

**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 xwməθkwəyəm (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*)  
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**TEACHING ASSISTANTS**

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Jeanette Steinmann (*she/they*) – [jeanette.steinmann@ubc.ca](mailto:jeanette.steinmann@ubc.ca)

**LOCATIONS:** The three classrooms that we will use over the term will be:

- Hennings 202** (Main classroom where full class meetings occur and where we will meet at 4:15pm on Wednesdays to begin most classes – also the tutorial room for group led by Brian)
- Hennings 301** (tutorial room for group led by Julia)
- Hennings 302** (tutorial room for group led by Jeanette).

**COURSE STRUCTURE:** Although most weeks we will meet in-person, **this course includes online and offline components**. This hybrid-style course shares features with what is sometimes called ‘blended learning’ or ‘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** of the course includes recorded lectures along with blogposts that have been created to complement 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 begin most weeks with a short full-class meeting in the main classroom (**Hennings 202**). At this time, the instructor will usually: (a) offer highlights and outline some especially key messages from the recorded lectures and blogposts; (b) introduce the class discussion assignment for the week; and/or (c) provide class announcements/updates as needed, and/or reflect on any completed exams or assignments. The full-class meetings will also be times when guidelines for assignments and examinations will be introduced, and where the midterm exam will take place.

In tutorial groups, which will follow the full-class meeting up: (a) questions inspired by the week’s materials will be discussed, and; (b) short presentations will be done by tutorial members based on their Major Assignment, and tutorial members will offer feedback on each other’s presentations – to help class members as they continue their work on their Major Assignments.

**The advantage of this structure is** that: (a) you have control over when you watch lectures (that have, as noted above, been pre-recorded and posted on the course website), 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 spent time 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. This format is also helpful if you happen to miss a class for one of the

reasons noted above – as you will still be able to access many course materials for the class (acknowledging though that attending and contributing to in-person tutorials is a critical component of the course).

**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 4:15pm – meet in main classroom, Hennings 202 (unless otherwise directed)** – Some weeks I may send a note to all in the class indicating that we will meet only in tutorials that week, and not in the main classroom (e.g., on weeks where we have several presentations scheduled) – but unless you are notified, please assume that we will be meeting in the main classroom first. **All weeks, unless something comes up, I will be available in the main classroom at 4pm (until 4:15pm) for a pre-class chat if you have course-related questions!**

**Wednesday from about ~4:45pm-7pm** – After meeting in the main classroom, we will then proceed to meet in our tutorial groups – 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. After the second week of class, you will be assigned a tutorial group and short presentations offered by tutorial group members will be scheduled (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 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.

**CONTACTING AND MEETING WITH THE INSTRUCTOR (i.e., BRIAN) AND TAs (JEANETTE AND JULIA):** After the second week of the course, all students will be assigned a TA (i.e., either Brian, Jeanette, or Julia), who can field questions related to all aspects of the course. For questions that are more pertinent to the instructor, I (Brian) am available by email and, as discussed below, I am available from 4:00pm-4:15pm in the main classroom. 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 (once you find out who your TA is – see above regarding this!)

**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 to let them 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/> for a guide) are of course taken into account when calculating your participation/contributions grade end-of-term.

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## 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...*

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 over the past 20 years, especially since the United Nations International Year of Sport and Physical Education (IYSPE) in 2005. For example, the ‘sport for development and peace’ (SDP) organization Right-To-Play has received a wealth of media attention for their (often celebrity-athlete led) work in a range of underserved areas, including in refugee camps. 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 (Wilson, van Luijk & Boit, 2015). Another well known historical example is a soccer match between Brazil and Haiti in Port-au-Prince in 2004 – a match 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 (Hartmann, 2016). Recently, too, the United Nations has promoted efforts to increase the number of bicycles (and access to these bikes) in underserved areas of the world, inspired by the idea that in such areas bike use may be associated with a range of social, economic and environmental benefits (Hayhurst et al., 2022). We can also see efforts to raise awareness about and address societal inequities through various forms of sport-related activism, including sport-related activism that has taken place in recent years in relation to the #BlackLivesMatter Global Network (Boykoff & Carrington, 2019).

