

School of Kinesiology

KIN 2510F: Sport for Development

Fall 2026

Campus Supports

Western University is committed to a **thriving campus**. For help with:

- Both physical and mental health, go to [Wellness & Wellbeing](#)
- Studying with disabilities, go to [Accessible Education](#)
- Writing skills, go to the [Writing Support Centre](#)
- Learning skills and strategies, go to [Learning Development & Success](#)
- Contacting the ombudsperson, go to the [Office of the Ombudsperson](#)



Your course coordinator can also **guide you** to available campus resources and/or services.

Technical Requirements

 Laptop computer

Important Dates

Classes Begin	Reading Week	Classes End	Study day(s)	Exam Period
September 9	October 10-18	December 9	December 10	December 11–22

September 30, 2026, is National Day for Truth and Reconciliation and is a non-instructional day

November 30, 2026: Last day to withdraw from a first-term half course without academic penalty

Contact Information

Course coordinator/instructor name: Mitchell McSweeney

Contact information: Email: mmcswee5@uwo.ca

Office hours: Mondays 2-4 PM

Teaching Assistant(s)	Contact Information	Office Hours
TBA		

NOTE: All course information including grades, assignment outlines, deadlines, etc. are available via [OWL Brightspace](#). Download the Brightspace Pulse App to stay up-to-date on course communication and enable your notification settings within “Communications” in the top

toolbar. Check the website regularly for course announcements. If you need assistance, visit [OWL Brightspace Help](#) or contact the [Western Technology Services Helpdesk](#). They can be contacted by phone at 519-661-3800 or ext. 83800.

Calendar Course Description (including prerequisites/anti-requisites):

Critically examines sport and its role in international development, health promotion, and global politics. Topics include: sport for development and peace; international physical activity policies; the politics of sport for disease prevention and health promotion (i.e. aids awareness, obesity); and sport for urban and community development.

Prerequisites: Kinesiology 1050A/B.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

NOTE: If you wish to enroll in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.

Delivery Mode: In-person

Component	Date(s)	Time
Lecture	M/W	M: 8:30-10:30 AM W: 8:30-9:30 AM

My Course Description

Sport for development and peace (SDP) is the intentional use of physical activity, sport, play, and leisure to address pressing social, economic, political, and health issues (e.g., conflict resolution, poverty, unemployment, gender inequality). There are a wide range of SDP stakeholders, from intergovernmental organizations (e.g., United Nations), nonprofit organizations, governments, corporations, nongovernmental organizations, researchers, policy-makers, and practitioners who have played a role in the SDP field growing and becoming recognized globally. Thousands of organizations around the world implement SDP programs in both Global North (e.g., Canada) and Global South (e.g., Uganda) contexts, seeking to address community needs and providing opportunities to individuals and groups. Given the growth and importance of the SDP field in both sport management and more broadly the international development sector, the goal of this course is to provide an overview of the SDP field and explore how sport is used for development from different historical, development, socio-cultural, and management theories and concepts. A major segment of the course includes students working as a team to create their own SDP program grounded in the theories and knowledge covered in the course.

Learning Outcomes

Upon successful completion of this course, you will be able to:

1. Develop an understanding of how sport, physical activity, play, and leisure is used beyond sport-related goals (e.g., developing elite athletes) to address wide-ranging social issues in diverse contexts.
2. Gain knowledge on the international development sector, its complexities, and the role of SDP in achieving global development goals.
3. Assess and critique different approaches to the creation, implementation, and evaluation of SDP programs and current trends in grant making and funding structures.
4. Apply theories and concepts from a range of disciplines to examine and construct effective SDP programs.
5. Develop reflexive writing skills and incorporate reflexivity into your own learning and SDP practices.

