Calendar Description: A transnational comparative examination of sport and health policy and politics. Topics will include but are not limited to sport for development and peace; international physical activity policies; the politics sport for disease prevention and health promotion (i.e. aids awareness, obesity); and sport for urban and community development. Students will critically examine sport and its role in international development, health promotion, and global politics.

Course Description

Globalization is defined as the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa” (Giddens, 2001). Through an examination of globalization processes, we will investigate and critically reflect upon the relationship between contemporary sport/health, politics, and global sport processes. Sport is often posited as a tool to assist in economic and social development. The World Bank, the International Olympic Committee, international sport federations, major professional sport leagues, national governments and numerous other advocates argue that sport can contribute to the empowerment, prosperity, health and overall well being of individuals, communities, cities, and nation-states. In an era of globalization, the intersections between the global and the local regulate and negotiate the context of sport processes. In this course, you will be challenged to critically interrogate global sport processes through a variety of lenses in order to examine sports’ relationship to the political realm, and its contributions to ‘development’. Some of the topics covered include: global-local nexus, nationalism, labour and migration, development of sport vs. development through sport, and the hosting of ‘mega-events’.

Course Readings will be posted on OWL.
**Course Objectives**
Upon completion of this course students will be able to:

1. **Identify and delineate** theoretical terms, concepts, and philosophies related to sports, health and development. (Knowledge)

2. **Compare and contrast** theoretical approaches in sport studies. (Analysis)

3. **Synthesize** research and theoretical knowledge as it relates to a particular research topic. (Comprehension)

4. **Develop** skills in writing research papers and presentations pertaining to each student’s particular area of interest (Application)

5. **Critically reflect** upon professional and academic research.

6. **Further develop** abilities to critically reflect upon own learning and relate to the topics discussed in class.

**Course Evaluation Summary:**

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<td>1.</td>
<td>Journal Review and Critique</td>
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<td>2.</td>
<td>Annotated Bibliography</td>
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<td>3.</td>
<td>Seminar Presentation/Discussion</td>
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<td>4.</td>
<td>Final Research Paper</td>
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<td>5.</td>
<td>Class Participation &amp; Discussion</td>
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1. **Journal Article Review  15%**

A. You will choose a peer-reviewed journal article in your area of interest related to the issue of global sport processes/globalization and have it approved by Dr. Misener by DATE. You will first provide an annotated reference of the article and then perform a critique/review of this paper. You will use the form provided on OWL as a guideline for your review, and your paper must consider the following questions in your review:

a. Was the research question clear and succinct?

b. Was the topic of the research relevant and appropriate in relation to the research question?

c. What methodology was used to address the question? Was it appropriate?

d. Were the outcomes of the research/writing meaningful and valuable?

e. Overall strengths and weaknesses of the article

Your critique of the paper should explore the author’s theoretical/epistemological position regarding global processes related sport, politics, and development, approach to examining the problem, relevant sources and context, and relevance for particular audiences (i.e. undergraduate students, practitioners). You may need to read/review additional sources to clearly understand the perspective of the author and the rationale for this particular approach.
B. You must complete the paper (5 pages maximum including the reviewer form and any references) and post a copy to OWL by **DATE** for members of the class (Note this may be a rough draft).

C. You will read each other’s paper and be prepared to comment, critique, and discuss the differences and similarities regarding the articles during class on **DATE**. Each student will be in the ‘hot seat’ for 10-15 minutes briefly discussing their paper and critique, and responding to comments/questions from the class. You are expected to be prepared to discuss each of the papers prepared by your colleagues in order to help them strengthen their paper. You should have at least 1-2 questions/comments per paper prepared for discussion.

D. You will then have the opportunity to rewrite/revise their paper and submit the final paper (5-7 pages) to Dr. Misener by **DATE**. You will be graded on both the paper and you ability to formulate critical discussion of others work.

*Learning Objectives:*

a) Develop students’ ability to synthesise theoretical arguments  
b) Enhance students’ critical thinking skills  
c) Encourage students’ to actively engage research literature  
d) Foster students’ ability to synthesise and articulate theory

2. **Annotated Bibliography** 10%

Using the articles from your seminar, including additional resources that you have drawn upon in preparation for your seminar, you will complete an annotated bibliography of minimum six references. You must follow APA format for this submission, and it is due one week via email in pdf format following your seminar. Once graded, an electronic copy will be posted on the OWL site for other students to use as a reference.