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 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; see Hayhurst, Thorpe & Chawansky, 2021).

**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 consider 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:

(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://www.vitalsource.com/en-ca/products/sport-amp-peace-a-sociological-perspective-brian-wilson-v9780199000272>). Hard copies have been ordered for UBC Bookstore, and used and new copies are also available through other online book selling outlets.

(2) Other readings for the class are available by clicking an external link provided on this outline, or through the Library Online Course Reserves tab on the Canvas website – that will take you to the UBC library website for this class (with links to the articles). The URL to this course through the UBC Library is: <https://courses.library.ubc.ca/c.DvSs3F> (although you don’t need this link if you click through to course reserves through the Canvas site for this class).

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

Most course materials can be accessed through the course website/blog. You have likely already discovered **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:** We will also make announcements in class and tutorials, but key announcements (e.g., pertaining to scheduling or related matters) will be sent to you by email 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 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%**
2. **Major Project Report and Accompanying Poster– 40%**
3. **Midterm Exam – 10%**
4. **Final exam – 35%**

## WEEK BY WEEK SCHEDULE

### January 11 – Orientation to Course

**Class Activity:** This week we will meet as an entire class in the main classroom. The instructor will introduce the course on this day.

**Online Materials Released by 4pm Tuesday January 12:** Materials released are for the module entitled '*Peace, Conflict and Sport: An Introduction (a.k.a. 'A Constructive Tension')*', that will be a point of reference in next week's class. You can find materials for this day (i.e., the January 18<sup>th</sup> Module) on the course website, accessible through Canvas. We will also discuss the Major Assignment for this course in more depth next week.

**Readings for next week's class:**

January 18 Module: Sport & Peace, Preface and Chapters 1 and 2

### January 18 – Peace, Conflict and Sport: An Introduction (a.k.a. 'A Constructive Tension')– and Discuss Major Assignment! **By end of day, class members will hand-in a sheet with tentative topic for presentation and preferred dates.**

**Class Activity:** Along with some preliminary activities pertaining to the readings and the recorded lecture for this module – today I will discuss the Major Assignment for the course. I encourage you to consider if there are others in the class who you would like to partner with for the Major Assignment and the in-tutorial presentation that is based on the assignment. **Before you leave class today, we will ask you to submit a tentative idea for your major project to the instructor (written on a piece of paper) and a list of preferences for days you would like to present.** Using these topic and date preferences, we will assemble the class into the three tutorial groups that will meet over the remainder of the term.

**Online materials released by 4pm tomorrow (January 19)** for the February 1 Module (*Politics, Globalization, and Sport*). Access materials these materials on the course website, through Canvas.

**Readings for next class (which will be February 1):** Sport & Peace, Chapters 3 and 4

(short article) 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/sociologiadeldporte/article/view/5009/4507>

**January 25: No formal class today.** Our hope is that groups set to present during the first tutorial (next week, February 1!) will be preparing over this week, and may choose to meet with the instructor in main classroom this day. The instructor will be available from 4-5pm to discuss major assignment ideas (and to address any other questions).

### February 1 – Politics, Globalization, and Sport (and 'meet your tutorial group' and first 'tutorial presentations' day!)

**Class Activity:** **Meet in main classroom today at 4:15pm, before proceeding to assigned tutorial room later** – 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. **Today is also a 'meet your tutorial' day and 'orientation to tutorials' day** – and it is the day that we will begin with some in-tutorial presentations! A primary aim is to spend time with your tutorial, learn a bit about each other's interests, and begin with presentations. If you are not presenting, you will be asked to offer written and verbal comments on short in-class the presentations about major projects

**Online materials released tomorrow by 4pm:** 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

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>

### **February 8 – Sport, Social Movements, and Social Change (and tutorial presentations)**

**Class Activity:** *Meet in main classroom today at 4:15pm, before proceeding to assigned tutorial room later* – 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.

**Online materials released by 4pm tomorrow (February 9):** 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

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://journals.sagepub.com/doi/10.1177/1077801217753322>)

### **February 15 – Sport, Violence, and Peace Education (and tutorial presentations)**

**Class Activity:** *Meet in main classroom today at 4:15pm, before proceeding to assigned tutorial room later* – 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.