Tentative Course Content and Schedule

Week	Topic	Study material	Things due
1	Introduction to the Course	Syllabus	Read syllabus by September 9 th at 9am
2	History of International Development & SDP Programs	Inspira Podcast with Ben Sanders, Hartmann & Kwauk (2011), Svensson & Woods (2017)	
3	SDP Funders and Power Relations	Straume (2022), Giulianotti et al. (2016)	Virtual Call With SDP Organization
4	Corporate Social Responsibility and Social Entrepreneurship	Godfrey (2009), McSweeney (2020)	Reflexive Journal
5	SDP Theories	Levermore (2009), Welty Peachey et al. (2020)	Reflexive Journal Teammate Reflection
6	Pedagogy, Gender Equality	Spaaij et al. (2016), Hayhurst (2014)	
7	Mid-Term Exam, Race, Truth & Reconciliation	Arellano & Downey (2019)	Midterm Exam
8	SDP Leadership & Staff	Welty Peachey & Burton (2017), Inspira Podcast with Samia Khatib	Overview of Template/Plan for SDP Program
9	Partnerships, Funding and Grants	Welty Peachey et al. (2018), Whitley et al. (2020)	
10	Monitoring & Evaluation	Harris (2018), Coalter (no date)	Assessment of SDP Program
11	Monitoring & Evaluation Cont'd	Guest Speaker	Draft of M&E Plan

Week	Topic	Study material	Things due
12	Showcase Preparation		Template/Plan for SDP Program
13	Presentations		SDP Program Presentation

Course Materials

- All required readings will be posted on OWL.

Assessments and Evaluation

Below is the evaluation breakdown for the course. Any deviations will be communicated.

Assessment	Format	Weight	Due Date	Learning Outcome
Reflexive Journal	Written	5	Oct 1	5
Reflexive Journal Teammate Reflection	Written	5	Oct 8	5
Midterm Exam	Mixed format	15	Oct 26	1, 2, 3, 4
Overview of Template/Plan for SDP Program	Written	5	Nov 5	1, 3
Assessment of SDP Program	Written	10	Nov 19	1, 3, 4
Template/Plan for SDP program	Written	20	Dec 3	1, 2, 3, 4, 5
SDP Program Presentation	Presentation	15	Dec 7 or 9	1, 2, 3, 4
Final Exam ¹	Mixed format	25	TBA	1, 2, 3, 4, 5

Reflexive Journal – October 1st Deadline (5%)

In one page, discuss some aspect of the class that you found particularly interesting. A strong reflection makes connections and associations between the course content and your personal experiences, current events, or content you've read outside this course. Incorporate three sources from the readings. Cite using APA. Instead of a title page, please provide the title of the assignment, your name, and your student number as a header on your page. Your source list will not count toward the page count. These journal entries will help us work on your writing/citing. You will be graded on citation format, ability to follow instructions, spelling and grammar, and engagement with class material.

Reflexive Journal Teammate Reflection – October 8th Deadline (5%)

You will be divided into teams on OWL. Upload your reflexive journal to your team's OWL forum. Your team members must share their reflections on your entry. Things to think about when reflecting on a team member's entry:

1. Leave your teammate a comment stating one point of similarity between your teammate's reflections and your own reflections/experiences (these reflections do not need to have been included in your reflection journal).

2. Leave your teammate a comment stating one point of difference between your teammate's reflections and your own reflections/experiences (these reflections do not need to have been included in your reflection journal).

3. This point is exclusively for consideration for your own journal entry. (Please do not ask your teammate to answer this). What context about your teammate is missing that would better explain their reflections? Have YOU provided this same kind of context in your journal entry? Also, have you made some assumptions about your teammates? Are they a result of unconscious bias? What can you do consciously to avoid making decisions, acting, or basing questions on these unfounded assumptions? Note these assumptions somewhere only you can access (i.e., not on the OWL forum); again, please do not share your assumptions. See: [What Is Unconscious Bias \(And How You Can Defeat It\) | Psychology Today](#). This exercise is not to shame you, as we ALL have implicit bias and unknown biases. You will receive participation grades for commenting on ALL your teammates' reflections. This exercise will also work on your capacity as a critical friend for reflexivity.

Midterm Exam – October 26th (in-class) (15%)

Details about the midterm exam to be given on OWL. Students who miss the exam for valid academic considerations will be given a make-up exam.

Overview of Template/Plan for an SDP Program – November 5th Deadline (5%)

Students will work in teams to create an SDP program that addresses a societal issue in Canada or internationally. A one-page overview of the program should be provided that: (a) discusses the goals of the program, location, potential funding, and stakeholders/partners; (b) insight into the presentation that will be showcased at the SDP Showcase (e.g., website, mobile app, Prezi, PowerPoint, games manual/presentation, etc.); and (c) list 5 peer-reviewed sources that will be used to inform the final template/plan.

