

THE UNIVERSITY OF CALGARY
FACULTY OF ARTS
DEPARTMENT OF ANTHROPOLOGY

DEST 401 – SPORT and DEVELOPMENT

FALL 2014

W, 2:00-4:45 SA 104

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Office Hours: Wednesdays 11:00-12:30 and 12:30-1:30



COURSE OBJECTIVES

The aim of this course is to examine the intersection of sports and development; its utilization and impact on development. It will define sport as all forms of physical activity that contribute to physical fitness, mental well-being and social interaction, such as play, recreation, competitive sport, and indigenous sports and games. The course will deal with development in its broadest sense as the development of greater quality of life for humans. In addition, the students will learn how to work in a variety of academically relevant media including group projects, oral presentations and term papers.

COURSE CONTENT

Far-reaching and ever-present, some analysts claim that sport is “a common denominator for people across the globe.[1] Since the advent of the modern Olympics in 1896, various actors have tried using sport as a vehicle for global peace and to bring together people who share a desire for self-improvement[2]. In this sense, for the last 120 years sport has been a vehicle of development.

Contemporary international development efforts (e.g., the Sport for Development and Peace movement) are increasingly incorporating sport into their programming.

At the root of these efforts is the belief that sport has a unique power to attract, mobilize and inspire. In short, sports have the capacity to bring about social change. Sport can support children by promoting physical activity and wellness, teaching sportsmanship, offering contexts for learning leadership, teamwork, building positive, collaborative relationships, and building self-confidence and self-esteem. Development programs conceptualise sport as a tool for promoting social integration, economic development, peace, fraternity, solidarity, non-violence, tolerance and justice. Alongside these efforts at community development, sports and development programming increasingly promotes individual development; health promotion and disease prevention; promotion of gender equality; social integration and the development of social capital; peace building and conflict prevention/resolution; post-disaster/trauma relief and normalisation of life; economic development; and communication and social mobilization.

While development agencies may purport that sports hold unique powers as a cure-all for development problems and to foster peace, as a cultural phenomenon, sports can very easily also

have negative side effects such as violence, exclusion, discrimination, hooliganism, and nationalism. This course will examine sports and development. It will define sport as all forms of physical activity that contribute to physical fitness, mental well-being and social interaction, such as play, recreation, competitive sport, and indigenous sports and games. The course will deal with development in its broadest sense as the development of greater quality of life for humans. The ultimate focus of the course is on sports' intersection, utilization, and impact with, and on development.

[1] Sage, George H. (September 1979). "Sport and the Social Sciences". *Annals of the American Academy of Political and Social Science* 445: 2. Retrieved 17 October 2011.

[2] "Sport, a Tool for Development". Official website of the Olympic Movement. 17 April 2009. Retrieved 17 October 2011.

REQUIRED TEXT

Reading package for Sports and Development DEST 401 Fall 2014. The reading package will be available for purchase in the campus bookstore. A summary of the Reading list is attached.

DATES:

13 classes September 10 to December 3 2014

Class 1: September 10: Introduction to Sports and Development

Course Outline

What is Sports and Development?

Readings:

Anthropology of Development Chapters 1 and 2.

Class 2: September 17

Contemporary international development programming

Readings:

SDP IWG (2008), *Harnessing the Power of Sport for Development and Peace: Recommendations to Governments*

Chapter 1 Introduction

Chapter 2 Sport and Health

Chapter 3 Sport for Children and Youth

Chapter 4 Sport and Gender

Chapter 5 Sport and Disability

Chapter 6 Sport and Peace

Chapter 7 Developing Effective Policies and Practices

Right To Play - Healthy Play Games Manual

Class 3: September 24

Guest Lecture: Development of the Professional Sports System in East and West Germany – Henry Haeusler UEFA Professional License Coach

Readings:

Article – “The idea of peace as Coubertin’s vision for the modern Olympic movement: development and pedagogic consequences

Beamish, Rob, and Ritchie, Ian	Faster Highest Strongest a critique of high-performance sport	Introduction	From Coubertin's dream to high-performance sport: the shifting dynamics of Olympic Sport
Beamish, Rob, and Ritchie, Ian	Faster Highest Strongest a critique of high-performance sport	Chapter 3	"Sport," German traditions, and the development of "training"
Beamish, Rob, and Ritchie, Ian	Faster Highest Strongest a critique of high-performance sport	Chapter 4	From Stalingrad to Helsinki: the development of German sport systems

**Class 4: October 1 Quiz 1
Selection of Short Term Topics**

Gender and Sport- Experiences from Ghana
Guest Lecture – Faizah Tiifu

**Class 5: October 8
Long Term Athlete Development**

Readings:

