

KIN 3510G Sport in Development
School of Kinesiology
Faculty of Health Sciences
Western University

Instructor: Dr. Mac Ross (gross7@uwo.ca)

Location: SEB 2100

Lectures: MWF – 10:30-11:30

Office: TH 3115

Office Hours: Thursdays 1:00-2:30 (or by appointment)

TA: Kylie Wasser (kwasser@uwo.ca)

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.

My Course Description: We will investigate and critically reflect upon the relationship between contemporary sport, health, politics, and development – you will be challenged to think ‘outside the box’. Through organizations such as *Right to Play*, sport is often conceived as a tool to assist in economic and social development, and support healthy lifestyles (i.e. decrease obesity rates, fight AIDS, and decrease infant mortality). In 2000, the United Nations set forth the Millennium Development Goals (MDG) with the aim of eradicating or reducing poverty, hunger, child mortality and disease, and to promote education, maternal health, gender equality, environmental sustainability, and global partnerships. Sport has been recognized by the United Nations as a viable and practical tool to assist in the achievement of the MDGs and beyond by contributing to the empowerment, prosperity, health and overall well-being of individuals, communities, cities, and nation-states. In this course, we will critically examine these claims through a variety of lenses in order to explore the politics of sports and health policy in fulfilling these goals.

Required Course Material:

All required readings will be posted on OWL under Lessons.

Learning Objectives:

Upon completion of this course students will be able to:

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

2. **Compare and contrast** theoretical approaches to sport-in-development. (Analysis)
3. **Synthesize** research and theoretical knowledge as it relates to a particular research topic in a cross-cultural context. (Comprehension)
4. **Develop** skills in writing research papers and presentations pertaining to each student's particular area of interest. (Application)
5. **Further develop** abilities to *critically reflect* upon own learning and relate to the topics discussed in class. (Reflection)

Course Format:

In-class lecture, discussions, debates, and online presentations/discussions.

Course Evaluation Summary:

1.	Position Papers 2 @10% each 20%
2.	Pecha Kucha Sport-in-Development Presentation 10%
3.	Online Quiz 15%
4.	Group Project 40%
5.	Class Participation & Online Discussion Forum 15%

1. *Position Papers (2 @ 10% each)*

DUE: Monday February 9, 2018; Friday March 23, 2018

The choice of topics will be posted on OWL. These are designed to allow you to take a position on a particular topic related to Sport for Development, and argue your position as to the goal of integrating sport or health policy/program in the development process. Imagine that you are sending this to a politician/bureaucrat or an NGO that can facilitate the creation of such a social program/change/policy. You may submit this as a formal paper (Maximum 3-5 pages exclusive of references), or alternatively as a Podcast or Video (Max 5 minutes). All of these should be uploaded or linked through assignments on OWL. All submissions are due at the beginning of class. Late submissions will not be accepted

You will outline for them:

- a. Introduction outlining your position (2 marks)
- b. Rationale for your position (2 marks)
- c. Sources and citations supporting and/or refuting your position (4 marks)
- d. Elements that should be addressed in policy/programs (5 marks),
- e. Specify a Process for creating social change (3 marks),
- f. Conclusion highlighting your position (2 marks).

Note: These points serve as the rubric for this piece with 2 marks also going to presentation and organization of the paper for a total of 20 marks.

2. *Pecha-Kucha Sport-in-Development Presentation Friday, January 26, 2018 (10%)*

You will work with a partner to explore a sport-in-development related case (organization, program, project) of your choosing. You will need to have your case approved by no later than Friday, January 19 – please email the TA with your case and short description. You will examine the components of your particular case in relation to the course concepts with a particular focus on critically analyzing the ways in which sport is being ‘used for development’.

Questions to consider:

- a. What is the purpose of the program/project?
- b. How was the program developed?
- c. What is the source of funding?
- d. How sustainable are the components of the programs?
- e. How are the goals and objectives measured?
- f. Who does the program include/exclude?

Pecha Kucha Presentation: This presentation style is designed to foster creativity of complex ideas. The methodology involves the use of **20 slides at 20 seconds per slide** (6 minutes and 40 seconds). You may not use notes or aids but must speak succinctly and directly about the ideas or images posted on the slides. You will be presenting your analysis of your sport-in-development case.

3. *Quiz (Opens 12:00pm Wednesday, March 21, and closes 11:59am on Friday, March 22) (15%)*

There will be one Quiz in this course. The Quiz will be comprehensive up to March 10th topics in that it will test your knowledge of all course materials inclusive of in-class lectures, videos, assigned readings, and guest speakers up to that point in the semester.

The Quiz may include, but will not be limited to, multiple choice, true/false, fill-in-the blank, and/or matching questions. The Quiz is to be completed online via the OWL ‘Assessments’ tool.

4. *Class Participation, Debates, and Online Discussion (15%)*

Students are expected to participate in class discussions as well as the online forum, which will be set up on OWL. You will be expected to come to each class prepared to instigate and participate in a discussion of the 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. Discussions may take the following forms:

- Individual perspectives
- Small group work
- Response to media

- Debates

5. *Group Project (40%)*

You will work in groups of maximum 3 people to develop a program/project/organization related to sport-in-development (Sign up on OWL). You must email the TA by March 5, 2018 with your group name and a title for your project. You will be presenting your idea in a poster style forum to a panel of sport-in-development experts who will be choosing whether or not to 'fund' this particular idea. You are free to present the idea in any manner you see fit to persuade the panel of its appropriateness and demonstrate a critical understanding of the concepts related to sport-in-development. You must also submit a formal written component drawing upon the research literature that backs up your project, and focusing on monitoring and evaluation (8-10 pages maximum exclusive of references).

NOTE – More about this project will be discussed throughout the course including due dates and other guidelines.

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. All such documentation is to be submitted by the student directly to the *Dean of the Faculty Health Sciences Office* and not to the instructor together with a request for relief specifying the nature of the accommodation being requested. These documents will be retained in the student's file, and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy. See <https://studentservices.uwo.ca/secure/index.cfm> for specific policy and forms relating to accommodation.
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>)
5. Formatting: **APA style is the approved style of writing for all assignments produced for this course.** Please refer to the University of Western Ontario Library webpage for information on citation style and format or consult the APA publication manual: Publication manual of the American Psychological Association (6th ed.). (2009). Washington, DC: American Psychological Association.
6. Classroom Behaviour: Class will begin promptly at the time specified by the Registrar's Office. In the event that you must arrive late, please enter the classroom with a minimal disturbance to the class. I reserve the right to lock the classroom door and deny entrance if lateness becomes a common occurrence. You are asked to be respectful at all times to your peers in the classroom. Some class material may be sensitive in nature and as such you are asked to use discretion and be respectful during conversations and discussions. Cellular phones, pagers, and text-messaging devices are disruptive when they ring in class. If you must bring these with you, please place them on silent mode or turn them off during class. Failure to do so may result in your being asked to leave.
7. Laptops for the **purpose of typing lecture notes** are permitted in class, but please be respectful to your classmates, guest speakers and instructors. If I receive complaints from other students regarding noise or other disruptive behaviour (e.g., watching videos on YouTube.com, updating your Facebook status), your classroom laptop privileges will be revoked.
8. Audio and/or videotaping of lectures is not permitted unless approval has been sought from the instructor in advance.