Assessment of SDP Program – November 19th Deadline (10%)

Students are to work in teams to assess one SDP program. The assessment should analyze the program and explain any limitations that compromise the quality and/or sustainability of the program. The assessment will include: (a) an overview of the organization; (b) partners and resources; (c) funding sources; (d) organizational capacity; and (e) mechanisms for evaluation. This exercise will work on your problem-solving skills. More about this will be explained in class. You will be graded on your ability to follow instructions and the quality of your content.

Template/Plan for a Sport for Development Program – December 3rd Deadline (20%)

The template/plan is a detailed overview of your proposed program to address a social issue. The plan should include program plans and/or games, a budget, an evaluation tool, and rationales for selecting key stakeholders/partners. More details will be posted on OWL about the requirements for the plan.

Presentation that Showcases your Template for an SDP Program – December 7th or December 9th (15%)

Each team is responsible for a presentation that highlights the key components of your template/plan for an SDP program. You are encouraged to move beyond a PowerPoint presentation to include brief pedagogical activities, a promotion of the program, and other unique factors of your SDP initiative.

Final Exam - (25%)

Details on final exam to be given on OWL. Students who miss the exam for valid academic considerations will be given a make-up exam.

Notes:

1. You cannot use undocumented absences for final exams.

General information about assessments

- ☒ All assignments are due at 23:59 EST unless otherwise specified.
- ☒ You are responsible for ensuring that the correct file version is uploaded; incorrect submissions including corrupt files could be subject to late penalties (see below) or a 0.
- ☒ Written assignments will be submitted to Turnitin (statement in policies below).
- ☒ You will have access to Turnitin reports before your submission is graded. You may have 2 submissions to Turnitin.
- ☒ Group projects are expected to be a group effort. This means that all students in the group will receive the same grade. It also means that all students will receive the same penalty if any portion of the project is determined to be plagiarized.
- ☒ After an assessment is returned, you should wait 24 hours to digest feedback before contacting your evaluator; to ensure a timely response, reach out within 4 days.
- ☒ Requests for regrading must include a written explanation and evidence showing how the work meets the assignment criteria or rubric. Requests without a clear justification will not be considered.
- ☒ Prior to the filing of a written request for relief, you must attempt to resolve the concern regarding a mark or grade through informal consultation with the instructor. If you are dissatisfied with the decision of the instructor or you do not receive a decision from the instructor, a written request for relief must be submitted to the Undergraduate Chair of the School offering this course, within three (3) weeks from the date that the mark was issued.

The table below outlines University-wide grade descriptors.

Letter grade	Number grade	Description
A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

Rounding of Grades (for example, bumping a 79 to 80%)

This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or 'giving away' of marks. Please don't ask me to do this for you; the response will be "please review the course outline where this is presented".

Information about late or missed assessments:

- ✓ Late assessments without academic consideration will be subject to a late penalty of 1% per hour.
- ✓ Students who miss the midterm exam for valid academic considerations will be given a make-up exam.

INC (Incomplete Standing): If a student has been approved by the Academic Advising Office (in consultation with the instructor/department) to complete term work at a later date, an INC will be assigned. Students with INC will have their course load in subsequent terms reduced to allow them to complete outstanding course work. Students may request permission from Academic Advising to carry a full course load for the term the incomplete course work is scheduled.

SPC (Special examination): If a student has been approved by the Academic Advising Office to write a Special Examination and the final exam is the only outstanding course component, an SPC will be assigned. If the class has a makeup exam, the student is expected to write the makeup exam. If the class doesn't have a makeup exam or the student misses the makeup exam for reasons approved by the Academic Advising Office, the student will write the exam the next time the course is offered. Outstanding SPCs will reduce the course load for the term the exam is deferred as outlined in [Types of Examinations](#) policy

Academic Policies and Statements

Support Services

There are various support services around campus and these include, but are not limited to:

1. Academic Support and Engagement - <http://academicsupport.uwo.ca>
2. Wellness and Well-being - <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

The websites for Registrarial Services (<http://www.registrar.uwo.ca>), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: <http://westernusc.ca/services/>) and the Student Development Services, should be provided for easy access.

