

Acknowledgement of Indigenous Peoples and Traditional Territories:

York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish With One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region. For more information, and to help inform approaches to land and this agreement, see this Treaty Map of Canada, created by the University of Alberta (available via <https://guides.library.ualberta.ca/first-nations-metis-inuit/treaty-map-of-canada>) as well as work produced by the Land Back Institute (website, <https://redpaper.yellowheadinstitute.org>).

Faculty of Health
School of Kinesiology and Health Science

International Development and Sport

Course: HH/KINE 4310

Course Director (CD): Dr. Lyndsay Hayhurst
Email: lhayhurs@yorku.ca

Course Website: Accessed via eClass: <https://eclass.yorku.ca/course/view.php?id=56988>

Term: Winter 2022

Date/Time/Location: Tuesdays & Thursdays, 1-2:30pm EST/EDT

****REMOTE LEARNING until further notice****

Students will also be expected to attend a live, online synchronous learning session/mini-tutorial (approximately 45-90 minutes) once a week on Thursdays [except for certain date - please see Learning Schedule on eClass and detailed lecture schedule on p. 14 of syllabus].

You will need to make an appointment to book office hours. You can email lhayhurst@yorku.ca to set up an individual meeting. **Please email me at least two business days** in advance to schedule your meeting.

at

Teaching Assistant (TA): Julia Ferreira Gomes
Email: jfgomes@yorku.ca
Email to schedule virtual appointment

MENTAL HEALTH IN CHALLENGING TIMES

We are all still dealing with a tremendous amount of stress, anxiety, fear, and uncertainty as a consequence of the COVID-19 pandemic. There are a number of online free resources available to help support you in these difficult times. If you need help, the following list of websites (this is not an exhaustive list) may be a good place for you to start:

<https://good2talk.ca/>

<https://counselling.students.yorku.ca/>

<https://coronavirus.info.yorku.ca/>

<https://yorkinternational.yorku.ca/>

MORE STUDENT RESOURCES LISTED HERE on ECLASS:

<https://eclass.yorku.ca/mod/wiki/create.php?wid=1491&group&uid=0&title=Course%20Resources>

COURSE POLICIES [PLEASE REVIEW]

Learning Expectations and Environments: Although most of us have experienced online learning this past year, it still feels challenging to navigate the current moment. I have learned lots of tips and tricks of online learning, but I am not an expert. Through some trial and error, and respect for each other, I think we can have a wonderful term learning together. As the course instructor, I intend to model the mutual respect demanded of the room and remind us of the enjoyment, rest, and renewal that is critical at this time. Should an issue arise, please never hesitate to communicate with me, directly, and I will do my humanly best to assist and support. There are also a number of resources available to you (virtually) as a student. I have listed these on our eclass page here.

Statement of Policy on Free Speech: York University reaffirms its commitment to provide an environment conducive to freedom of enquiry and expression where all members of the community may learn, teach, work and live, free from prejudice, inequality and discrimination based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, religion, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

Disruptive and/or Harassing Behaviour in Academic Situations Policy: York is committed to policies that support the teaching and learning of controversial subject matter. Students and instructors are, however, expected to maintain a teaching and learning environment that is physically safe and conducive to effective teaching and learning for all concerned, and to be civil and respectful at all times within the learning environment, including within classrooms, laboratories, libraries, study halls and other places where academic activities are conducted and in areas proximate to those where academic activities are taking place.

Email Policies:

1. Please use eClass discussion boards to seek information from other students before emailing me. There is a good chance that your peers have the same question or know the answer to your question. I can also observe if many students are asking the same question on the eClass board – this is often a cue for me that I likely need to communicate the answer with the entire class. This is especially important for questions regarding online learning and course materials for 2022.
2. I will try to respond to emails within two business days; no email response on weekends. **I will not respond to emails received after 5:00 PM on weekdays. Please include KINE 4310 in the subject line of the email.**
1. Please keep your e-mails brief and to the point (i.e. one or two questions that can be answered in 1 or 2 sentences each). More complex discussion must take place during dedicated office hours.

I will make every effort to respond promptly; however, please do not expect immediate responses to your emails. The online ‘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.

