

UNIVERSITY OF BRITISH COLUMBIA
School of Kinesiology
KIN 360: *Sport, Peace, and Conflict*

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

INSTRUCTOR

Brian Wilson
156D Auditorium Annex, 1924 West Mall
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CONTACTING AND MEETING WITH THE INSTRUCTOR (i.e., BRIAN): After the first week of the course, all students will be assigned a TA (i.e., Danni, Jesse, Jeanette or Brian), who can field questions related to all aspects of the course – or the email will be forwarded to Brian when appropriate. For questions that are more pertinent to the instructor, I (Brian) am available by email and for online meetings by appointment too. Thursdays (Pacific Time) from 1:00pm-4:00pm are especially good times to set up Zoom meetings with me.

TEACHING ASSISTANTS

Jesse Couture – jesse.couture@ubc.ca
Jeanette Steinmann – jeanette.steinmann@ubc.ca
Danni Zhang – danni.zhang@ubc.ca

Contacting and Meetings With TAs: You can contact your assigned TA by email with questions or to set up an online meeting. As above, you will be assigned a TA – we will let you know who this is early in the term.

BACKGROUND ON COURSE

People in every nation love sport. Its values – fitness, fair play, teamwork, and the pursuit of excellence – are universal. At its best, it brings people together, no matter what their origin, background, religious beliefs or economic status. And when young people participate in sports or have access to physical education, they can build up their health and self-esteem, use their talents to the fullest, learn the ideals of teamwork and tolerance, and be drawn away from the dangers of drugs and crime. That is why the United Nations is turning more and more often to the world of sport for help in our work for peace and our efforts to achieve the Millennium Development Goals.

Kofi Annan, former United Nations Secretary General

Kofi Annan's proclamation represents a tendency in Western cultures to link sport with a whole host of societal benefits – from promoting social cohesion within and among societies, to acting as a solution to youth crime, to supporting development efforts in poverty-stricken areas. Publicity around these sorts of benefits has remained strong since the United Nations International Year of Sport and Physical Education (IYSPE) in 2005. For example, the 'sport for development and peace' organization Right-To-Play continues to receive a wealth of media attention for their (often celebrity-athlete led) work in African refugee camps, aiding in post-conflict reconciliation by bringing together rivaling groups in friendly

sport competitions. Peace-promoting exhibition sporting events are similarly lauded for their positive impacts on social cohesion within and among societies. A high profile example of this was a series of ‘Run-for-Peace’ events that took place in response to election-related violence in Kenya in late 2007 and early 2008 – events intended to bring together and promote reconciliation between ethnic groups that were in conflict at the time. Another example is soccer match between Brazil and Haiti in Port-au-Prince in 2004 – a match was intended to support humanitarian and anti-violence efforts in the region by improving the morale of the Haitian people and encouraging armed factions in Haiti to hand in their guns. Sport programmes in North American inner cities, such as ‘midnight basketball; programmes and Boys and Girls Clubs that ‘get youth off the streets’ into safer recreation-driven environments are also celebrated for their role in reducing youth crime and gang involvement.

While there are reasons to be optimistic about the benefits of sport for society, the problem with portrayals of sport that uncritically promote its potential to address social problems is that they are, at best, partial and somewhat deceiving, and at worst, dangerously one-sided and simplistic. That is to say, just as there is evidence to support the view that sport promotes ‘peace’ and social development, there is also an abundance of research that demonstrates how social inequalities and various social problems are inherent to and perpetuated by sport. Child abuse and various other forms of violence are consistently associated with sports where adults have inordinate amounts of power over young people. In a related way, the competition and performance orientation that is prevalent around youth involvement in some North American sport leagues means that values like tolerance, personal development, kindness, and ‘playing for fun’ are sometimes de-emphasized in favour of values associated with winning, such as dominating opponents and ‘playing with pain’. At the same time, the often-lauded ‘sport for development and peace’ (SDP) interventions are subject to the same critiques that are commonly lodged at international NGO work more generally. For example, some argue that aid recipients are not always well positioned to take ownership of the (sport-related) projects initiated by aid providers – leading some critics to question whether SDP programs are “another exercise in neo-imperialism” (Giulianotti, 2004).

THE COURSE AND OBJECTIVES

With this background, this course is based around the idea that while sport unquestionably plays a role in many positive social developments, it is in and through sport that many social problems and inequalities are reflected and reproduced. The goal of the course is to explore ways that sport is both enabling and constraining for people, and to offer concrete suggestions for change. With these issues in mind, the course examines various relationships that sport has with peace, conflict, and social inequality through lectures, discussions, and assignments.

The course is designed for students interested in: (a) ways that sport both ‘enables and constrains’ social development efforts and initiatives; (b) attaining experience working on case studies related to ‘sport and peace’ – with the intention of exploring ideas for addressing social and environmental problems in and/or through sport; and (c) Canadian and international perspectives on sport and peace related issues. The broad goal of the course is to inspire thinking about the role that sport can play and does play in progressive social development.

IMPORTANT TIMES EACH WEEK: This course is taught asynchronously. There are no ‘live’ class meet-ups over the term. There is an important time each week though. It is **Wednesday at 4pm**. It is important for two reasons.

1. ***Wednesdays, at 4pm*** (at the latest), materials for the upcoming week (video lecture, narrative on the topic, links, readings etc.) will be posted by the instructor on the course website/blog under the module that corresponds to the date (this will be obvious when you visit the course website/blog,

accessed through Canvas). ***One exception*** to the Wednesday time slot is November 11, which is a holiday. That week, on ***Thursday November 12th at 4pm***, materials will be made available.

2. ***Most weeks, Wednesday at 4pm*** is also when your submission of responses to discussion questions/exercises for the previous week are due, through Canvas. Details on this appear below.

REQUIRED TEXT/READINGS: The required textbook for the class is:

(1) Wilson, Brian. (2012). *Sport & Peace: A Sociological Perspective*. Don Mills, ON: Oxford University Press. Some details on the book can be found here:

<https://www.oupcanada.com/catalog/9780195432145.html>

It is available for purchase or rental as an electronic book, through VitalSource

(<https://www.vitalsource.com/en-ca/> -- specifically at: <https://tinyurl.com/v2tprxw>). For those with access to UBC Bookstore, hard copies are available there too. Used and new copies are also available through other online book selling outlets.

(2) Other readings for the class are available through UBC library. ***You can link directly to these articles through the 'Library Online Course Reserves' link, through the Canvas site for this course.*** The UBC library URL for this course is: <https://courses.library.ubc.ca/c.zKrzQs>. You can also go directly to this URL, and access articles after signing into the library.

COURSE WEBPAGE (THROUGH CANVAS) – AND ACCESSING COURSE MATERIALS:

Almost everything to do with this course will run through, and can be accessed through, the course website/blog. You have likely already discovered – by virtue of the fact that you are reading this syllabus (unless you attained it some other way!) – **that the course website/blog can be accessed by clicking the link that says 'Course Blog' on Canvas**, that appears just below the 'Home' link, on the menu on the left-hand side of the Canvas home page for this course.

CLASS ANNOUNCEMENTS: All class announcements (e.g., announcing the posting of a new video from the instructor, clarifications for assignments etc.) will be sent directly to your emails, and then posted as a blogpost entry on the front page of the course webpage/blog.

INCLUSIVITY STATEMENT: Education is a multidisciplinary field that brings together faculty, students and others from diverse academic and personal backgrounds. UBC's Faculty of Education is committed to creating a respectful workplace and learning environment that supports inclusion based on the principles of equity, diversity and social justice in order to create an environment that supports its community members' full participation. The Faculty of Education is committed to providing accessible, usable, and welcoming spaces for faculty, staff, students, and visitors who have disabilities, are members of racialized communities, Indigenous, transgender, two-spirit and gender-diverse people, regardless of their age, sexual orientation, social status, religion, ethno-linguistic, nationality and/or citizenship status. Faculty of Education courses take place in learning environments that are inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Learners and educators expect to be treated respectfully at all times and in all interactions. Non-sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected in Faculty of Education classes, course content, discussions and assignments. Please feel welcome to e-mail your instructor your name and pronoun and how you would like these to be used.

STATEMENT REGARDING ONLINE LEARNING FOR INTERNATIONAL STUDENTS

DURING PANDEMIC, FROM UBC PROVOST'S OFFICE: During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights,

representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

GRADING (more information on each of these components appear later in this syllabus, and in full detail on the 'Assignments/Grading' tab on the course website/blog)

1. **Class participation/contributions – Including Submitting Proposed Topic for Project – 20%**
2. **Major Project Report and Accompanying Poster– 50%**
3. **Midterm (Essay/Take-home format) – 10%**
4. **Final exam (Essay/Take-home format) – 20%**

WEEK BY WEEK OUTLINE

September 8 – Orientation to the Course, Context for the Course

Reading: Donnelly, P. (2020). We are the games: The COVID-19 pandemic and athletes' voices. *Sociologia del Deporte*, 1(1), 35-40. Access directly at:

<https://www.upo.es/revistas/index.php/sociologiadeldeporte/article/view/5009/4507>

Note: *If you would like to do your major assignment with a partner, please email Brian by Tuesday September 15th at 4pm – see page 2 of Major Class Assignment Handout for details on this.*

September 16 – Peace, Conflict and Sport: An Introduction (a.k.a. 'A Constructive Tension')

Readings: *Sport & Peace*, Chapters 1 and 2

September 23 – Politics, Globalization, and Sport

Sport & Peace, Chapters 3 and 4

(short article) Rowe, D. (2020). All sport is global: A hard lesson from the pandemic. *PlayTheGame*.

Available at : https://www.playthegame.org/news/comments/2020/0998_all-sport-is-global-a-hard-lesson-from-the-pandemic/

September 30 – Sport, Social Movements, and Social Change

Readings: *Sport & Peace*, Chapter 5

Boykoff, J., & Carrington, B. (2019). Sporting dissent: Colin Kaepernick, NFL activism, and media framing contests. *International Review for the Sociology of Sport*. Access at:

<https://journals.sagepub.com/doi/full/10.1177/1012690219861594>

(short article) Rowe, D. (2020). The Olympics have always been a platform for protest. Banning hand gestures and kneeling ignores their history. *The Conversation*. Access at:

<https://theconversation.com/the-olympics-have-always-been-a-platform-for-protest-banning-hand-gestures-and-kneeling-ignores-their-history-129694>

Millington, B. & Wilson, B. (2016). Anti-golfers across the world unite!: Global and local forms of resistance to golf course development. Chapter 8 in B. Millington & B. Wilson (Authors), *The Greening of Golf: Sport, Globalization and the Environment* (pp. 153-175). Access at:

<https://www.manchesteropenhive.com/view/9781526107039/9781526107039.00018.xml>

October 7 – Sport, Violence, and Peace Education – AND DISCUSSION OF UPCOMING TAKE-HOME MIDTERM EXAM (handed out October 21).

Readings: *Sport & Peace*, Chapter 6

Katz, J. (2018). Bystander training as leadership training: Notes on the origins, philosophy, and pedagogy of the mentors in violence prevention model. *Violence Against Women*, 24(15), 1755-1776. (Access at: <https://pubmed.ncbi.nlm.nih.gov/29542404/>)

Spaaij, R., Oxford, S., & Jeanes, R. (2016). Transforming communities through sport? Critical pedagogy and sport for development. *Sport, Education & Society*, 21(4), 570-587. (Access at: <https://www.tandfonline.com/doi/full/10.1080/13573322.2015.1082127>)

October 14 – (International) Development and Sport – and ‘SUBMIT PROPOSED ‘PROBLEM’ AND ‘SOLUTION IDEA’ FOR MAJOR PROJECT – DUE TODAY

Readings: *Sport & Peace*, Chapter 7

Schulenkorf, N. (2010). Sport events and ethnic reconciliation: Attempting to create social change between Sinhalese, Tamil and Muslim sportspeople in war-torn Sri Lanka. *International Review for the Sociology of Sport*, 45(3), 273-294. <http://irs.sagepub.com/content/45/3/273.full.pdf+html>

Gasser, P. K., & Levinsen, A. (2004). Breaking post-war ice: Open fun football schools in Bosnia and Herzegovina. *Sport in Society*, 7(3), 457-472. <http://www.tandfonline.com/doi/pdf/10.1080/1743043042000291730>

October 21 – Receive Midterm Take-Home Exam, due October 28

October 28 – Sport and the Environment (and Midterm Take-Home Exam due to be submitted, 4pm)

Readings: *Sport & Peace*, Chapter 8

(short article) Yoon, L. (2017). To See the World through a Mountain: Mount Gariwang and the 2018 PyeongChang Olympic Games. *The Society Pages*. Access at: <https://thesocietypages.org/engagingsports/2017/06/07/to-see-the-world-through-a-mountain-mount-gariwang-and-the-2018-pyeongchang-winter-olympic-games/>

(short article) Millington, B. & Wilson, B. (2015). Eco-friendly golf means not worrying if the grass is greener on the other course. *The Conversation*. <https://theconversation.com/eco-friendly-golf-means-not-worrying-if-the-grass-is-greener-on-the-other-course-44688>

