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 (he/him)
156D Auditorium Annex, 1924 West Mall
brian.wilson@ubc.ca

TEACHING ASSISTANTS
Jeanette Steinmann (she/they) – jeannette.steinmann@ubc.ca
Caroline Wu (she/hers) – caroline.wu@alumni.ubc.ca

LOCATIONS: There is no in-person class (or ‘live’ online class) on September 8th. Instead, there are a range of course materials, including pre-recorded orientation videos and a blogpost, introducing you to the course, that you can access through the course website (starting at 4pm on September 7th). You can access the course website/blog through Canvas (as above, Canvas, and the course website, will be available at 4pm on September 7th). The course website will be a key space for accessing course materials over the term. In-person meetings start September 15th.

Over the term we will not be meeting as an entire class in a single classroom. Instead, we will be meeting most weeks in tutorial groups, and working with a tutorial leader. Before the second scheduled class, you will be notified about your assignment to a tutorial discussion group, and the room that your group will be meeting in on that day (and for the remainder of the term). The three classrooms that we will use over the term will be:
- Neville Scarfe 100 (for the tutorial group led by Brian)
- Neville Scarfe 1004 (for the tutorial group led by Caroline)
- Neville Scarfe 1005 (for the tutorial group led by Jeanette).

CLASS SCHEDULE AND WEEKLY AGENDA: Later in this document I provide a more detailed week-to-week schedule and outline of activities proposed for each week. The in-class activities will take place on Wednesdays over the term. The usual structure of each week will be:

Wednesday 4:00pm-4:30pm – open ‘office hours’ with Brian, Caroline and Jeanette, in case you want to drop by and ask questions. Once tutorial presentations begin, this will also be a time where we can set up meetings to discuss your preparation for your presentation, and to discuss feedback on your presentation once it is done.

Wednesday 4:45pm-7pm – Meet with your tutorial group to reflect on the lecture materials and readings assigned for the week (lecture materials are available on the class website/blog), and to offer feedback on presentations from tutorial group members. During the first week of tutorials, we will begin scheduling short presentations (i.e., ‘live’ presentations or showings of pre-recorded presentations by tutorial members). These presentations will pertain to the topic of the Major Paper/Project that each class member will be working on over the term. As above, the tutorial meeting is scheduled until 7:00pm. We anticipate that some weeks class we will end earlier than this. Timing will depend greatly on how many students are in each tutorial and, therefore, how many presentations are scheduled for each day.

COURSE STRUCTURE: This course is what is sometimes called a ‘hybrid’ course. This means that parts of the course are online, and parts of the course are in-person. This style of course is similar to, and shares features with, what is sometimes called ‘blended learning’ and ‘flipped learning’ – both approaches...
that prioritize more engaged in-class activities, peer-to-peer support, and smaller group or one-to-one mentorship with tutors/instructors.

The **online component** includes the recorded lectures and blogposts that have been created to accompany the recorded lectures (these appear together, as you will see when you visit each of the course modules). These can be found on the course website, which you can access through Canvas.

For the **in-person** component, we will meet in tutorial groups, where we will discuss and review the week’s materials, and offer feedback on each other’s presentations pertaining to our Major Assignments/Projects.

**The advantage of this structure is** that: (a) you have control over when you watch lectures, and you can watch them at your own pace (and can return to them later on, as needed); (b) you can avoid the sometimes passive experience of attending a live lecture in a large class – a use of class time that is not always the best for learning new material, and; (c) we can use the in-person class time for engaging with course materials you have already engaged with (i.e., when lectures have been viewed and blogposts and readings are done before coming to tutorial), and especially for exchanging ideas about class projects that you are doing – a project designed to give you ‘hands on’ experience using the information from course to design a sport-related initiative that is of interest to you. The aim here is to have in-tutorial experiences that are about engaging with course materials in a more active way, and using time to ask questions and offer direct feedback to your classmates.

**CONTACTING AND MEETING WITH THE INSTRUCTOR (i.e., BRIAN) AND TAs (CAROLINE AND JEANETTE):** After the first week of the course, all students will be assigned a TA (i.e., either Brian, Caroline or Jeanette), who can field questions related to all aspects of the course – or, when appropriate, you will be put in touch with Brian (I am a TA and instructor). For questions that are more pertinent to the instructor, I (Brian) am available by email and, as discussed below, I am available (along with your TAs) most weeks on Wednesdays in person from 4:00pm-4:30pm in Neville Scarfe 100. I am also available for meetings other times, by appointment. As above, you can contact your assigned TA by email with questions or to set up a meeting.