**Online materials released by 4pm tomorrow (February 16):** For module entitled (*International Development and Sport*), that will be discussed in-tutorial next class. Access materials on the course website, through Canvas.

**Readings for next week’s class:** *Sport & Peace*, Chapter 7

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>)

(short article) Hayhurst, L.M.C., Millington, B., Wilson, B. Steinmann, J., Nachman, J., McSweeney, M., Otte, J., del Socorro Cruz Centeno, L., Eyul P.. (2022, June 1). Will the bicycle help us address pressing social issues? *The Conversation*. Article link: <https://theconversation.com/will-the-bicycle-help-us-address-pressing-social-issues-183074>

### **February 22: Midterm Break**

### **March 1 – (International) Development and Sport (and tutorial presentations)**

**Class Activity:** *Meet in main classroom today at 4:15pm, before proceeding to assigned tutorial room later* – 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. The class will include a discussion of the **upcoming midterm examination**

**Online materials released by 4pm tomorrow (March 2):** For module entitled *Sport and the Environment*, that will be discussed next week. Access materials on the course website, through Canvas.

**Readings for next week’s class:** *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>

### **March 8 – Sport and the Environment (and tutorial presentations)**

**Class Activity:** Meet in main classroom today at 4:15pm, before proceeding to assigned tutorial room later – 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.

**Note:** Since the midterm exam is next week, no new materials will be released this week. Materials will be released following the

### **March 15 – Midterm Examination: Meet in the main classroom today at 4:15pm for the midterm examination.**

On March 1<sup>st</sup> you will receive details pertaining to the midterm exam’s contents and structure.

**Online materials released by 4pm tomorrow (March 16):** 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

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://doi.org/10.1123/ssj.2017-0162>

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. <https://doi.org/10.1177/0193732503255760>

### **March 22 – Sport, Media, and Peace (and tutorial presentations)**

**Class Activity:** Meet in main classroom today at 4:15pm, before proceeding to assigned tutorial room later – 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.

**There are no assigned readings or lecture materials for next class!** We encourage you to work on your Major Assignments and come to class with any emerging questions, as next week is a class designated mostly for tutorial presentations and (optional) consultations with your TA regarding your Major Project.

**March 29: Tutorial Presentations! – Plus, time for TA consultations related to your Major Assignment.** Meet in main classroom today at 4:15pm, before proceeding to assigned tutorial room later. This class (or next class, depending on how long it takes to grade the midterm exam) the midterm will be 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.

**Online materials released by 4pm tomorrow (March 30):** For module entitled (*Spotlight Intervention: The Olympics, Sustainability and Media – Using Documentary Film For Peace-Promotion*), that will be discussed in class on April 5. Access materials on the course website, through Canvas.

**Readings for next class:**

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](http://www.scielo.br/scielo.php?pid=S1980-65742013000300008&script=sci_arttext)

**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>

**April 5: Spotlight Intervention: The Olympics, Sustainability and Media – Using Documentary Film For Peace-Promotion; Today the structure and details of the final exam will be shared too**

**Class Activity: Meet in main classroom today at 4:15pm** – prepared to discuss today’s module (*Spotlight Intervention: The Olympics, Sustainability and Media*). If there are any in-class presentations remaining, they will take place today (no presentations will be scheduled for today – but sometimes for unforeseeable reasons presentations need to be rescheduled – this would be the day for those).

**Online materials released by 4pm tomorrow:** *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 **April 12** (next week)

**April 12:** – Today is:

(a) an **Optional** ‘Drop In’ Class (from 4pm-5pm), for those with questions for Brian, Jeanette or Julia about the Final Exam (i.e., about the information pertaining to the exam that was recently released).

(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!**

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**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 class and 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 April 12<sup>th</sup> 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 – in 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 March 15<sup>th</sup> class*, will require you to draw together ideas from lectures, videos, readings, and discussions up until and including materials covered during the March 1 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 April examination period. Expectations for these examinations will be clarified in class and through the course website 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](mailto: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.