Ankersen, Rasmus	The Gold Mine Effect- Crack the Secrets of High Performance	The eight Gold Mine concepts	
Ankersen, Rasmus	The Gold Mine Effect- Crack the Secrets of High Performance	Chapter 1	The secret is not a secret
Ankersen, Rasmus	The Gold Mine Effect- Crack the Secrets of High Performance	Chapter 2	What you see is not what you will get
Ankersen, Rasmus	the Gold Mine Effect- Crack the Secrets of High Performance	Chapter 3	Start early or die soon
Coyle, Daniel	The Talent Code	Introduction	The Girl Who Did Months' Worth of Practice in Six Minutes
Coyle, Daniel	The Talent Code	Chapter 1	The Sweet Spot
Coyle, Daniel	The Talent Code	Chapter 2	The Deep Practice Cell
Coyle, Daniel	The Talent Code	Chapter 3	The Brontes, the Z-Boys, and the Renaissance
Coyle, Daniel	The Talent Code	Chapter 4	The Three Rules of Deep Practice
Gladwell, Malcolm	Outliers- The Story of Success	Introduction	The Roseta Mystery
Gladwell, Malcolm	Outliers- The Story of Success	Chapter 1	The Matthew Effect
Bigelow, Bob. Moroney, T and Hall, L.	Just let the Kids Play	Chapter 1	Youth Spirts: There must be a better way
Bigelow, Bob. Moroney, T and Hall, L.	Just let the Kids Play	Chapter 2	Elite Teams: the Unkindest Cuts of All

Bigelow, Bob. Moroney, T and Hall, L.	Just let the Kids Play	Chapter 3	Out of Kilter: Why Adults Lose Control
Bigelow, Bob. Moroney, T and Hall, L.	Just let the Kids Play	Chapter 4	Injuries: A Toll on Body and Soul
Bigelow, Bob. Moroney, T and Hall, L.	Just let the Kids Play	Chapter 10	Going the Distance: Beyond Youth Sports

Class 6: October 15

Long Term Athlete Player Development

Guest Lecture: Commercialization of Sports and its Impact on Player Development -
Case Study: Soccer – Henry Haeusler UEFA Professional License Coach

Class 7: October 22 Quiz 2- (30 minutes)

Guest Lecture: Wellbeing and Capoeira in Brazil - Dr. Andre Reis, University of Brasilia

Readings:

Capoeira - Health and Social Well-Being	Chapter 1	The author and the subject
Capoeira - Health and Social Well-Being	Chapter 2	Health and Social Well-being
Capoeira - Health and Social Well-Being	Chapter 3	Capoeira and Social Well-being

Class 8: October 29

Short paper due

Finalization of Group Project topics

Class 9: November 5

Midterm Exam (2 hours)

Class 10: November 12

Guest Lecture: Sports and its Role in Building Business and Community Leaders
Lorenzo DeCicco Vice President TELUS

Class 11: November 19 Quiz 3

Class Presentations

Class 12: November 26

Class Presentations

Group Project Paper due with Individual Report

Class 13: December 3: Final Exam

ASSIGNMENTS AND EVALUATIONS

The final grade will be based upon marks received on the assignments given in each of the components.

Assignments	Value
Quiz 1 October 1	5%
Quiz 2 October 22	5%
Quiz 3 November 19	5%
Mid Term November 5	25%
Assignment 1 Group Project Due November 26	
Group Report	20%
Assignment 2 Individual Report (as part of the Group project)	
	20%
Assignment 2 Class Presentation November 19 and 26	10%
Final Exam December 3	10%

The grading system will use the following equivalencies:

A+	94.9–100	A	89.9–94.8%	A-	84.9–89.8%
B+	79.9–84.8%	B	74.9–79.8%	B-	70.9–74.8%
C+	66.9–70.8%	C	62.9–66.8%	C-	58.9–62.8%
D+	54.9%–58.8%	D	49.9–54.8%	F	49.8 and below

PLAGIARISM AND CHEATING

Plagiarism: “to steal and pass off the ideas or words of another as one’s own” (Webster’s). Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing July also be subject to additional University sanctions. Students are expected to be familiar with the Anthropology Departments policy on intellectual honesty available at: <https://www.anth.ucalgary.ca/home/links/intellectual-honesty-guidelines>

ACADEMIC ACCOMMODATIONS

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who July require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

EMERGENCY EVACUATION –

In the event that the classroom should need to be evacuated due to an emergency situation please note that the primary assembly point shall be at the Social Science Food Court. The ICT food court will be the secondary evacuation point if necessary.