**COVID 19 SAFETY – Masks:** You are required to wear a non-medical mask during our in-person class meetings, for your own protection and for the safety and comfort of everyone else in the class. This requirement aligns with Provincial Health Orders and UBC policy, that both mandate masks in all indoor spaces on campus. These spaces include classrooms, labs, residence halls, libraries, lobbies, hallways, stairwells, elevators, and common areas. Students who wish to request an exemption to the indoor mask mandate must do so based on one of the grounds for exemption detailed in the PHO Order on Face Coverings (COVID-19). Such requests must be made through the Center for Accessibility (Vancouver campus).

For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of Covid-19. Please see UBC’s Respectful Environment Statement. There may be students who have medical accommodations for not wearing a mask. After review, students that are approved for this accommodation will be provided with a letter of accommodation to share with faculty members teaching courses in which they are registered. In the intervening time, faculty are asked to welcome these students into classes. Mask wearing protects you as well as others in your environment. Let’s do everything we can as a community to stop the spread of this virus.

**Eating and Drinking in Class:** I have been asked to ask all class members to refrain from eating in class. If people need to drink water/coffee/tea/etc., I am asked to ask you to please keep your masks on between sips. Some of these regulations may change over the term, but this is the situation until we receive further guidance.
Some of these regulations may change over the term, but this is the situation until we receive further guidance.

**Staying Home if Not Feeling Well:** Perhaps to state the obvious these days, please stay home if you aren’t feeling well. Although tutorial participation is important, just send a note to let your tutorial leader know if you are not feeling well and cannot attend. As above, absences for health-related reasons (and other recognized reasons – see [https://kin.educ.ubc.ca/undergraduate/bkin/academic-concession/](https://kin.educ.ubc.ca/undergraduate/bkin/academic-concession/) for a guide) are of course taken into account when calculating your participation/contributions grade end-of-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 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.

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

It is available for purchase or rental as an electronic book, through VitalSource (https://www.vitalsource.com/en-ca/ -- specifically at: https://courses.library.ubc.ca/c.3pwtzz). 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.3pwtzz. You can also go directly to this URL, and access articles after signing into the library.

COURSE WEBPAGE (THROUGH CANVAS) – AND ACCESSING COURSE MATERIALS:
Most course materials 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. We will also make announcements in tutorials, but key announcements (e.g., pertaining to scheduling or related matters, ad topics mentioned above) will be sent to you and posted.

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 pronouns and how you would like these to be used.

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

1. Class participation/contributions – 10%
2. Presentation (to your tutorial group – video recorded or ‘live’) of your idea for major project – 5%
3. Major Project Report and Accompanying Poster – 40%
4. Midterm Exam – 10%
5. Final exam – 35%

WEEK BY WEEK SCHEDULE

September 8 – Orientation to and Context for the Course

Class Activity: There is no in-person class (or ‘live’ online class) on September 8th. Instead, there are a range of course materials, including pre-recorded orientation videos and a blogpost, introducing you to the course, that you can access through the course website (starting at 4pm on September 7th). For those who have questions and would like an in-person meeting, Brian will be available in Neville Scarfe 100 between 4pm and 4:45pm on September 8th to answer any questions and to meet students who have not registered for the course (there is of course no need to come and meet me if you don’t have any questions – but I will be there just in case!). Feel free to send an email too if you have questions!

Online Materials Released by 4pm Tuesday Sept 7th: Materials released are for the module entitled ‘Orientation to the Course, Context for the Course’. You can find materials for this day on the course website, accessible through Canvas. We will discuss these materials – and especially the Major Course Assignment – next week in tutorial groups.


September 15 – Meet Your Tutorial Leader and Tutorial Group – Discuss Major Assignment and Schedule Presentations

Class Activity: Meet in assigned tutorial room today at 4:45pm. You will be notified before this class which tutorial you are in, and where it is located.

Now that you’ve had a chance to work through the orientation materials, we will spend some time this week in our assigned tutorial groups, discussing: (a) the Major Course Assignment and in-tutorial presentations (presentations based on your major course assignment); and (b) the structure of tutorials, and how we hope that the tutorial activities over the term will support engagement with course materials and community-building efforts in KIN 360.

This is also a day where we will undoubtedly begin to learn at least a little bit about one another and our interests and views as they relate to the course. This can take awhile depending on class size, and
the nature of our discussion, but that’s OK, it’s a start! With this in mind, I encourage you to consider if there are others in your tutorial group who you would like to partner with for the Major Assignment and the in-tutorial presentation that is based on the assignment (our discussion of our interests related to the course may facilitate this). Before you leave class today, we will ask you to submit a tentative idea for your major project to your tutorial leader (written on a piece of paper) and a list of preferences for days you would like to present.

For those who have questions and would like an in-person meeting, Brian, Caroline and Jeanette will be available in Neville Scarfe 100 between 4pm and 4:30pm to answer any questions.

**Online materials released by 4pm tomorrow (Sept 16):** For module entitled ‘Peace, Conflict and Sport: An Introduction (a.k.a. ‘A Constructive Tension’), to be discussed in-tutorial next week. Access materials for this day on the course website, through Canvas.

**Readings for next week’s class:** Sport & Peace, Chapters 1 and 2

---

**September 22 – Peace, Conflict and Sport: An Introduction (a.k.a. ‘A Constructive Tension’)**

**Class Activity:** Meet in assigned tutorial room today at 4:45pm – prepared to discuss the ‘Peace, Conflict and Sport: An Introduction’ Module.

For those who have questions and would like an in-person meeting – Brian, Caroline and Jeanette will be available in Neville Scarfe 100 between 4pm and 4:30pm to answer any questions and to meet students who would like to discuss their major papers or any other course-related topics!

**Online materials released by 4pm tomorrow (Sept 23):** For module entitled Politics, Globalization, and Sport, that will be discussed to be discussed in-tutorial next week. Access materials on the course website, through Canvas.

**Readings for next week’s class:** Sport & Peace, Chapters 3 and 4


---

**September 29 – Politics, Globalization, and Sport**

**Class Activity:** Meet in assigned tutorial room today at 4:45pm – prepared to discuss the Politics, Globalization and Sport Module, and prepared to offer written and verbal comments on short in-class presentations about major projects.

For those who have questions and would like an in-person meeting – Brian, Caroline and Jeanette will be available in Neville Scarfe 100 between 4pm and 4:30pm to answer any questions and to meet students who would like to discuss their major papers or any other course-related topics!

**Online materials released later on this day (Sept. 29):** For module entitled Sport, Social Movements, and Social Change that will be discussed to be discussed in-tutorial next week. Access materials on the course website, through Canvas.

**Readings for next week’s class:** Sport & Peace, Chapter 5


**Optional:** 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
October 6 – Sport, Social Movements, and Social Change
Class Activity: Meet in assigned tutorial room today at 4:45pm – prepared to discuss the ‘Sport, Social Movements, and Social Change’ Module, and prepared to offer written and verbal comments on short in-class presentations about major projects.

For those who have questions and would like an in-person meeting – Brian, Caroline and Jeanette will be available in Neville Scarfe 100 between 4pm and 4:30pm to answer any questions and to meet students who would like to discuss their major papers or any other course-related topics!

Online materials released by 4pm tomorrow (October 7): For module entitled Sport, Violence, and Peace Education, that will be discussed in-tutorial next week. Access materials on the course website, through Canvas.

Readings for next week’s class: Sport & Peace, Chapter 6
(Access at: https://pubmed.ncbi.nlm.nih.gov/29542404/)

October 13 – Sport, Violence, and Peace Education
Class Activity: Meet in assigned tutorial room today at 4:45pm – prepared to discuss the ‘Sport, Violence, and Peace Education’ Module, and prepared to offer written and verbal comments on short in-class presentations about major projects. The class will include a discussion of the upcoming midterm examination.

For those who have questions and would like an in-person meeting – Brian, Caroline and Jeanette will be available in Neville Scarfe 100 between 4pm and 4:30pm to answer any questions and to meet students who would like to discuss their major papers or any other course-related topics!

Online materials released by 4pm tomorrow (October 14): For module entitled (International) Development and Sport, that will be discussed in-tutorial next week. Access materials on the course website, through Canvas.