(short article) Greensportsblog. (2020, March 17). What If Sports Reacted to Climate Change Like It's Reacting to Coronavirus. *Greensportsblog*. Access at: <https://greensportsblog.com/what-if-sports-reacted-to-climate-change-like-coronavirus/>

November 4 – Sport, Media, and Peace

Readings: *Sport & Peace*, Chapter 9

Delgado, F. (2003). The fusing of sport and politics: Media constructions of U.S. versus Iran at France '98. *Journal of Sport and Social Issues*, 27(3), 293-307. <http://jss.sagepub.com/content/27/3/293.full.pdf+html>

Wright, J. (2004). Analysing sportsmedia texts: Developing resistant reading positions. In J. Wright, D. Macdonald, & L. Burrows (Eds.), *Critical inquiry and problem-solving in physical education* (pp. 183-196). London: Routledge. (NOTE: ACCESS THROUGH UBC LIBRARY COURSE RESERVE – <https://courses.library.ubc.ca/i.tHbmXJ> -- this chapter is Chapter 14)

November 12 (THURSDAY): Spotlight Intervention: The Olympics, Sustainability and Media – Using Documentary Film For Peace-Promotion

Readings: Coakley, J., & Souza, D. L. (2013). Sport mega-events: Can legacies and development be equitable and sustainable?. *Motriz: Revista de educação física*, 19(3), 580-589. Access at: http://www.scielo.br/scielo.php?pid=S1980-65742013000300008&script=sci_arttext

Forde, S. & Wilson, B. (2018). Radical sports journalism?: Reflections on ‘alternative’ approaches to covering sport-related social issues. *Sociology of Sport Journal*, 35(1), 66-76. Access at: <https://journals.humankinetics.com/view/journals/ssj/35/1/article-p66.xml>

Watch: 20 minute documentary film – directed by Yoon, L., Wilson, B., & Wade, J. (2018). *Mount Gariwang: An Olympic Casualty* (Documentary film – a production associated with the Centre for Sport and Sustainability, the School of Kinesiology, and StoryHero Media). View at: <https://www.youtube.com/watch?v=Q7cPxrbQIA&t=14s>

November 18 – Conclusion: Theory and Practice, Information about Final Exam, Reflections on Midterm (Note: the exam and midterm discussion will take place next week if grading of the exam is not yet complete)

Reading: Sport & Peace, Chapter 10

Note: Over the next week, you will be asked to submit your self-evaluation related to your participation grade.

November 25

(a) Final Paper and Poster Due today at 4pm;

(b) Self-assessment for your participation grade – due today at 4pm

December 2: (a) Take home final examination questions posted, **Due December 14 at 4pm**

(b) Please complete course evaluation!

SOME DETAILS ON ASSIGNMENTS AND GRADED MATERIALS (full details for each component appears under the ‘Assignments/Grading’ tab on the course website/blog)

Participation and Contributions (20%): In this course we are dealing with some big issues, important debates and major societal challenges! Course materials were designed to support a more in-depth understanding of some of these issues as they relate to sport, and to give you an opportunity to reflect on these issues. For most modules/weeks in this course, you will be asked to submit responses to one or more discussion questions pertaining to the topic of the week. For example, you may be asked to offer an opinion on, or to assess, an argument or set of arguments that were featured during the module, and/or to comment on parts of a reading that you found interesting, or that you found unclear, and/or to take a stance in a debate outlined in the module, and/ or to assess a video you were asked to watch, and to outline things that stood out to you as important from the video (that relate to class material, and beyond!). All activities/questions are intended to support further engagement and reflection on the weeks’ topics.

These responses are to be uploaded through Canvas, in the Assignments section: You will receive information each week pertaining to the activity for the week. Assignments for each week are ***due at 4pm on the Wednesday following the Wednesday when they were assigned*** (e.g., for the Module that ‘begins’ Wednesday September 16th at 4pm, the Discussion submission is due the following Wednesday September 23rd at 4pm). Canvas will not accept the submission past 4pm on the day it is due, so be sure to schedule accordingly!

One other component of your participation grade will be the submission of the ‘problem’ and proposed ‘solution idea’ for your major paper (and a comment on how your topic related to ‘peace’),

on October 14th. Submitting this is part of your participation grade, as these will be posted on the class website as a way of showcasing or the class the range of issues that are being addressed. The hope also is that these submissions will help jumpstart work on the major project, and lead you to set up a meeting with your TA to discuss your project idea and any questions you might have.