Access/Disability: While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The university encourages students with disabilities to register with Student Accessibility Services to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA). **Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.** Sufficient notice is needed so that reasonable steps for accommodation can be discussed.

Additional information is available at www.yorku.ca/disabilityservices or from disability service providers:

- Office for Persons with Disabilities:
 - N108 Ross, 416-736-5140, www.yorku.ca/opd
- Learning and Psychiatric Disabilities Programs - Counselling & Development Centre:
 - 130 BSB, 416-736-5297, www.yorku.ca/cdc

- Atkinson students - Atkinson Counselling & Supervision Centre:
 - 114 Atkinson, 416 - 736 - 5225, www.yorku.ca/atkcsc
- Glendon students - Glendon Counselling & Career Centre:
 - Glendon Hall 111, 416 - 487 - 6709, www.glendon.yorku.ca/counselling

Religious Observance Accommodation: York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (i.e., April), students must complete an Examination Accommodation Form, which can be obtained from Student Client Services online at http://www.registrar.yorku.ca/pdf/exam_accommodation.pdf (PDF)

Please familiarize yourself with [Academic Accommodation for Students with Disabilities Policy](#). Students with or without disabilities can visit [Student Counselling and Development](#) located in room N110 of the Bennett Centre for Student Services for personal counseling regarding emotional/psychological issues that may interfere with academic performance.

eClass: Throughout the semester, I will be using eClass to provide you with course lectures as well as information about the course/assignments/tests etc. It is your responsibility to consult eClass on a regular basis to ensure that you receive all relevant course documentation and information. **This is particularly important during the Winter 2022 term as there will be no in-person contact for the month of January (at least – possibly extending into the term – TBD).** Make sure the email address you have linked with eClass is the email address you use regularly so that you can receive regular updates. “I did not know because I was not online” or “because I did not check eClass” are not excuses that will be accepted under any circumstances for the course.

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 (2030) – 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 Learning 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.

This course is normally offered face-to-face but due to the COVID-19 pandemic will ****mostly**** be delivered remotely. There will be no in-class interactions or activities on campus. The lecture components may involve some pre-recorded PowerPoint slides, including links to films and videos which students are required to view. **Students are expected to have read the assigned readings before the lecture.** In lieu of in-class participation, discussions between the CD and students will be held via Zoom, Chat function in eClass, and Discussion Forum function in eClass. **Zoom sessions will be recorded and uploaded onto eClass.**

The course is offered with both synchronous and asynchronous elements. This means students will be expected to 'attend' class (via Zoom or eClass) during the scheduled time and can also engage in class work outside of the scheduled class time. A condensed summary of the key synchronous/asynchronous components can be found on eClass here:

In general, the specific organization of the class is ****usually**** as follows:

Course Materials/Readings:

1. Lecture material will be posted to eClass. All lecture material will be viewed on your own time. It is recommended that you use available class time (Tuesday and Thursday 1-2:30PM EST) to review lectures so that you do not fall behind in the material. We will not meet 'live' on Tuesdays so you might dedicate that time for reviewing course material. A good rule of thumb for reviewing lectures and taking notes is that it should take you about three times the lecture length to review. For example, a 20-minute lecture should take you about 60 minutes to review.
2. Live (synchronous) sessions will take place on Zoom most (not all – see lecture schedule) Thursdays at 1pm EST. These sessions will include Q and A discussions, guest speakers and other activities. Material covered during the live sessions will be included on assignments. I will communicate with you regularly about the live activities each week.
3. Weekly readings will be posted on eClass. There are required readings throughout the course and the readings will serve to enrich, clarify, and illustrate crucial issues from the lectures. Required readings are available in electronic format through York University's Library (YUL). In addition, persistent links to download the readings are provided through eClass. In the event that the links to the readings are not working properly, it is the student's responsibility to access the YUL system and retrieve the required reading.

