

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

SPMT 651—Sport and International Development (3)  
Spring 2013

DAY/TIME:	R 7:20 – 10:00 p.m.	LOCATION:	East 121
PROFESSOR:	Professor John Naurigh	EMAIL ADDRESS:	jnaurigh@gmu.edu
OFFICE LOCATION:	Robinson B335	PHONE NUMBER:	703-993-2061
OFFICE HOURS:	R 9:30 a.m.–1:00 p.m.	FAX NUMBER:	703-993-2025

PREREQUISITES

SPMT 551 Sport in the Global Marketplace or permission of the instructor.

COURSE DESCRIPTION

This course explores the roles of sport in international development with focus on Africa, Asia, and Latin America. NGOs, international federations, professional leagues and grassroots initiatives will be examined.

COURSE OBJECTIVES

Students will be able to:

1. explain international economic development strategies;
2. describe the theoretical underpinnings in development studies;
3. analyze the role of the globalization in international development;
4. explain how sport fits into development studies and practices;
5. outline the role of international sport organizations in developing countries;
6. demonstrate how sport can foster development within societies; and
7. conduct research on a specific sport and development issue.

COURSE OVERVIEW

Students will explore the roles of imperialism and globalization on international development over the past 150 years. Students will examine the background to uneven patterns of development internationally and then examine the place of sport within this context. Specific focus will be on the role of sport and development in the societies of Africa, Latin America and Asia. This course will run as a seminar in which students are expected to complete assigned readings prior to class. Internet resources will be used as will film clips.

NATURE OF COURSE DELIVERY

Face to face

REQUIRED READINGS

- Darnell, S. (2012). *Sport for development and peace: A critical sociology*. London: Bloomsbury.
- Gibbs, T., & Leech, G. (2009). *The failure of global capitalism*. [Nova Scotia, Canada]: Cape Breton University Press.
- Levermore, R., & Beacom, A. (Eds.). (2009). *Sport and international development*. Basingstoke: Palgrave Macmillan.
- Pillay, U., Tomlinson, R., & Bass, O. , eds (2009). *Development and dreams: The urban legacy of the 2010 Football World Cup*. Pretoria: HSRC Press. Free download available at: <http://www.hsrcpress.ac.za/product.php?cat=24&freedownload=1&productid=2259>
- Other assigned articles available via the E-Journals collection at Mason.

## EVALUATION

This course will be graded on a point system, with a total of 100 possible points.

Requirements	Points
Exam	
#1	30
<i>Research Presentation</i>	10
<i>Research Project: Case Study from Sport and Development</i>	40
<i>Participation</i>	<u>20</u>
<b>TOTAL</b>	<b>100</b>

## Grading Scale

A+ = 97 – 100	A- = 90 – 92	B- = 80 – 82	F = 0 – 59
A = 93 – 96	B+ = 87 – 89	C = 70 – 79	
	B = 83 – 86		

## TENTATIVE COURSE SCHEDULE

DATE			TOPIC	READINGS/ASSIGNMENT DUE
TH	January	24	Introduction to the Course and the History of Globalization of Economies and Sport.	
	January	31	The Global Economy and the Concept of “Development.”	<i>The Failure of Global Capitalism</i>
	February	7	Histories of Sport in the Colonial Era	Stoddart, B. (1988). Sport, Cultural Imperialism and Colonial Response in the British Empire. <i>Comparative Studies in Society and History</i> 30(4), 649-673.
	February	14	Understanding the Role of Sport in Liberation Politics	<i>Film: Fire in Babylon</i>
	February	21	Sport and Development: Mapping the Field and Introduction of Sport and International Development Communication Platforms	Levermore & Beascom, Chapters 1-2; Haberman, B. & Langthaler, M. (2010). Changing the World of Development Research? An Insight into Theory and Practice. <i>Development in Practice</i> 20(7): 771-783.

DATE		TOPIC	READINGS/ASSIGNMENT DUE
February	28	The emergence of development studies and development theories.	Sumner, A. & Tribe, M. (2008). What Could Development Studies Be? <i>Development in Practice</i> 18(6): 755-766; Herath, D. (2009) 'The Discourse of Development: has it reached maturity?', <i>Third World Quarterly</i> , 30: 8, 1449-1464.
March	7	Development in Practice: Theory to Action	Anyidoho, N.A. (2010). 'Communities of Practice': Prospects for Theory and Action in Participatory Development. <i>Development in Practice</i> 20(3): 318-328; Levermore & Beacom, Chapter 2.
March	21	Ways of Doing Sport Development	Levermore & Beacom, Chapters 7-9 ; Darnell text
March	28	Work on research projects	
April	4	Gender and Sport Development	Levermore & Beacom, Chapter 6 ; Darnell.
April	11	International Organizations and Sport Development	<i>Development and Dreams.</i>
April	18	Sport for Development and Peace	Darnell text.
April	25	Mega-Events and Sport in Development	Levermore & Beacom, Chapter 4 ; Giampiccoli & Nauright, to be supplied ; <i>Development and Dreams.</i>
May	2	Future Directions for Sport and Development	Darnell text.

Note: Faculty reserves the right to alter the schedule as necessary.

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#### Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- Students are expected to exhibit professional behaviors and dispositions at all times.

#### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

