

**KIN 3510F - Sport for Development & Peace  
 Summer 2023**

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| <p><b>Instructor: Denise Kamyuka Ph.D. (c)</b><br/> <b>Office:</b> Zoom Online<br/> <b>Email:</b> <a href="mailto:Dkamyuka@uwo.ca">Dkamyuka@uwo.ca</a><br/> <b>Phone:</b><br/> <b>Office Hrs:</b> Tuesdays and Thursday 9am to 11am EST</p> <p><b>TAs:</b></p> | <p><b>Lectures: Asynchronous.</b> Weekly lecture videos and course readings will be shared on Wednesdays at 11am.</p> <p><b>Summer 2023</b><br/> <b>Instruction Mode:</b> Online</p> |
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**NOTE:** All course information, including grades, assignment outlines, deadlines, etc. are available via OWL. Check the website regularly for course announcements.

**Calendar Course Description (including prerequisites/anti-requisites):**

We will begin our learning journey with a critical review of the evolution of developmentalism and various subsequent ideologies that gave rise to the present-day sport for development and peace movement (SDP). You probably heard and possibly believe proponents of SDP who advocate for using sport to address social, development, economic, political, and health issues. With the endorsement of the United Nations, SDP has been used to promote education, engage at-risk youth, achieve gender equity, promote health, inspire conflict resolution and other UN Sustainable Development Goals (SDGs). In this course, we will critically examine these SDP claims.

**Anti-requisite(s):** Kinesiology 3371B if taken in 2011-12 or 2012-13.

**Extra Information:** 3 lecture hours.

*You are responsible for ensuring that you have successfully completed all course pre-requisites, and that you have not taken an anti-requisite course.*

**Statement on Prerequisite Checking**

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

**NOTE: If you wish to enroll in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.**

**Diversity Statement**

An important part of my purpose is to nurture the creativity, curiosity, and critical thinking of tomorrow's global leaders through education and knowledge mobilization. To achieve this, I commit to creating and fostering an inclusive and equitable learning environment for all students in our diverse student body. I acknowledge that my students are all individuals with intersecting sociocultural identities that influence their

worldview through lenses of relative privilege and oppression. I commit to practicing reflexivity when designing and revising course materials to ensure adequate representation of traditionally excluded voices and philosophies in university curricula. I am committed to the decolonization and Indigenization of my course materials and invite my students to actively participate in this endeavour through open dialogue. As a student, you are invited to contact me if you have any concerns with course materials and/or the learning environment.

### **My Course Description**

We will begin our learning journey with a critical review of the evolution of developmentalism and various subsequent ideologies that gave rise to the present-day Sport for development and peace movement (SDP). You probably heard and possibly believe proponents of SDP who advocate for using sport to address social, development, economic, political, and health issues. With the endorsement of the United Nations, SDP has been used to promote education, engage at-risk youth, achieve gender equity, promote health, inspire conflict resolution and other UN Sustainable Development Goals (SDGs). In this course, we will critically examine these SDP claims.

We will explore the theories and concepts that inform SDP practices by policymakers, nonprofits, governments, sports managers, and local communities. We will also critically review the impacts of race, sexuality, colonialism, capitalism, gender, culture, and immigration status on SDP programs.

### **Tentative Topic Schedule**

Week 1: Critical history of the SDP movement

Week 2: Globalization, Colonialism

Week 3: Capitalism, Power

Week 4: Politics and Peace

Week 4: Accessibility and Disability

Week 5: Gender-equality: Sexuality, Health, and Education (SHE)

Week 6: Race, Truth & Reconciliation

Week 7: Environmental sustainability

Week 8: Corporations, Corporate Social Responsibility,

Week 9: Social Entrepreneurship in Sport

Week 10: Decolonization, funding, innovation, and monitoring & evaluation.

Week 11: Presentations

Week 12: Presentations

### **Learning Outcomes/Schedule:**

Upon completion of this course, students will be able to:

1. At a high level, identify and elucidate theories, concepts, and ideologies at the intersection of sport, international development, global health, and peace. (Knowledge)
2. Think critically about SDP practices and the theory and ideologies that govern them.
3. Extrapolate and synthesis conceptual and theoretical knowledge from case studies, literature, and guest lectures (Comprehension)
4. Develop teamwork, problem-solving, and presentation skills pertaining to experiential learning projects with local SDP simulation (Application)
5. Develop reflexive writing skills and incorporate reflexivity into students' own learning

and teams' solutions and future SDP practices (Reflection)

**Required Course Material:**

All required readings will be posted on OWL.

**Course Evaluation:**

**Discussion Forums (Bonus Marks)**

Participation in the forum questions is not graded. However, it is noted and will contribute an extra 2% to your final grade. To get the full 2%, you need to meaningfully participate in every forum discussion.

**Reflexive Journal version 1– May 19th soft deadline, May 22th hard deadline (10%)**

In 1 page, discuss some aspect of the class that you found particularly interesting. A strong reflection makes connections and associations between the course content and your personal experiences, current events, or content you've read outside this course. Incorporate three sources from the readings. Cite using APA. Instead of a title page, please provide the title of the assignment, your name, and your student number as a header on your page. Your source list will not count toward the page count. These journal entries will help us work on your writing/citing. You will be graded on citation format, ability to follow instructions, spelling and grammar, and engagement with class material.

**Reflexive Journal version 1-teammate reflection– June 2<sup>nd</sup> soft deadline, June 5<sup>th</sup> hard deadline (5%)**

You will be divided into teams on OWL. Upload your reflexive journal 1 to your team's OWL forum. Your team members must share their reflections on your entry. Things to think about when reflecting on a team member's entry:

1. Leave your teammate a comment stating one point of similarity between your teammate's reflections and your own reflections/experiences (these reflections do not need to have been included in your reflection journal 1.) Leave your teammate a comment.
2. Leave your teammate a comment stating one point of difference between your teammate's reflections and your own reflections/experiences (these reflections do not need to have been included in your reflection journal 1.)
3. This point is exclusively for consideration for your own journal entry. (Please do not ask your teammate to answer this). What context about your teammate is missing that would better explain their reflections? Have YOU provided this same kind of context in your journal entry? If not, add it to the second version of your journal entry. \*Also, have you made some assumptions about your teammates? Are they a result of unconscious bias? What can you do consciously to avoid making decisions, acting, or basing questions on these unfounded assumptions? Note these assumptions somewhere only you can access; again, please do not share your assumptions. See: <https://www.verywellmind.com>. This exercise is not to shame you, as we ALL have implicit bias and unknown biases.

You will receive participation grades for commenting on ALL your teammates' reflections. This exercise will also work on your capacity as a critical friend for reflexivity.

**Midterm Quiz (10%) June 21<sup>st</sup>**

Details on exam to be given on OWL. Details on midterm exam to be given on OWL. Students who miss the exam for valid academic considerations will be given a make-up exam.

**Problem Statement and Success Metrics- June 23<sup>rd</sup> soft deadline, June 26<sup>th</sup> hard deadline (5%)**

As a team, use the template provided on OWL and fill in the SDP program/project/organization you have chosen. Provide a stakeholder analysis, problem statement, and success metrics. Do not start thinking about your solution! This exercise will work on your problem-solving skills. More about this will be explained in class. You will be graded on your ability to follow instructions and the quality of your content.

**Synchronous meeting with sport for development organization (5%)**

Doodle poll for possible dates to come out soon. We will most likely have two chances for you to join this meeting. This meeting is for you to ask questions about SDP that may help with your final assignment. **The session will be recorded.** However, I advise you to send at least one person from your team to ask any questions that might be pertinent to you settling on a solution for your project.

**Collaborative Reflexive Journal – July 14<sup>th</sup> soft deadline July 17<sup>th</sup> hard deadline (10%)**

Upload your reflections into your team forum. Discuss common themes, theories, interests, and experiences that resonated with your team. How did reading each other's reflections influence how you decided on a solution for your group project?

**Solution – July 21<sup>st</sup> soft deadline July 24<sup>th</sup> hard deadline (10%)**

As a team, submit a written 8-10 page proposal that describes the SDP program/project/organization, stakeholder analysis, problem statement, success metrics, overall solution, and monitoring and evaluation plans. You must provide research literature that backs up your project. Cite using APA. Instead of a title page, please provide the title of the assignment, your name, and your student number at the top of your first page. Your source list will not count toward the page count. You will be graded on spelling and grammar; ability to follow instructions; flow and coherence; quality of research.

**Video – July 21<sup>st</sup> soft deadline July 24<sup>th</sup> hard deadline (15%)**

Record a 5min video that describes your solution. Upload the video as an mp4 on OWL. You will be graded on your ability to clearly communicate your solutions within the time frames allocated. Include in the solution:

- The feasibility - The relevant stakeholders and their role in the success of the solution
- The viability of the solutions – The costs, time, and resources needed to implement your solution
- The desirability of the solution – does this solution tackle the root cause of the problem? Who will find this solution desirable?
- Every team member must present.

This assignment will work on your presentation skills. The rubric for the presentation videos and all other assignments will be provided in class.

## **Final Exam 30% July 26<sup>th</sup>**

Details on final exam to be given on OWL. Students who miss the exam for valid academic considerations will be given a make-up exam.

