about something, it is likely that at least one other person is, too.

### B) Oral Group Presentations (10%)

- A **45 minute group presentation**, worth 10% of your grade, during the seminar session in which we discuss your CSL project's thematic area. You will see that each CSL project is matched with a particular week/theme of the course. You and your fellow students placed with that weekly theme will give a presentation in class during the week in which your project is listed.
- Your goal in these presentations is to critically analyze the assigned reading for that week and draw links to the work of your partner organization/CSL project, and your experiences in working with this project thus far, on this particular topic.

- Your group should be concise in your summary of the weekly reading (since your classmates should have read it) and instead spend most of the time drawing connections among the reading and your partner organization's work, critiquing them, and surveying links to your CSL experiences thus far.
- You are expected to **locate two (2) additional readings from refereed, scholarly sources** (journals, books, etc.) that relate to your CSL project. These readings should be briefly summarized and evaluated during your presentation in relation to the required assigned weekly reading, and your CSL project. This will help prepare you for your group's final report.
- At the end of each week's presentation, your group should present a list of at **least five (5) key questions and at least five (5) key concepts/ideas** for class discussion that emerge/arise from the material. These may partly overlap with those that the CD has posted on Moodle to guide weekly Learning Journal entries. These concepts and questions, together with the ones included in the syllabus, will frame the class discussions that follow. You are expected to post these concepts and questions on the KINE 4310 Moodle wiki page.
- *The oral presentation evaluation template will be posted on Moodle.*

### C) Community Service Learning Group Project (45%)

- Students will be provided with CSL project opportunities through their partner organization. The goals of CSL are to apply knowledge gained in class, to deepen learning through practical experience, and if possible, to give back to build community capacity, related to community-based health, physical activity and Indigenous approaches to these issues. CSL also provides opportunities to critically analyze theories in the literature, along with policies and practices that have been implemented in the communities where your partner organization works to envision possibilities for change. CSL projects will be selected and assigned in week 2.

### Project Descriptions

*See detailed project descriptions are posted on Moodle.*

### Community Service Learning Report: Deliverables & Due Dates

*See specific details pertaining to each deliverable will be posted on Moodle.*

### CSL group work days:

Because I recognize it is difficult to coordinate schedules, your group will get three class time slots – for a total of 7.5 hours – to work on your CSL project, connect with your partners/group, visit partner offices, and/or to book office hours with Lyndsay and/or Emerald (please note: advanced booking is required). There will be no lectures held during this time. The following dates are CSL working days. Although there will be NO CLASS on these dates, you are expected to take this time to work with your CSL groups.

- **Thursday, January 17<sup>th</sup>**
- **Thursday, March 7<sup>th</sup>**
- **Thursday, March 28<sup>th</sup>**

### A) Report (30%)

- 1.a Work plan, due one week after the first meeting/contact with your partner organization – you should connect with this individual by **Tuesday, January 15<sup>th</sup>** at the very latest via email (cc Lyndsay and Emerald). Submit a hard copy of your work plan in class by Thursday, January 24<sup>th</sup> at the absolute latest (11:30am). (5%)

**1.b** Midterm progress report, hard copy due **Thursday, February 14<sup>th</sup>** at the beginning of class (11:30am) Please also send a copy via email to Emerald (cc Lyndsay and your partner organization contact on this email). (10%)

**1.c** Final report, hard copy due by Tuesday, April 2<sup>nd</sup> via email to Lyndsay (cc' Emerald). (15%)

- The term “final report” is being used to describe the final deliverable that each project may involve.
- The final deliverable will equate to a 6.5-8.5 page report (no less than 6.5 and no more than 8.5 pages), as this is the most common request from community partners. **This excludes references and the title page, and includes the executive summary.** The specific format of your reports will be further discussed with your partner organization contact and Lyndsay/Emerald when we review the midterm progress report.

## **B) Presentation (10%)**

### **Video/ ‘Visual’ report [in class April 2<sup>nd</sup> & 4<sup>th</sup>]**

- **10 minutes + 5 minutes** for discussion questions. Be sure to time your presentation as students often have way too much material for 10 minutes.
- Your video/visual report will include the following: Overview of project, recommendations and critical reflection.
- *Specific details on video/visual report requirements will be posted on Moodle.*
- The video/visual report will be submitted to your partner organization for their use (e.g. sharing with others in their organization so they can follow up on the work).
- **\*\*NOTE:** If your group would prefer to do a power point presentation, or another visual mode of presenting your report, please consult Lyndsay and/or Emerald. As long as the visual medium can be disseminated easily and shared with your partner organization, it will be permitted. **In some cases, your partners will let you know what medium they prefer, or this has been noted on the project descriptions.** Be sure to consult Lyndsay, Emerald and your partner organizations on this.\*\*

## **C) Peer Assessment (5%)**

- Class time will be given for this on **April 4<sup>th</sup>**.
- You will evaluate each of your group members’ contribution to the project (e.g., contribution of group members inside and outside of class, contribution to group presentation, taking initiative and leadership roles, doing background research, commitment and dependability, organization, creativity, interpersonal and team work skills).

