School of Kinesiology  
Faculty of Health Sciences  
University of Western Ontario

Course Outline  
Global Sport and Health Politics  
KIN 9033G Winter 2020

Instructor: Mac Ross  
Location: AHB 3B02  
Lectures: Tuesdays, 1:30-4:30

Office Hours: By Appointment  
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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

This course 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 of between the global and the local regulate and negotiate the context of sport processes. In this course we will critically examine 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, neo-liberalism, 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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<th>Percentage</th>
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<tbody>
<tr>
<td>Journal Review and Critique</td>
<td>20%</td>
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<tr>
<td>Seminar Facilitation</td>
<td>30%</td>
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<tr>
<td>Participation/Discussion</td>
<td>10%</td>
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<tr>
<td>Final Research Paper</td>
<td>40%</td>
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Journal Article Review  20%

Please select an academic, peer-reviewed, research article to review in a 5-6 page essay. The Weldon Library has numerous subscriptions to relevant journals, in both physical and digital form. If you’re having trouble with your search, ask the reference librarian for assistance. There are many things to consider when critiquing your article. Do not make the mistake of simply regurgitating and summarizing the article. Your introduction should include a brief biographical overview of the lead author (where do they work, what have they published, what positions of note do they hold, etc.). Most of the review should be spent critiquing your chosen article. Here are some prompts to get you started:

- Who is the author’s intended audience?
- What is the author’s thesis statement or purpose? What do they hope to accomplish with their article?
- Is the author’s writing clear? Would the target audience understand the terminology?
- What are the author’s conclusions? Are supported by their research?
• What methods or theories does the author employ?
• Does the article flow properly or is it burdensome to read?
• What were the author’s strengths? What were their weaknesses?

Your review should be between 5-6 pages, not more, not less. Cite using APA. Instead of a title page, please provide the title of the assignment, your name, and student number at the top of your first page. Your source list will not count towards the page count. You will be graded on: the overall rigor of your critique; spelling and punctuation; ability to follow instructions; appropriateness of article; and overall flow and clarity of writing.

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

Seminar Facilitation 30%

Based on the topic that you choose, you (with a partner or in groups) will be responsible for the assignment of readings, presentation, and discussion for a minimum of 90 minutes.

[Don’t worry – it’s not as daunting as it sounds, you will have lots of help from me and the class]. I will provide 3-4 articles for your consideration. The focus of the seminar is the issues that arise from your assigned articles. 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.

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

Research Paper 40%

Ideally 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, and to allow those interested in submitting an abstract or paper for publication to begin this process. I will note some relevant deadlines for conferences and journal special issues that might be of interest.

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

Class Participation/Discussion 10%

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

“I like students to think about the class as a COMMUNITY. The class is a place to promote dialogue and mutual understanding in all aspects of the course. My goal is to continue to challenge students to think critically about the various social, cultural, historical, and managerial approaches to understanding sport, recreation, leisure, health, and physical activity. As such, my expectation is that students respect the community and all members of this community to promote a mutually beneficial learning environment.”

1. Lateness/Absences: Assignments are due at the beginning of class on the assigned due date and will not be accepted late, except under medical or other compassionate 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. 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 6th 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: