

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

SPMT 651.001—Sport and International Development (3)  
Spring 2014

DAY/TIME:	M 7:20 – 10:40 p.m.	LOCATION:	Enterprise Hall 77
PROFESSOR:	Dr. Meghan Ferriter	EMAIL ADDRESS:	mferrite@gmu.edu
OFFICE LOCATION:	TBA	PHONE NUMBER:	703-993-9999
OFFICE HOURS:	M 5:30–7:00 p.m. Or by appointment	FAX NUMBER:	703-993-8888

#### PREREQUISITES

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

#### COURSE DESCRIPTION

Explores the roles of sport in international development with focus on Africa, Asia, and Latin America. NGOs (non-governmental organizations), 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.
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 widely used as will film clips.

#### PROFESSIONAL ASSOCIATION PRINCIPLES

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of the Commission of Sport Management Accreditation (COSMA). COSMA (2010, p. 1) “bases its accrediting process on principles, rather than standards.” The eight recommended principles are:

- outcomes assessment;
- strategic planning;
- curriculum;
- faculty;
- scholarly and professional activities;
- resources;
- internal and external relationships; and
- educational innovation.

For more information, please see:

Commission of Sport Management Accreditation. (2010, June). *Accreditation principles and self study preparation*. Retrieved November 23, 2013 from <http://cosmaweb.org/accredmanuals>

#### NATURE OF COURSE DELIVERY

Face to face

#### HONOR CODE AND ATTENDANCE

Students are held to the standards of the George Mason University Honor Code. You are expected to attend all class sections, actively participate in class discussions, complete in-class exercises and fulfill all assignments. Assignments must be turned in at the beginning of class on the specified date due or **no credit will be given**.

#### 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.

#### RECOMMENDED (OPTIONAL) READINGS

Desbordes, M. (ed.) (2006). *Marketing and football: an international perspective*. London: Butterworth-Heinemann.

Foer, F. (2004). *How soccer explains the world: an unlikely theory of globalization*.

Giulianotti, R. (1999) *Football: A sociology of the global game*, Oxford: Blackwell.

Horne, J. & Manzenreiter, W. (2006). *Sports mega-events: social scientific analysis of a global phenomenon*. Oxford: Blackwell.

Special Issue on Sport and Development, *Third World Quarterly* (2004).

Nauright, J. & Schimmel, K. (2005). *The political economy of sport*. Basingstoke: Palgrave Macmillan.

#### EVALUATION

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

	<b>Points</b>
Requirements	
Exam	
#1	25

*Research Poster and Presentation*

The student will conduct a case study in sport and development that explores, compares, or critiques actual phenomena or events in practical context. Research presentation components include a) a poster that presents an introduction, clear problem statement, literature review and proposed methodology in approximately 5 pages/1,500 words and b) a brief (less than 10 minutes) presentation of the poster information in a classroom setting. The research poster will be submitted after the research presentation; the poster should be prepared in written format, double-spaced and typed in at least 12 point font, and include references and visuals as appropriate. The research presentation and poster should be the foundations for the research project.

20

*Research Project*

The student will conduct a case study in sport and development that explores, compares, or critiques actual phenomena or events in practical context. Research project components include an introduction, clear problem statement, literature review, methodology, analysis, and conclusions, plus references. The research project will be submitted in written format, approximately 20 pages/6,000 words, double-spaced and typed with a standardized format.

35

*Participation*

The student will participate in class through class and small group discussion, providing feedback to other students, contributing relevant and industry news, and interaction in other learning styles.

20

TOTAL

100

**Grading Scale**

A = 94 – 100	B+ = 88 – 89	C = 70 – 79
A- = 90 – 93	B = 84 – 87	F = 0 – 69
	B- = 80 – 83	

TENTATIVE COURSE OUTLINE

DATE		ASSIGNMENT	READING
January	20	<i>NO CLASS – Martin Luther King, Jr. Day</i>	
January	27	Introduction to the Course and the History of Globalization of Economies and Sport.	
February	3	The Global Economy and the Concept of “Development.”	Gibbs, T., & Leech, G. (2009). <i>The failure of global capitalism.</i>
February	10	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	17	Understanding the Role of Sport in	Film: Fire in Babylon

DATE		ASSIGNMENT	READING
		Liberation Politics	
February	24	Sport and Development: Mapping the Field and Introduction of Sport and International Development Communication Platforms	Levermore, R., & Beacom, A. (Eds.). (2009). <i>Sport and international development</i> . 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.
March	3	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	10	( <i>Spring Break</i> )	( <i>Spring Break</i> )
March	17	Research Posters and Presentations: Case Study of Sport and Development	Case study of Sport and Development
March	24	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	31	Ways of Doing Sport Development	Levermore & Beacom, Chapters 7-9 ;  Darnell, S. (2012). <i>Sport for development and peace: A critical sociology</i> .
April	7	Gender and Sport Development	Levermore & Beacom, Chapter 6 ;  Darnell, S. (2012). <i>Sport for development and peace: A critical sociology</i> .
April	14	International Organizations and Sport Development	D Pillay, U., Tomlinson, R., & Bass, O. (Eds.). (2009). <i>Development and dreams: The urban legacy of the 2010 Football World Cup</i> .
April	21	Mega-Events and Sport in Development	Levermore & Beacom, Chapter 4 ;

DATE		ASSIGNMENT	READING
			Giampiccoli & Nauright, to be supplied ;  Pillay, U., Tomlinson, R., & Bass, O. (Eds.). (2009). <i>Development and dreams: The urban legacy of the 2010 Football World Cup</i> .
April	28	Future Directions for Sport and Development	Darnell, S. (2012). <i>Sport for development and peace: A critical sociology</i> .
May	5	Review of Sport and International Development	

*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://oai.gmu.edu/honor-code/>].
- 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/policies/responsible-use-of-computing/>].
- 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.

### *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>].

**PROFESSIONAL BEHAVIOR:** Students are expected to exhibit professional behaviors and dispositions at all times.

**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.