Tuesdays:

First 45 minutes (1:00-1:45pm EST): Pre-recorded (asynchronous) Zoom lectures (except where indicated; see lecture schedule below); CD available via Chat on eClass to answer students' questions related to the lecture until 2:30pm EST. **(Asynchronous)**

Last 45 minutes (1:45-2:30pm EST): I will be available during this time on eChat to discuss any questions or concerns. **(Synchronous).**

On **Tuesdays (starting Tuesday, January 11th)** I will post a pre-recorded Zoom lecture **no later than 1:00pm EST**. Starting February 1st, we will have seven pre-recorded Zoom student-led group presentations on Tuesdays (to be posted no later than 1pm EST (February 1st, February 8th, February 15th, March 1st, March 8th, March 15th, March 22nd). The detailed lecture schedule is featured on page 14 of this syllabus for clarity. **Students will also be expected to attend a live, online synchronous learning session/mini-tutorial (approximately 30-45**

minutes) once a week on Thursdays [except for Thursday, January 20th; Thursday, February 3rd; Thursday, February 24th; Thursday, March 17th and Thursday, March 31st]. During these sessions, I will provide guidance for assigned activities and tasks – but they will be mostly for working on your CSL projects.

Technical requirements for taking the course: Several platforms will be used in this course (e.g., eClass, Zoom, etc.), through which students will interact with course materials, the course director, as well as with one another. Please review the syllabus to determine how the class meets (in whole or in part), and how office hours will be conducted. Students will be expected to watch videos (pre-recorded lectures, films, videos), and participate in discussions via video conferencing through Zoom and eClass Chat. Students will therefore require:

- Stable, higher-speed internet connection;
- Computer with microphone, and/or a smart device with these features
- A way to determine Internet connection and speed: there are online tests, such as Speedtest, <https://www.speedtest.net/> that can be run.
- Students shall note the following:
- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. **In other words, a session cannot be recorded without you knowing about it.**

Useful links describing computing information, resources and help for students:

Student Guide to eClass	https://lthelp.yorku.ca/student-guide-to-moodle
Computing for Students Website	https://student.computing.yorku.ca/
Student Guide to eLearning at York University	http://elearning-guide.apps01.yorku.ca/
Learning Skills Services	https://lss.info.yorku.ca/online-learning/
Zoom@YorkU User Reference Guide	http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf
Zoom@YorkU Best Practices	https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf

Course Text/Readings:

Required readings are available in electronic format through York University's Library (YUL). In addition, persistent links to download the readings are provided through eClass. In the event that the links to the readings are not working properly, it is the student's responsibility to access the YUL system and retrieve the required reading.

Grading:

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.) . For a full description of York grading system see the York University Undergraduate Calendar <http://calendars.registrar.yorku.ca/2010-2011/academic/index.htm>.

Group Work: This class has group work. A total of 25% of your grade will be based on group work. Please consult the [Student Guide to Group Work](#) to set yourselves up for success. Ensure that the expectations and responsibilities of group members are clearly outlined from the beginning of your work/project. If there are any group work discrepancies, the procedure we use to address this is as follows:

- The group has to meet to discuss the issue and they've submitted meeting minutes to me.
- Please provide drafts of all your work with notations of who contributed what meet with the group, and bring evidence for the work each contributed.
- I am unable to address any issues that arise after the fact

In short: if you experience any difficulties with your group, please approach the CD as soon as possible to discuss before any assignments have been submitted.

COURSE DROP DATE:

Last date to drop a course without receiving a grade (also see Financial Deadlines): March 18th, 2022.

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. This work will be completed remotely and carried out throughout the term. 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. Maple Leaf Sports and Entertainment LaunchPad (MLSE LP)
2. Commonwealth Sport Canada
3. Canadian Women and Sport
4. Bike Brigade
5. NUTMEG (Not-for-profit United Team of Mentors Educators and Grassroots coaches)
6. Urban Squash
7. Skateistan

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 virtually 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 eClass 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 eClass, go to the "[CSL Project Placements](#)" under course announcements, view the project descriptions and answer the poll regarding #1 through #7 placement preferences. **Please enter your preferences on the Doodle poll by accessing the link by 5:00pm EST on Monday, January 17th. We will then endeavour to assign all students to placements and inform you by 9:00am EST Thursday, January 20th.** 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.

Course Policies and Resources: please review in greater detail [here](#).

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 online '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.

Academic Dishonesty

KINE 4310 adopts a zero-tolerance policy with regard to Breach of Academic Honesty. Please refer to the York University Secretariat website <<http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>> for Senate Policy on Academic Honesty as well as to the Faculty of Health's Academic Integrity Tutorial webpage <<http://health.yorku.ca/current-student-information/academic-integrity-tutorial/>>. Please note that the buying and selling of any course material (including lecture slides, evaluation items, etc.) may constitute an infringement of intellectual property rights and/or a breach of Academic Honesty. You can find out more about reusing teaching material from courses here: <https://copyright.info.yorku.ca/students-reuse-of-teaching-materials-from-york-courses-2/>. Additional information on Student Rights and Responsibilities can be found at <<http://www.yorku.ca/oscr/pdfs/CodeofRightsandResponsibilities.pdf>>.

Course materials should only be used by students enrolled in this course. As a student in this course, you may not publish, post on an Internet site, sell, or otherwise distribute any of this work without the instructor's express permission. Unauthorized or commercial use of these materials is strictly prohibited. Online sharing of course material with people outside of the course may lead to a charge of misconduct under York's Code of Student Rights and Responsibilities and the Senate Policy on Academic Honesty. **Unless otherwise indicated by the CD, Zoom sessions CANNOT be recorded by students.**

"Students must make every effort to arrange adequate Internet connection, especially for presentations. If a student has any specific concerns about their Internet connection, they should seek all available options for writing their exam in a location with a stable internet connection. In the event that a student is not confident they can access a reliable internet connection, they should communicate their concerns to their TA/instructor well in advance of the presentation."

Assignment Submission and Lateness Penalties:

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments are on their due dates and you are required to upload your assignment to eClass by the beginning of lecture on the due date. E-mailed assignments will not be accepted. An assignment is considered LATE **if handed in after 2:30PM EST/EDT on the due date** (see details below in course outline). 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:

You may ask for a grade reassessment on the assignment. This, however, is not an ordinary occurrence, but an exception. Simply wanting a higher grade is not an acceptable reason for requesting a reassessment. If you believe that your assignment has been wrongly graded, explain why in a one-page, typed letter. This letter must be emailed back to the CD **by no later than the beginning of the following class.** Given the short duration of the course, this timeline will be strictly enforced. Your grade may go up, down, or remain the same. Grade reassessment decisions are final. **Please note that participation grades cannot be appealed.**

Grading:

Final course letter grades may be adjusted to conform to Program or Faculty grades distribution profiles. Although numerical marks are assigned to each piece of work in this course, there should be no assumption that a total number of marks translates directly to a letter grade. Letter grades will be determined by the descriptions in the York University Undergraduate Calendar.

Missed class due to illness:

We are living in challenging times where many people are experiencing health challenges. We will be as lenient and flexible as possible to accommodate this situation. 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 may also be required to submit a doctor's note to the instructor upon your return to class. Failure to do so may impact your grade. 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).

Extensions, 'Free Passes' and Grace Days

I will give each student one free-pass 'grace' extension of one day on any assignment – you can use this pass without any rationale/reason. Please let myself or Julia know if you are using your 'grace day' if an assignment is submitted late.

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**

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

Full description of each evaluation item available [here on eClass](#).

<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 27 th
• Midterm Progress Report	10%	February 25 th @ 1pm
• Final Report	15%	April 5 th
• Zoom conference	10%	April 5 th & 7 th
• Peer-Evaluation	5%	April 5 th
Learning Journals	30%	Ongoing

Project Descriptions

See detailed project descriptions are posted on eClass.

Community Service Learning Report: Deliverables & Due Dates

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

CSL group work days:

Because I recognize it is difficult to coordinate schedules, your group will get four class time slots – for a total of **6 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 Julia (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.

CSL Work Days:

Thursday, January 20th

Thursday, February 3rd

Thursday, March 17th

Thursday, March 31st

Week-By-Week Outline, Lecture and Required Reading Schedule:

****NOTE:** The readings listed under each class are those you should complete BEFORE the Tuesday class of that week**

DATE	TOPIC and REQUIRED READING	FORMAT
<p><u>Tuesday, January 11th & Thursday, January 13th – Introduction to Sport for Development and Peace</u></p>	<p><u>Welcome and Housekeeping</u></p> <p>Dudfield, O., & Dingwall-Smith, M. (2015). SDP and the 2030 Agenda for Sustainable Development. Accessed: https://thecommonwealth.org/sites/default/files/inline/CW_SDP_2030%2BAgenda.pdf</p> <p>UNOSDP (Sport and the UN Sustainable Development Goals 2030. Accessed: https://www.un.org/sport/sites/www.un.org.sport/files/ckfiles/files/Sport_for_SDGs_finalversion9.pdf</p> <p>Kidd, B. (2008). A new social movement: Sport for development and peace. <i>Sport in Society</i>, 11(4), 370–380.</p> <p>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</p> <p><u>In-class video:</u> Right To Play, A Short Film (7 min) http://vimeo.com/5411299</p>	<p>Tuesday, January 11th: 1pm EST: Pre-recorded introductory lecture posted for viewing</p> <p>Thursday, January 13th: Synchronous ('Live') Video Introductory Lecture (1-2:30pm EST)</p>
<p><u>Tuesday, January 18th & Thursday, January 20th</u></p>	<p>Black, D.R. (2017). Never the Twain Shall Meet? The challenge of articulating top-down and bottom-up development through sport. <i>Third World Thematics</i>. DOI: http://dx.doi.org/10.1080/23802014.2017.1314771</p> <p><u>In-class video:</u> Sport the Bridge, Addis Ababa, Ethiopia, Parts 1 & 2 (20 minutes):</p>	<p>Tuesday, January 18th: 1pm EST: Pre-recorded introductory lecture posted for viewing; 1:45-</p>

<p><u>- What is Sport for Development and Peace (SDP): 'Top-Down and Bottom-Up'</u></p>	<ul style="list-style-type: none"> • http://www.youtube.com/watch?v=TAmSqwQyNhc <p>http://www.youtube.com/watch?v=5KfCXrZxL0g</p> <p>**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**</p> <p>Supplementary Reading: **Not required**</p> <p>Black, D.R. (2010). The ambiguities of development: implications for 'development through sport', <i>Sport in Society</i>, 13, 1, 121-129.</p> <p>Schulenkorf, N. (2012). Sustainable community development through sport and events: A conceptual framework for Sport-for-Development projects. <i>Sport management review</i>, 15(1), 1-12.</p> <p>Giulianotti, R. (2011). The sport, development and peace sector: a model of four social policy domains. <i>Journal of social policy</i>, 40(04), 757-776</p>	<p>2:30pm EST: LH available on eClass chat to reply to queries</p> <p>Thursday, January 20th NO CLASS – CSL Groups work on WORK PLAN</p>
<p><u>Tuesday, January 25th & Thursday, January 27th – SDP: Theoretical Foundations</u></p>	<p>Levermore, R., & Beacom, A. (2009). Sport-in-International Development: Theoretical frameworks. In R. Levermore & A. Beacom (Eds.), <i>Sport and international development</i> (pp. 26-54). New York, NY: Palgrave Macmillan.</p> <p>Supplementary Reading: **Not required**</p> <p>Coalter, F. (2010). The politics of sport for development: limited focus programmes and broad gauge problems, <i>International Review for the Sociology of Sport</i>, 45(3), 295-295.</p>	<p>Tuesday, January 25th, 1pm Pre-recorded lecture posted @1pm; 1:45-2:30: LH available on eClass chat to reply to queries</p> <p>Thursday, Jan 27th, 1pm-2:30pm EST: Synchronous ('Live') Lecture and Learning Activities</p>

<p><u>Tuesday, February 1st & Thursday, February 3rd – Sport, the Environment and the UN Sustainable Development Goals</u> <u>[Students working with Bike Brigade will present this week]</u></p>	<p>Giulianotti, R., Darnell, S.C., Collison, H., and Howe, P.D. (2018). Sport for Development and Peace and the Environment: The Case for Policy, Practice and Research. <i>Sustainability</i>,10(7), 2241.</p> <p>Supplementary Reading: **Not required**</p> <p>Hayhurst, L.M.C. & del Socorro Cruz Centeno, L. (2019). “We Are Prisoners in Our Own Homes”: Connecting the Environment, Gender-based Violence and Sexual and Reproductive Health Rights to Sport for Development and Peace in Nicaragua. <i>Sustainability</i>, 11(16), 4485. https://doi.org/10.3390/su11164485 .</p> <p>Wilson, B. & Millington, B. (2020). Introducing a Sociological Approach to Sport, Environmental Politics, and Preferred Futures. In B. Wilson & B. Millington, (Eds.) <i>Sport and the Environment (Research in the Sociology of Sport</i>, Vol. 13), Emerald Publishing Limited, pp. 1-28.</p> <p>Millington, B. & Wilson, B. (2018). A Wake-Up Call? Donald Trump, Sport, and Sustainable Development. Accessed from: https://thesocietypages.org/engagingsports/2018/11/08/a-wake-up-call-donald-trump-sport-and-sustainable-development</p> <p>Dudfield, O. (2019). SDP and the sustainable development goals. In H. Collison, S. Darnell, R. Giuliannotti & D. Howe (Eds.), <i>Routledge handbook of sport for development and peace</i> (pp. 116-127). Routledge.</p>	<p>Tuesday, Feb 1st from 1-2:30pm EST: Pre-recorded class Oral Presentations – Bike Brigade Group post pre-recorded presentation by 1pm EST; 1:45-2:30pm = LH available on eChat for questions</p> <p>Thursday, February 3rd NO CLASS – Work on Mid-term CSL Report</p>
<p><u>Tuesday, February 8th & Thursday, February 10th - Gender Equity, Misogyny and Sport for Development</u></p>	<p>Oxford, S., & McLachlan, F. (2018). “You Have to Play Like a Man, But Still be a Woman”: young female Colombians negotiating gender through participation in a sport for development and peace (SDP) organization. <i>Sociology of Sport Journal</i>, 35(3), 258-267. https://doi.org/10.1123/ssj.2017-0088</p>	<p>Tuesday, March 1st: Pre-recorded Class presentations – Canadian Women and Sport; Group post pre-recorded presentation by 1pm EST;</p>

<p>[Students working with Canadian Women and Sport will present this week]</p>	<p><u>Learning video:</u> Nasr, Ariel. (2012). The Boxing Girls of Kabul. (45 minutes)</p> <p>Supplementary Reading: **Not required**</p> <p>Oxford, S., & Spaaij, R. (2019). Gender relations and sport for development in Colombia: A decolonial feminist analysis. <i>Leisure Sciences</i>, 42(1-2), 54-71. https://doi.org/10.1080/01490400.2018.1539679</p> <p>Chawansky, M. (2011). New Social Movements, Old Gender Games? Locating Girls in the Sport for Development and Peace Movement. <i>Research in Social Movements, Conflicts and Change</i>, 32, 123-136.</p>	<p>1:45-2:30pm = LH available on eChat for questions</p> <p>Thursday, March 3rd: Synchronous ('Live) Lecture with LH 1-2:30pm EST</p>
<p><u>Tuesday, February 15th & Thursday, February 17th - Sport for Development, COVID-19 and Virtual Programming</u> [Students working with NUTMEG will present this week]</p>	<p>Bates, S., Greene, D., & O'Quinn, L. (2021). Virtual Sport-Based Positive Youth Development During the COVID-19 Pandemic. <i>Child and Adolescent Social Work Journal</i>, 1-12. doi: 10.1007/s10560-021-00774-9.</p> <p>Supplementary Reading: **Not required**</p> <p>Hayday, E, Collison, H, Kohe, G (2020) Landscapes of tension, tribalism and toxicity: configuring a spatial politics of esports communities, <i>Leisure Studies</i>, ISSN: 0261-4367. DOI: 10.1080/02614367.2020.1808049.</p> <p>Dixon, M. A., Hardie, A., Warner, S. M., Owiro, E. A., & Orek, D. (2020). Sport for Development and COVID-19: Responding to Change and Participant Needs. <i>Frontiers in Sports and Active Living</i>.</p> <p>Donnelly, P., Darnell, S. & Kidd, B. (2020). The Implications of COVID-19 for Community Sport and Sport for Development. <i>International Council of Sport Science and Physical Education</i>. Accessed:</p>	<p>Tuesday February 15th: View Pre-recorded Class presentations – NUTMEG; Group post pre-recorded presentation by 1pm EST; 1:45-2:30pm = LH available on eChat for questions</p> <p>Thursday, February 17th: Synchronous ('Live) Lecture and Learning Activities with LH 1-2:30pm EST</p>