Readings for next week’s class: Sport & Peace, Chapter 7
http://irs.sagepub.com/content/45/3/273.full.pdf+html
http://www.tandfonline.com/doi/pdf/10.1080/1743043042000291730
(Access at: https://www.tandfonline.com/doi/full/10.1080/13573322.2015.1082127)

October 20 – (International) Development and Sport
Class Activity: Meet in assigned tutorial room today at 4:45pm – prepared to discuss the ‘(International) Development and Sport’ Module, and prepared to offer written and verbal comments on short in-class presentations about major projects.

For those who have questions and would like an in-person meeting – Brian, Caroline and Jeanette will be available in Neville Scarfe 100 between 4pm and 4:30pm to answer any questions and to meet students who would like to discuss their major papers or any other course-related topics!
Online materials released by 4pm tomorrow (October 21): For module entitled Sport and the Environment, that will be discussed November 3rd (the week after next week’s midterm). Access materials on the course website, through Canvas.

**Readings for next week’s class: Sport & Peace, Chapter 8**


**October 27 – Midterm Examination**

*Meet in your assigned tutorial room today at 4:00pm. The examination will be written in your tutorial room and submitted to your TA.* On October 13th you will receive details pertaining to the midterm contents and structure.

**November 3 – Sport and the Environment**

**Class Activity:** *Meet in assigned tutorial room today at 4:45pm* – prepared to discuss the ‘Sport and the Environment’ module and prepared to offer written and verbal comments on short in-class presentations about major projects.

For those who have questions and would like an in-person meeting – Brian, Caroline and Jeanette will be available in Neville Scarfe 100 between 4pm and 4:30pm to answer any questions and to meet students who would like to discuss their major papers or any other course-related topics!

**Online materials released by 4pm tomorrow (November 4):** For module entitled Sport, Media, and Peace, that will be discussed in-tutorial next week. Access materials on the course website, through Canvas.

**Readings for next week’s class: Sport & Peace, Chapter 9**


**November 10 – No class, mid-term break**

**November 17 – Sport, Media, and Peace**

**Class Activity:** *Meet in assigned tutorial room today at 4:45pm* – prepared to discuss the ‘Sport, Media, and Peace’ Module and prepared to offer written and verbal comments on short in-class presentations about major projects. This class (or next class, depending on how long it takes to grade the midterm exam) the midterm will have been returned and there will be a discussion about how it went, and things that might be learned from the midterm that will help you on the final examination.

For those who have questions and would like an in-person meeting – Brian, Caroline and Jeanette will be available in Neville Scarfe 100 between 4pm and 4:30pm to answer any questions and to meet students who would like to discuss their major papers or any other course-related topics!
Online materials released by 4pm tomorrow (November 18): For module entitled (Spotlight Intervention: The Olympics, Sustainability and Media – Using Documentary Film For Peace-Promotion), that will be discussed in-tutorial next week. Access materials on the course website, through Canvas.

Readings for next week’s class:

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=Q7cPxrjbQ1A&t=14s

November 24: Spotlight Intervention: The Olympics, Sustainability and Media – Using Documentary Film For Peace-Promotion

Class Activity: Meet in assigned tutorial room today at 4:45pm – prepared to discuss November 10 module (Spotlight Intervention: The Olympics, Sustainability and Media) and prepared to offer written and verbal comments on short in-class presentations about major projects.

For those who have questions and would like an in-person meeting – Brian, Caroline and Jeanette will be available in Neville Scarfs 100 between 4pm and 4:30pm to answer any questions and to meet students who would like to discuss their major papers or any other course-related topics!

Online materials released by 4pm tomorrow (November 25): Information about the Final Examination will be posted on the course website!

Reminder: Your final paper and self-assessment for your participation grade are due December 1 (next week)

December 1: – Today is:
(a) an Optional ‘Drop In’ Class (from 4pm-5pm), for those with questions for Brian, Caroline and Jeanette about the Final Exam (i.e., about the information pertaining to the exam that was recently released). We will be in SCARF 100 if you would like to drop in!
(b) the DUE DATE for your Final Paper and Poster (i.e., to be submitted through Canvas by 4pm), and;
(b) the DUE DATE for your self-assessment for your participation grade (to be submitted through Canvas by 4pm)

Please complete course evaluation at the end of the term too! All the best on your final exams!