3. **Seminar Presentation/Discussion** 25%

Each student will be responsible for the assignment of readings, presentation, and discussion for one entire class. [Don’t worry – it’s not as daunting as it sounds, you will have lots of help from me and the class]. You will refine your topic and decide on how the class should be organized in conjunction with me. I will provide you with one reading, which you may use as one of the readings or as a reference source. You are to choose three (max 4) journal articles (where possible you can choose to substitute one article for a case study) to the other members of the class at least one week prior to your seminar. You must be prepared to lead a thorough discussion of the topic and readings. Each student may structure the seminar in any manner they see fits their topic (for example – you may wish to assign each student a particular task or additional reading for your seminar). The intention is not for students to do a lecture/presentation for the entire class, but rather to engage students in discussion of the topic and critically reflect upon the readings. You must be mindful of the topics and theoretical lenses for this course and be prepared to thoroughly critique, question, and discuss the literature on your chosen topic area. You are encouraged to meet with me frequently prior to your seminar to discuss your preparation.

*Learning objectives:*

a) Develop students’ communication skills
b) Enhance students’ critical reflection skills  
c) Encourage students’ to actively engage research literature  
d) Encourage students’ to explore own areas of interest  
e) Foster students’ ability to synthesise and articulate research ideas  

4. **Research Paper 35%**  
Based loosely on the topic used for the seminar presentation, each student will prepare a research paper (20 pages maximum excluding references). The format and topic for this paper is somewhat flexible to allow students to pursue their particular areas of interest. You are required to submit a formal outline of your paper to me by DATE. The paper is due DATE  

*Learning objectives:*  
a) Develop students’ ability to connect with the research literature  
b) Foster students’ ability to articulate and defend opinion  
c) Encourage synthesis and reflection of literature  
d) Improve students writing skills  

5. **Class Participation/Discussion 15%**  
Each student is expected to actively contribute to all class discussions. Attendance is required, unless extenuating circumstances apply. Students are encouraged to read widely beyond the readings specifically assigned for class and bring own readings and experiences into the class discussions. Students are encouraged to keep a research journal and to bring the journal to class to aid in discussions. It is expected that each student will critically reflect upon the readings and be prepared to debate, defend, and critique the readings and the case studies.  

You will also be expected to come to each class prepared to instigate and participate in a discussion of the day’s assigned reading(s). This means that you should be prepared to offer a very brief synopsis of the main points of the article/chapter, an analysis of its connections to, and/or departures from, previous readings, and a critical analysis of its strengths and weaknesses.  

*Learning Objectives:*  
a) Encourage students to articulate knowledge and ideas  
b) Develop communication skills  
c) Foster ability to engage in theoretical debates  
d) Develop students ability to use theoretical knowledge in practical cases
Course Policies

1. Lateness/Absences: Assignments are due at the beginning of class (9:30am) on the assigned due date and will not be accepted late, except under medical or other compassionate circumstances. Electronic submission of assignments will not be accepted (unless otherwise specified) under any circumstances. Submitting a late assignment without appropriate documentation will result in a zero (0) grade. Appropriate documentation for assignments worth less than 10% should be submitted to the instructor. A missed mid-term examination without appropriate documentation will result in a zero (0) grade. The course policy is not to allow make-ups for scheduled midterms, presentations or final exams, nor to assign a grade of Incomplete without acceptable and verifiable medical (or equivalent compassionate) reasons. Acceptable reasons might include hospital stays, serious illness, family emergencies (like serious accidents or illness, death) or similar circumstances. Written documentation stating specific reasons and dates is required.

2. Where possible assignment objectives and rubrics will be posted on OWL. Should you have a concern regarding the grade you received for an assignment or feel that it is unfair in any way, you must wait 24 hours from the receipt of the assignment to approach the instructor or TA. In doing so, please make an appointment and prepare in writing, with evidence, why you feel your grade is inappropriate. Please be aware that in requesting a grade reassessment, your grade could go up/down/or stay the same. Note that calculations errors (which do occur!) should be brought to my attention immediately.

3. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf.

4. Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar). All required papers might be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).