**Late Assignment Penalty** Late assignments will receive 0% unless you have valid academic considerations. Students are responsible for keeping back-up copies of all written work and assignments for this class.

### **Assignment Feedback Policy**

Students must adhere to the following procedure for seeking additional feedback and/or making a regrade request: 1. Students must wait a minimum of 48 hours after return of work or grade review to contact the primary grader regarding their submission evaluation 2. Students must be specific in their request. Simply asking for more feedback is not an acceptable request. As such, students should closely review the assignment rubric and/or instructions before contacting the primary grader.

### **Course/University Policies**

1. The website for Registration Services is <http://www.registrar.uwo.ca>.

In accordance with policy, the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner.

### **2. Academic Offences**

Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, in the Academic Calendar ([westerncalendar.uwo.ca](http://westerncalendar.uwo.ca)).

#### **Plagiarism**

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All papers may 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 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 Western University and Turnitin.com ([www.turnitin.com](http://www.turnitin.com)).

#### **Re-submission of Previously Graded Material**

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

### **Use of Statistical Pattern Recognition on Multiple Choice Exams**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

## **3. Use of Electronic Devices**

**During Exams:** Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

**During Lectures and Tutorials:** Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

**Personal Response Systems** (“clickers”) may be used in some classes. For those classes in which we use this technology, it is your responsibility to ensure that the device is activated and functional. You must speak with the course instructor immediately, if you have any concerns about whether or not your clicker is malfunctioning.

You must use only your own clicker. For all components of this course in which clicker records are used to compute a portion of the grade:

- The use of somebody else’s clicker in class constitutes a scholastic offence;
- The possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offense

## **4. Academic Considerations and Absences from Lectures and Assessments**

### ***Religious Accommodation***

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic counsellors in their Home Department. Additional information is provided in the [Western Multicultural Calendar](#).

### ***Academic Accommodation***

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact [Accessible Education](#), which provides

recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found [here](#).

### ***Academic Consideration***

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic counsellors in their home units, at their earliest opportunity. Academic counsellors may refer students to [Accessible Education](#) for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic counsellors within five (5) business days of their return to academic responsibilities. Any such 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](#). Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic counseling, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason” or “was ill.”).

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

### **Examination Conflicts**

A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as “heavy load” conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request academic considerations with their academic counselling unit prior to the deadline to drop a course without academic penalty.

In the case of online tests and examinations, use of a “Conflict Room,” wherein student can write two proctored exams concurrently, will be interpreted as

arrangements for continuous proctoring.

#### 5. **Contingency Plan for an In-Person Class Pivoting to 100% Online Learning**

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

#### 6. **Online Proctoring**

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

#### 7. **Grades**

Where possible assignment objectives and rubrics will be posted on OWL.

Generally, students can expect some form of feedback on their performance in a course before the drop date.

- November 12th, 2022 (for first term half-courses)
- November 30th, 2022 (for full-year courses)
- March 7th, 2023 (for second term half-or full year courses)

|    |          |                                                                       |
|----|----------|-----------------------------------------------------------------------|
| A+ | 90-100   | <i>One could scarcely expect better from a student at this level</i>  |
| A  | 80-89    | <i>Superior work that is clearly above average</i>                    |
| B  | 70-79    | <i>Good work, meeting all requirements and eminently satisfactory</i> |
| C  | 60-69    | <i>Competent work, meeting requirements</i>                           |
| D  | 50-59    | <i>Fair work, minimally acceptable.</i>                               |
| F  | below 50 | <i>Fail</i>                                                           |

**Rounding of Grades** (for example, bumping a 79 to 80%):

This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or 'giving away' of marks. Please don't ask me to do this for you; the response will be "please review the course outline where this is presented".

#### **Appealing a Grade Within this Course**

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student's control, bias, inaccuracy, or



unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Department Chair (submission of written request)
3. The Dean of the Faculty (submission of written request)

In the case of perceived procedural unfairness, steps 2 and 3 are carried out within the Department and Faculty offering the course. In the case of extenuating medical or compassionate circumstances that impact on a grade, steps 2 and 3 are carried out within a student's Home Department and Faculty.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31<sup>st</sup> (for first-term half courses) or June 30<sup>th</sup> (for second-term half courses or full-year courses)

## 8. Support Services

### Health and Wellness:

Information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

Students who are in emotional/mental distress should refer to Mental Health@Western (<http://www.health.uwo.ca/>) for a complete list of options about how to obtain help.

There are various support services around campus and these include, but are not limited to:  
*Student Development Centre* -- <http://www.sdc.uwo.ca/ssd/>  
*Ombudsperson Office* -- <http://www.uwo.ca/ombuds/>

## 9. Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>