More details on participation grading are included on the ‘Participation and Contributions’ handout, that appears under the Assignments/Grading tab on the Course Website/Blog. You will also have the opportunity to reflect on your participation over the term and justify a proposed grade.

Major Project – (50% for final report). This is just a brief summary of the major project. A much more *detailed description of this project appears under the Assignments/Grading tab on the course website/blog.* Please know that I also encourage you to consult with your TA as you develop your idea for this project, as these projects are intended to have some flexibility and promote creativity, so you may want to discuss evolving ideas.

Your submitted final report (and accompanying poster) are worth 50% of your grade. For the major assignment/‘challenge’ for this course, you are asked to identify: (a) a social/environmental problem that is important and/or interesting to you and that you would like to engage with over the term; (b) to identify existing research that will help you understand and explain the problem, and; (c) to propose/devise a sport-related response/initiative that you think might help address the problem.

The final report to be submitted for this assignment will, therefore, include: a clear definition of what the problem is that you plan to address; a literature review that describes the problem; a discussion of responses to the problem by other groups; a proposed strategy for addressing the problem in a way that complements the work of these other groups; and a justification for your strategy that is based on existing literature. The problem might be one that exists within sport (e.g., violence in hockey), and your proposed strategy might complement other programmes that focus on the issue (e.g., you may propose an anti-violence training programme for hockey coaches who do not typically receive training). The problem could also be one that exists outside the realm of sport (e.g., gang violence; tensions between groups that have been at war). In these cases, “sport” could be used as part of a strategy for reconciliation (e.g., a soccer camp that brings together young people from groups that have been in conflict – a camp that employs coaches who receive training in conflict transformation). Readings and lectures over the term are designed to inform your project development and offer examples of other programmes that could act as a guide.

A few weeks into the term, you are asked, in one paragraph, to **submit ‘the problem’ you are interested in studying, and to refer to the idea you have for a solution to the problem that you plan to propose.** This part **counts towards participation grade**, the problems and solutions identified will be referred to on the student participation portion of the course website/blog – so the class is aware of the kinds of problems being studied, and kinds of solutions being worked on.

Examinations (midterm 10%; final 20%): There will be two examinations in this class. They are both take-home, essay style exams. The mid-term will require you to draw together ideas from lectures, videos, readings, and discussions up until and including the October 14 class. It is **handed out October 21st** and is **due October 28th** at 4pm (submitted through ‘Assignments’ on Canvas). The final exam will be a set of small number of essay questions. The format for the midterm will be the same as the format for the final examination. The midterm, which is worth 10% of your final grade, should be viewed as a ‘test-run’ for the final examination. The final examination will be based on the entire term’s work (i.e., lectures, videos, readings, and discussions). **The final examination will be handed out on the last class of the term, December 2, and is due December 14th** at 4pm, submitted through ‘Assignments’ on Canvas. You will receive more information about preparing for exams and examination format into the term.

OTHER TOPICS

1. Late 'final report' assignments will be accepted with a penalty of 2 marks per day (out of the 50 marks available for the assignment).
2. Students whose academic performance is severely affected by medical, emotional, or other problems should consult with their instructors early in the term to discuss special arrangements. Supporting documentation from either the Access and Diversity Resources Centre or a physician must be submitted to the Undergraduate Advising Office.
4. You will be provided an opportunity near the end of the term to complete the course teaching evaluation (SCETs). I encourage you to complete this – as it informs revisions to the course for future years, as well as decisions to continue with aspects of the course that seem to be effective.
5. UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website, at <https://senate.ubc.ca/policies-resources-support-student-success>.
6. **Academic Integrity:** Students are expected to follow UBC policies for academic integrity and academic misconduct, which includes practices around plagiarism, referencing and citation, and copyright. For more see, UBC's [Learning Commons Academic Integrity resources](#).
7. **Accessibility:** If you have any challenges accessing materials that will impact your success in this course, UBC's Centre for Accessibility can support your needs by providing appropriate accommodations to support you.
 - Web: [UBC's Centre for Accessibility website](#)
 - Email: accessibility@ubc.ca
8. **Learning Analytics:** Some of the learning technologies used for this course collect data to support the improvement of teaching and learning. This includes the collection of data related to overall class progress to provide personalized feedback, engagement in discussion forums to support the fostering of community within the course, and how resources are being accessed to support improvements to the course design. To learn more about learning analytics at the Faculty of Education and at UBC, see the [What is Learning Analytics?](#) page.