

Acknowledgement of Indigenous Peoples and Traditional Territories:

York University recognizes that many Indigenous nations have longstanding relationships with the territories upon which our campuses are located that precede the establishment of York University. We acknowledge our presence on the traditional territories of the Mississaugas of Credit First Nation, the Huron-Wendat, the Haudenosaunee Confederacy and the Métis Nation of Ontario.

York University

Faculty of Health

School of Kinesiology and Health Science

KINE 4310 International Development and Sport

FALL 2023 COURSE OUTLINE

Course Director (CD):	Dr. Lyndsay Hayhurst Course email: kine4310@yorku.ca	
Course Website:	Accessed via eClass:	
Term:	FALL 2023	
Date/Time/Location:	Tuesdays, 1-2:30pm EST	ACW 204
	Thursdays, 1-2:30pm EST	HNE B17
Teaching Assistant (TA):	Jessica Nachman Email: kine4310@yorku.ca Email to schedule appointment	

You will need to make an appointment to book office hours. Office hours will be **offered remotely** unless in-person is required. You can email kine4310@yorku.ca to set up an individual meeting. Please email me **at least two business days in advance** to schedule your meeting. CSL Work Days are a great opportunity to connect with the instructor.

Expanded Course Description:

Sport for development and peace (SDP) involves using sport as a tool 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 non-governmental organizations to "develop" vulnerable 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.

Considering 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:

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*).

HEALTH & SAFETY INFORMATION

Take Care of Yourself:

We all face stressors and anxiety in our lives, both academic and otherwise. Please be kind and gentle with yourselves and others. There are a number of online free resources available to help support you. 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://yorkinternational.yorku.ca/>

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

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

It is *your responsibility to consult eClass* on a regular basis to ensure that you receive all relevant course documentation and information. 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.

ORGANIZATION OF THE COURSE:

Throughout the semester, lectures will take **place in-person on campus and sometimes virtually** unless otherwise indicated by instructors. There is substantial evidence to support that physically attending lectures improves course performance. I will be using eClass to provide you with **some** course lectures as well as information about the course/assignments/tests etc.

Lecture Slides and Recordings:

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) (further explained below). 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.

Lecture presentation slides are typically posted following lecture. If possible, lecture slides will be posted prior to the lecture. Barring technical issues, lectures will be recorded whenever possible and posted after the lecture has been delivered. Lecture slides and audio recordings are designed to **supplement, not replace lecture attendance.** **Students are expected to have read the assigned readings before the lecture.**

The course is offered with both synchronous and asynchronous elements. This means students will be expected to ‘attend’ class in-person during the scheduled time and can also engage in class work outside of the scheduled class time.

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

Course Materials/Readings:

1. Lecture material will be posted to eClass, either before or after the lecture. All lecture material will be viewed on your own time. It is recommended that you use available class time to review lectures so that you do not fall behind in the 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. Weekly readings citations (i.e., sometimes not the full reading) 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. **Consult the Lecture and Required Reading Schedule (see below) for dates of required readings.**
3. Weekly podcasts, news clippings, short films and multimedia sources. I host a podcast with my graduate students at York and have found it to be a meaningful way to engage all of us in mutually reflexive and enjoyable learning journeys. I will post 1-2 multimedia sources each week to complement and extend the readings. My goal is to ensure to provide learning mediums beyond just texts.

Technical requirements for taking the course:

Two platforms will be used (i.e., eClass and Zoom), through which students will interact with the course materials, the course directors, Teaching Assistants, as well as with one another.

Please 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.**

POLICIES & IMPORTANT INFORMATION

Copyright Information:

These course materials are designed for use as part of the HH/KINE 4310 course at York University and are the intellectual property of the instructors unless otherwise stated. Lectures, meetings, and correspondence (including emails and eClass posts) are protected under Copyright. Any sharing or distribution of these materials can result in academic penalties. Additional information on Student Rights and Responsibilities can be found at [here](#).

HH/KINE 4310 ADOPTS A ZERO-TOLERANCE POLICY WITH REGARD TO BREACH OF ACADEMIC HONESTY. In efforts to help maintain academic integrity to the fullest extent possible, please familiarize yourself with the University's [Senate Policy on Academic Honesty](#). Breaches of academic integrity range from cheating (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.) to aiding and abetting (helping someone else to cheat). All breaches can be punishable according to information that can be found on the Faculty of Health's [Academic Integrity Tutorial](#).

To protect further against plagiarism, and where applicable, students will be required to submit any written assignments to Turnitin (via the course's eClass page) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website. Instructions for submission to Turnitin will be provided on eClass. Please follow the instructions closely prior to submitting your work to Turnitin as you will only get ONE chance to submit your work. If you prefer not to submit to Turnitin, you must contact the Course Coordinator 14 days before the assignment deadline, submit all draft copies, write an Annotated Bibliography of all the references used, and be prepared for an oral presentation and defence of your work.

Grading:

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York University. Assignments will bear either a letter grade designation or a corresponding number grade. For a full description of York's grading system, see the York University Undergraduate Calendar. Final course letter grades may be adjusted to conform to Program or Faculty grades distribution profiles.