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

Participation and Contributions (10%): There are some different ways that you can contribute during tutorials, and all of these will be considered for your participation/contributions grade. Sometimes we will have activities where you will be asked to respond to ungraded questions through online response applications, like Mentimeter (instructions for doing this will be provided in-class when needed). Some of these questions will be intended as a way of just ‘checking in’ on your understanding of key concepts or ideas. Many of these though will be ‘perspective’ questions – where we will ask you to reflect on an issue that people have different viewpoints on, or topics that might inspire reflections on observations you’ve
made over time, or experiences you’ve had. In these cases, in addition to responding to online response questions (that would usually be set up so your response is anonymous), we will sometimes give you a few minutes to reflect on and write down, using pen and paper, some of your thoughts and ideas. After this, we’d usually ask if anyone would like to share what they wrote. Whether you do or don’t choose to share what you wrote, we will ask that you submit your written responses at the end, as a record of your participation in these activities.

**Your feedback on your classmates’ presentations and projects is especially important here**—as you will be asked to submit feedback sheets at the end of each tutorial, with written feedback.

Near the end of the term you will be asked to submit a short written reflection on your participation over the term. This reflection is due **Wednesday December 1st at 4pm**. In this reflection, you will also be asked to propose what you think is an appropriate mark for your work (out of 10%), and justify this mark. In this reflection you should include an outline of:

- ways that you think you made your greatest contributions to class (e.g., in asking questions and offering suggestions to presenters; in class discussion of key topics; you might refer to your consistency in making contributions over the term)
- areas where you think could have done better

In proposing a mark, you will be asked to keep in mind the following guidelines around marks:

A+ (9-10) far exceeds standard expectations – rich and detailed feedback to presenters each week that shows knowledge of assignment requirements and potential links between class materials and presentation; active class participation and engagement with discussions questions and course materials

A and A- (8-8.5) – exceeds expectations – most classes meets the expectations noted for A+, with other days still meeting expectations.

B (7-7.5) – meets most or all expectations – Appears at times a bit rushed or like feedback and participation was ‘just something that had to be done for the grade’, but in most cases a solid effort and good engagement and supportive of classmates.

C (6-6.5) – meets some expectations, more superficial or minimal feedback offered to presenters, little evidence of engagement with class materials. Appears often to be ‘just something that had to be done for the grade’.

D (5-5.5) – meets few expectations, missed several tutorial meetings and little evidence of engagement with course materials.

F (below 5) – fails to meet most expectations

When we ultimately assign your mark, we will take your proposed mark and justification very seriously. We may, however, choose to deviate (up or down) from the mark you propose if there are good reasons to do so (e.g., if your proposed contributions do not align with the information we gathered over the term related to your participation).

**Major Project** – *(5% presentation, 40% for final report and poster)*. 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 40% 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.

During the term, in your tutorial, you will be asked to do a short presentation (worth 5%) where you will discuss the problem you have identified, some key literature that informs your thinking about the problem, examples of how others have tried to address the problem, and some preliminary ideas about the strategy you will propose in your final paper for addressing the problem. This presentation is intended as a time to receive feedback from your peers and TA leader on your evolving idea that will help you when you assemble your final paper for this course. It is meant to be a helpful but ‘low stakes’ assignment, that will help you develop the ideas you are working on for your Major Assignment/Project. Details about this presentation also appear on the Major Assignment Information Sheet, that you can access through the course website.

If you choose to work with a partner on this project, your grade on this project will be a group grade (i.e., both members of the group will receive the same grade).

Examinations (midterm 10%; final 35%): There will be two examinations in this class – a midterm and a final. The mid-term, which takes place on the October 27th class, will require you to draw together ideas from lectures, videos, readings, and discussions up until and including materials covered during the October 20 class (i.e., it will include materials up and including the (International) Development and Sport module).

The exams will include an essay question or a set 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. We will give extensive feedback on your midterm answers with this in mind. The final examination will be based on the entire term’s work (i.e., lectures, videos, readings, and discussions). The final examination will be held during the December examination period. Expectations for these examinations will be clarified through the course website and in-tutorial as we get closer to the examination dates during the term.

OTHER TOPICS
1. Late ‘final report’ assignments will be accepted with a penalty of 2 marks per day (out of the 40 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. See also https://kin.educ.ubc.ca/undergraduate/bkin/academic-concession/.
3. 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.

4. 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.

5. **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.

6. **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

7. **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.