	<p>https://www.icsspe.org/sites/default/files/20200917%20Simon%20Darnell%20COVID-19%20for%20Community%20Sport.pdf.</p> <p>See also: https://www.youtube.com/watch?v=G7uDvlZrqqU</p>	
	<p>**NO CLASS Feb 22nd & 24th – University Closed for Winter Reading Week**</p>	
<p><u>Tuesday, March 1st & Thursday, March 3rd - Sport, Gender and Development</u> <u>[Students working with Urban Squash will be presenting this week]</u></p>	<p>Hayhurst, L.M.C., Thorpe, H., & Chawansky, M. (2021). "Introducing Sport, Gender and Development: A Critical Intersection", In L. Hayhurst, H. Thorpe & M. Chawansky (Eds.), <i>Sport, Gender and Development: Innovations, Intersections and Future Trajectories</i> (pp. 3-32). London: Emerald Publishing. https://www.emerald.com/insight/content/doi/10.1108/978-1-83867-863-020211001/full/html</p> <p>SIRC, (2021). Engaging Girls and Women in Sport Mini-Series: Part 1 – Getting Girls Back in the Game. Accessed from: https://www.youtube.com/watch?v=QPspSnZLRwU</p> <p>Supplementary Reading: **Not required**</p> <p>Saavedra, M. (2009). Dilemmas and opportunities in gender and sport-in-development. In R. Levermore (Ed.), <i>Sport and international development</i> (pp. 124-155). London, United Kingdom: Palgrave Macmillan.</p> <p>Sherry, E., & Rowe, K. (Eds.). (2020). <i>Developing sport for women and girls</i>. Abingdon, UK: Routledge.</p> <p>Kay, T., Mansfield, L. & Jeanes, R. (2016). Researching with Go Sisters, Zambia: Reciprocal learning in sport for development, In L. Hayhurst, T. Kay, & M. Chawansky (Eds.), <i>Beyond sport for development and peace: Transnational</i></p>	<p><u>Tuesday, March 1st: Pre-recorded Class presentations – Canadian Women and Sport;</u> Group post pre-recorded presentation by 1pm EST; <u>1:45-2:30pm = LH available on eChat for questions</u></p> <p><u>Thursday, March 3rd: Synchronous ('Live) Lecture with LH 1-2:30pm EST</u></p>

	<p><i>perspectives on theory, policy and practice</i> (pp. 214-229). Abingdon, UK: Routledge.</p>	
<p><u>Tuesday, March 8th & Thursday, March 10th – Trauma and Violence-Informed Sport for Development and Peace</u> [Students working with Maple Leaf Sports and Entertainment LaunchPad will present this week]</p>	<p>Darroch, F.E., Roett, C., Varcoe, C., Oliffe, J.L. & Gonzalez Montaner, G. (2020). Trauma-Informed Approaches to Physical Activity: A Scoping Review. <i>Complementary Therapies in Clinical Practice</i>. doi: 10.1016/j.ctcp.2020.101224</p> <p>Learning video: Darroch, F. (2020). Trauma-and Violence-Informed Physical Activity. Accessed here: https://www.youtube.com/watch?v=tgClXqDxtZg.</p> <p>Supplementary Reading: **Not required**</p> <p>Shaikh, M., Bean, C., Bergholz, L., Rojas, M., Ali, M. & Forneris, T. (2021). Integrating a Sport-Based Trauma-Sensitive Program in a National Youth-Serving Organization. <i>Child and Adolescent Social Work Journal</i>, 38, 449–461.</p> <p>van Ingen, C. (2011). Spatialities of anger: Emotional geographies in a boxing program for survivors of violence. <i>Sociology of Sport Journal</i>, 28(2), 171-188. doi: 10.1123/ssj.28.2.171</p>	<p>Tuesday, March 8th: Pre-recorded Class presentations – MLSE LaunchPad; Group post pre-recorded presentation by 1pm EST; 1:45-2:30pm = LH available on eChat for questions</p> <p>Thursday, March 10th: Review Learning video (Darroch); Synchronous ('Live) Lecture 1-2:30pm EST</p>
<p><u>Tuesday, March 15th & Thursday, March 17th – Monitoring & Evaluation in SDP</u> [Students working with Skateistan will present this week]</p>	<p>Hayhurst, L.M.C., Thorpe, H., & Chawansky, M. (2021). "Feminist Approaches to Monitoring, Evaluation and Learning", In L. Hayhurst, H. Thorpe & M. Chawansky (Eds.), <i>Sport, Gender and Development: Innovations, Intersections and Future Trajectories</i> (pp. 191-209). London: Emerald Publishing. https://www.emerald.com/insight/content/doi/10.1108/978-1-83867-863-020211008/full/pdf?title=feminist-approaches-to-monitoring-evaluation-and-learning</p> <p>Supplementary Reading: **Not required**</p>	<p>Tuesday, March 15th: Pre-recorded Class presentations – Skateistan; Group post pre-recorded presentation by 1pm EST; 1:45-2:30pm = LH available on eChat for questions</p>