Group Work: This class has group work. Please consult the [Student Guide to Group Work](#) to set yourselves up for success. In addition, you may work with any number of peers on your **weekly exercises** (participation activities) because they are designed to help you learn the material. Since the collaboration with peers will boost your learning, it is allowed that you discuss your solution with others however you are required to submit your work individually. **Copying and submitting your friends' solution is not accepted.**

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 must 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.

Lateness Penalties:

- After 5:00 pm on the due date: 20% grade reduction
- After 5:00pm on the day after the due date: zero (0%)
- ASSIGNMENT DUE DATE AND TIME ARE STRICTLY UPHELD.

Assignments submitted without formal documentation later than **5:00 PM EDT/EST on the due date** will NOT be marked at all and will automatically receive a grade of zero (0). Formal documentation includes, but is not limited to, a doctor's note, court-date note, or by other official documentation detailing a serious matter. For doctor's notes, only the York University's Attending Physician Statement found on York's Registrar site, will be accepted. Documentation must be included with the assignment and the assignment must be submitted as soon as possible. If you anticipate not being able to hand in your assignment for more than two weeks from the due date for medical reasons, or for some other serious matter, you must contact the CD immediately via email in addition to providing formal documentation. Please do NOT ask for extensions as extensions will NOT be granted.

Appeals Process:

Any appeal for grade revision, (a) must be received by the instructor WITHIN 7 CALENDAR DAYS of the date of the exam viewing, (b) must be MADE IN WRITING, and (c) must EXPLICITLY STATE why the student believes the grade is in error. Grade disputes after this 7-calendar day period will not be considered.

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 Jessica know if you are using your 'grace day' if an assignment is submitted late

Community Service Learning (CSL):

This course uses **Community Service Learning (CSL)**. By doing so, the goal is to help students connect with partner organizations as departure points for critically reflecting on how these entities (attempt to) use sport as a way to improve the lives of vulnerable 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 (CSC)
3. Centre for Sport and Human Rights (CSHR)
4. Not-for-profit United Team of Mentors Educators and Grassroots coaches (NUTMEG)
5. Kids Play International (KPI)
6. Protect Our Winters (POW)
7. Bike Brigade (BB)

Students will be given in-class time throughout the term 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, etc. In most of these cases, creative thinking is welcome, so as you review the project descriptions, think about which opportunities might hone 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, September 18th.** We will then endeavour to assign all students to placements and

inform you by 9:00am EST Thursday, September 21st. 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.

EVALUATION & ASSIGNMENT SCHEDULE:

Full description of each evaluation item available on eClass.

<i>Assessment Item</i>	<i>Percentage of Final Grade</i>	<i>Due Date</i>
Class Participation:	10%	Ongoing
Oral Group Presentations	15%	Ongoing
CSL Group Project	45% TOTAL (breakdown below)	
<ul style="list-style-type: none"> • Work Plan • Midterm Progress Report • Final Report • Class conference • Peer-Evaluation 	<ul style="list-style-type: none"> 5% 10% 15% 10% 5% 	<ul style="list-style-type: none"> October 5th October 26th December 4th November 30th & December 4th December 4th
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** to work on your CSL project, connect with your partners/group, visit partner offices, and/or to book Zoom office hours with Lyndsay and/or Jessica (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 (4 total):

Thursday, September 28th

Thursday, October 5th

Thursday, October 19th

Thursday, November 16th

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

****NOTE: Detailed readings posted on eClass ****

Tentative Lecture Schedule:

<u>Week</u>	<u>Topic</u>
1 (Sept. 7)	Welcome & Housekeeping
2 (Sept. 12, 14)	Introduction to Sport for Development and Peace
3 (Sept. 19, 21)	Sport for Development: Exploring Key Theoretical Foundations
4 (Sept. 26, 28)	Sport, the Environment & the UN Sustainable Development Goals
5 (Oct. 3, 5)	Sport for Decolonization and Reconciliation?
6 (Oct. 9 - 13)	NO CLASSES – READING WEEK
7 (Oct. 17, 19)	Safe Spaces & Mobility Justice
8 (Oct. 24, 26)	Gender Equity & Sexual and Reproductive Health Rights in/through Sport for Development
9 (Oct 31, Nov 2)	Sport for Development and Mega Events

10 (Nov. 7, 9)	Trauma-and Violence-Informed Sport for Development and Peace
11 (Nov. 14, 17)	Monitoring, Evaluation & Learning in SDP
12 (Nov. 21, 23)	Global Citizenship & Equity, Diversity, Inclusion and Decolonization
13 (Nov 28th)	Wrap Up: Locating ‘Reflexive Humility’ in Sport for Development and Peace Research and Practice
14 (Dec. 4)	FINAL Community Service Learning CONFERENCE

*****The last date to drop a course without receiving a grade is Wednesday November 8, 2023*****

Course Policies and Resources: please review in greater detail on eclass

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.

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.

****IMPORTANT NOTE: This class has 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. If you experience any difficulties with your group, please approach the CD as soon as possible to discuss before any assignments have been submitted.****