## **3. Learning Journals (Total 30%)**

Students will keep a learning journal to record their critical reflections on course material for each week.

Learning journals are thought to be an effective learning tool because they:

- Allow class members to track their learning and growth over time;
- Provide them with an opportunity to reflect on what they are reading, experiencing, discussing in writing and/or by other creative ways that are meaningful to them;
- Encourage them to question personal assumptions as well as dominant knowledge bases in their profession; and



- Ask class members to think deliberately and document the implications of new learning in their own situations, such as in relation to their own interest areas and their own future work and lives (Wade & Yarbrough, 1996).

Learning journals are also being used in KINE 4310 to assess students' understanding of the readings, key concepts, theories and class activities.

#### Due dates:

- Journals will be due every Friday by 4:00pm via email to Emerald Bandoles – [ebandols@yorku.ca](mailto:ebandols@yorku.ca). Please copy Lyndsay on all email submissions) beginning Friday, January 18<sup>th</sup>.
- The following deadlines/entries for a total of 8 (eight) journals include:
  - Friday, January 25<sup>th</sup> @ 4pm
  - Friday, February 1<sup>st</sup> @ 4pm
  - Friday, February 8<sup>th</sup> @ 4pm
  - Friday, February 15<sup>th</sup> @ 4pm
  - Friday, March 1<sup>st</sup> @ 4pm
  - Friday, March 8<sup>th</sup> @ 4pm
  - Friday, March 15<sup>th</sup> @ 4pm
  - Friday, March 22<sup>nd</sup> @4pm
- As with other assignments, the late penalty is 10% per day, unless otherwise discussed with Lyndsay or Emerald.

#### Format & Assessment:

- See the course Moodle website for weekly discussion questions that must be answered in the learning journals.
- The weekly discussion questions will be posted the week before your journal entry is due. Questions will be posted starting on Moodle by Thursday @ 11:30 PM starting **Thursday, January 24<sup>th</sup>** (these questions will apply to the content for your journal the following week).
- Each entry will be graded out of 10 marks, for a total mark out of 80 (8 entries to be submitted in total).
- **Each entry must be no more than 3 pages, and no less than 2 pages** (these entries must consider formatting guidelines mentioned earlier in syllabus).
- Be clear and concise. Lyndsay/Emerald will not read the portion of journals that are over the page limit.

#### 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)\*\***

**January 3<sup>rd</sup>, 8<sup>th</sup> & 10<sup>th</sup> – 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>

**January 15<sup>th</sup> – What is Sport for Development and Peace (SDP): ‘Top-Down and Bottom-Up’**

**\*Anda Petro, Experiential Coordinator for Faculty of Health – brief talk on community service learning\***

Black, D.R. (2017). Never the Twain Shall Meet? The challenge of articulating top-down and bottom-up development through sport. *Third World Thematics*. DOI:  
<http://dx.doi.org/10.1080/23802014.2017.1314771>

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>

**\*\*Warning: some of the material presented in this video may be triggering and displays violent behavior between a youth, parent and a SDP staff member. Please let Lyndsay know if you're uncomfortable and would prefer not to view\*\***

**Supplementary Reading: \*\*Not required\*\***

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

Schulenkorf, N. (2012). Sustainable community development through sport and events: A conceptual framework for Sport-for-Development projects. *Sport management review*, 15(1), 1-12.

Giulianotti, R. (2011). The sport, development and peace sector: a model of four social policy domains. *Journal of social policy*, 40(04), 757-776

**NO CLASS January 17<sup>th</sup> – work on CSL Work Plan – due January 24<sup>th</sup>**

**January 22<sup>nd</sup> & 24<sup>th</sup> – SDP: Theoretical Foundations**

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.

**Supplementary Reading: \*\*Not required\*\***

Coalter, F. (2010). The politics of sport for development: limited focus programmes and broad gauge problems, *International Review for the Sociology of Sport*, 45(3), 295-295.

**January 29<sup>th</sup> & 31<sup>st</sup> – Sport for Development and Peace and Social Inclusion [Students working with NUTMEG will be presenting this week]**

Nakamura, Y. & Donnelly, P. (2017). Interculturalism and Physical Cultural Diversity in the Greater Toronto Area. *Social Inclusion*, 5(2), 111-119. DOI: <http://dx.doi.org/10.17645/si.v5i2.891>

**Supplementary Reading: \*\*Not required\*\***

Collison, H., Darnell, S., Giulianotti, R. & Howe, P.D. (2017). The Inclusion Conundrum: A Critical Account of Youth and Gender Issues Within and Beyond Sport for Development and Peace Interventions. *Social Inclusion*, 5(2). DOI: <http://dx.doi.org/10.17645/si.v5i2.888>

Forde, S., Lee, D., Mills, C. & Frisby, W. (2015). Moving towards social inclusion: Manager and staff perspectives on an award winning community sport and recreation program for immigrants. *Sport Management Review*, 18(1), 126-138.