	<p>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. <i>International review for the sociology of sport</i>, 46(3), 249-264.</p> <p>Levermore, R. (2011). Evaluating sport-for-development approaches and critical issues. <i>Progress in Development Studies</i>, 11(4), 339-353.</p> <p>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) <i>Sport, Social Development and Peace</i> (pp. 197-217). Mitch Group Publishing Limited.</p>	<p>Thursday, March 17th: NO CLASS – Work on CSL Project</p>
<p><u>Tuesday, March 22nd</u> <u>& Thursday, March 24th</u> – Sport for Development for Newcomers and Gender Diverse People [Students working with Commonwealth Sport Canada will present this week]</p>	<p>Válková, E. (2020). 'You're going to teach my son to be viado': From 'girling' to queering sport for development? <i>Sociology of Sport Journal</i>. DOI: https://doi.org/10.1177/1012690219894885</p> <p>Supplementary Reading: **Not required**</p> <p>Carney, A. & Chawansky, M. (2016). Taking sex off the sidelines: Challenging heteronormativity within 'Sport in Development' research. <i>International Review for the Sociology of Sport</i>, 51(3), 284-298</p> <p>Válková, E. (2021). "I Can't Because I Am a Man": Masculinity, Manhood, and Gender Equality in Sport for Development. <i>Sociology of Sport Journal</i>. DOI: https://doi.org/10.1123/ssj.2020-0166</p>	<p>Tuesday, March 22nd: Pre-recorded Class presentations – Commonwealth Sport Canada; Group post pre-recorded presentation by 1pm EST; 1:45-2:30pm = LH available on eChat for questions</p> <p>Thursday, March 24th: Synchronous ('Live') Lecture and Learning Activities 1-2:30pm EST</p>

<p><u>Tuesday, March 29th</u> <u>- Wrap Up: Locating 'Reflexive Humility' in Sport for Development and Peace Research and Practice</u></p>	<p><u>March 29th – Wrap Up: Locating 'Reflexive Humility' in Sport for Development and Peace Research and Practice</u></p> <p>McEwan, C. (2009). <i>Postcolonialism and Development</i>. London: Routledge. [Chapter 7, pp. 279-297]</p> <p>Kidd, B. (2011). Cautions, Questions and Opportunities in Sport for Development and Peace. <i>Third World Quarterly</i>, 32(3): 603-609.</p> <p>Supplementary Reading: **Not required**</p> <p>Tiessen, R. (2011). Global Subjects or Objects of Globalization? The Promotion of Global Citizenship in Organizations offering Sport for Development and/or Peace Programmes. <i>Third World Quarterly</i>, 32(3), 571-587.</p> <p>Ethical International Engagement http://ssir.org/articles/entry/malia_the_rise_of_the_gap_year_and_ethical_international_engagement</p> <p>The 'Third World' is Not your Classroom: https://medium.com/the-development-set/the-third-world-is-not-your-classroom-9eee1546f565#.2axaaydlb</p>	<p>Tuesday, March 29th: 1-2:30pm EST – Live Lecture</p> <p>**IN PERSON**</p>
<p><u>Thursday, March 31st – NO CLASS</u></p>	<p>NO CLASS – WORK DAY ON CSL PRESENTATIONS</p>	
<p><u>Tuesday, April 5th</u> <u>& Thursday, April 7th</u></p>	<p>FINAL Community Service Learning ZOOM CONFERENCE</p>	<p>Schedule TBA</p>