**February 5<sup>th</sup> & 7<sup>th</sup> – Sociocultural Approaches to Understanding Youth Sport for Development and Peace [Students working with JumpStart will present this week]**

Coakley, J. (2011). Youth sports: What counts as "positive development?" *Journal of Sport & Social Issues*, 35(3), 306-324.

**Supplementary Reading: \*\*Not required\*\***

Thorpe, H. (2016). Action sports for youth development: Critical insights for the SDP community. *International Journal of Sport Policy and Politics*, 8, 91-116.

**February 12<sup>th</sup> & 14<sup>th</sup> – Social Change, Corporate Social Responsibility and SDP [Students working with Little Kickers will present this week]**

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

**Supplementary Reading: \*\*Not required\*\***

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*, 40(6), 522-544.

McSweeney, M., Kidd, B. & Hayhurst, LM.C. (Forthcoming). Corporate social responsibility, sport and development. In M. Li, E. Macintosh & G. Bravo (Eds.) *International sport management* (2<sup>nd</sup> edition). Champaign: Human Kinetics. [ask Lyndsay for a copy]

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

**\*\*NO CLASS Feb 19<sup>th</sup> & 21<sup>st</sup> – University Closed for Fall Reading Week\*\***

**Feb 26<sup>th</sup> & 28<sup>th</sup> – Sport for Development, Peace, Conflict Resolution and Restorative Justice [Students working with MLSE LP will present this week]**

Norman, M. (2015). Prison Yoga as a Correctional Alternative? Physical Culture, Rehabilitation, and Social Control in Canadian Prisons. In W. Crichlow and J. Joseph (Eds.), *Alternative Offender Rehabilitation and Social Justice: Arts and Physical Engagement in Criminal Justice and Community Settings* (pp. 78-98). New York: Palgrave.

**Supplementary Reading: \*\*Not required\*\***

Bergholz, L., Stafford, E. & D'Andrea, W. (2016). Creating Trauma-informed sport programming for traumatized youth: Core principles for an adjunctive therapeutic approach. *Journal of Infant, Child and Adolescent Psychotherapy*, 15(3), 244-253.

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.

**March 5<sup>th</sup> – Gender, Youth and Sport for Development and Peace [Students working with Urban Squash will present this week]**

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)

**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.

**\*\*NO Class March 7<sup>th</sup>: CSL Work day\*\***

**March 12<sup>th</sup> & 14<sup>th</sup> – Gender Representation and Sport for Development vs. Sport Development (Cycling for Social Change vs. Elite Cycling Development) [Students working with Charlie's Freewheels will present this week]**

Carney, A. & Chawansky, M. (2016). Taking sex off the sidelines: Challenging heteronormativity within 'Sport in Development' research. *International Review for the Sociology of Sport*, 51(3), 284-298

**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. [useful for exploring Sport for Development vs. Sport Development tensions]

Hayhurst, L.M.C., MacNeill, M., Kidd, B. & Knoppers, A. (2014). Gender-based violence and Sport for Development and Peace: Questions, concerns and cautions emerging from Uganda. *Women's Studies International Forum*, 47, 157- 167.

**March 19<sup>th</sup> & 21<sup>st</sup> – Monitoring & Evaluation in SDP [Students working with Commonwealth Games Canada will present this week]**

Nicholls, S., Giles, A. R., & Sethna, C. (2010). Perpetuating the ‘lack of evidence’ discourse in sport for development: Privileged voices, unheard stories and subjugated knowledge. *International review for the sociology of sport*, 46(3), 249-264.

**Supplementary Reading: \*\*Not required\*\***

Levermore, R. (2011). Evaluating sport-for-development approaches and critical issues. *Progress in Development Studies*, 11(4), 339-353.

Jeanes, R., & Lindsey, I. (2014). Where’s the “Evidence?” Reflecting on Monitoring and Evaluation within Sport-for-Development. In K. Young and C. Okada (Eds) *Sport, Social Development and Peace* (pp. 197-217). Emerald Group Publishing Limited.

**March 26<sup>th</sup> – Wrap Up: 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.

Ethical International Engagement

[http://ssir.org/articles/entry/malia\\_the\\_rise\\_of\\_the\\_gap\\_year\\_and\\_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>

**March 28<sup>th</sup> - NO CLASS → work on Final Reports and Video/Visual Presentations**

**April 2<sup>nd</sup> & 4<sup>th</sup> - FINAL VIDEO PRESENTATIONS**