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help.

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

Statement on Harassment and Discrimination

Western is committed to providing a learning and working environment that is free of harassment and discrimination. All students, staff, and faculty have a role in this commitment and have a responsibility to ensure and promote a safe and respectful learning and working

environment. Relevant policies include Western's [Non-Discrimination/Harassment Policy](#) (M.A.P.P. 1.35) and [Non-Discrimination/Harassment Policy – Administrative Procedures](#) (M.A.P.P. 1.35). Any student, staff, or faculty member who experiences or witnesses' behaviour that may be harassment or discrimination **must report the behaviour** to the Western's [Human Rights Office](#). Harassment and discrimination can be human rights-based, which is also known as EDI-based, (sexism, racism, transphobia, homophobia, islamophobia, xenophobia, antisemitism, and ableism) or non-human rights-based (personal harassment or workplace harassment).

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>

Absence from Course Commitments

Students must familiarize themselves with the Policy on [Academic Consideration – Undergraduate Students in First Entry Programs](#)

Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the [central academic consideration portal](#). Students are permitted one academic consideration request per course per term **without** supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g., December and April exams) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

Students should also note that the instructor may **designate** one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Academic consideration requests may be denied when flexibility in assessment has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes), when there is flexibility in the submission timeframe (e.g. 72 hour no late penalty period), or when timed assessments (e.g., quizzes) are available over an extended period of time (e.g., when you are given a 72 hour time period to start – and finish – the assessment).

Please note that academic considerations in this course are granted by the academic advisors in your home unit and implemented by the instructor of this course in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner. If your absence relates to accommodations that are already supported by [Accessible Education](#), please work with your accessible education counsellor regarding your missed course work.

Accommodation for Religious Holidays

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examination dates. The Faculty of Health Sciences has set School-specific dates for these Special Examinations. Please speak with your instructor about the date on which the Special Examination for this course will be held.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the policy on [Scholastic Discipline for Undergraduate Students](#).

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (www.turnitin.com).

For group assignments, all members share responsibility for academic integrity. Plan your work so the group has time to review the full submission and ensure all sources are appropriately used and cited. In the absence of a scholastic offence, everyone gets the same mark, so work with the rest of your group in a proactive fashion.

Use of Artificial Intelligence (AI) for the Completion of Course Work

Within this course, you may only use artificial intelligence tools (e.g., "ChatGPT") in ways that are specifically authorized by the course instructor. All submitted work must reflect your own thoughts and independent written work.

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on Multiple Choice Exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Accessibility Statement

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review [The policy on Accommodation for Students with Disabilities](#). If you think you may qualify for ongoing accommodation (e.g. separate room to write exams, flexibility with deadlines, etc.) that will be recognized in all your courses, we encourage you to visit [Accessible Education](#) for more information.

Correspondence Statement

The centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner. Students are further expected to attend to announcements presented through Brightspace, and to read emails generated in this way.

Use of Electronic Devices

During Exams

Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices (e.g., cell phones, tablets, cameras, smart glass, smart watches, or iPods) during ANY tests, quizzes, midterms, examinations, or other in-class evaluations. **These devices MUST either be left at home or with your belongings at the front of the room. They MUST NOT be at your test/exam desk or in your pocket. Any student found with a prohibited device will be referred for investigation of a Scholastic Offence, per the policy listed above. The typical first-offence penalty for possession of a prohibited device is zero on the test or exam.**

During Lectures and Tutorials

Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class.

Copyright and Audio/Video Recording Statement

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

Contingency Plan for an In-Person Class Pivoting to 100% Online Learning

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on Brightspace for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

Online Proctoring

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

Academic Appeals and Scholastic Offences

Students can file a **request for relief from academic decisions** if the request is based on one or more grounds listed in the policy. Students can read more about the policy [here](#) and a link to the procedures is listed in the Support Services sections of this document.

Students may **appeal** some academic and scholastic disciplinary decisions by a Dean or their designate, to the Senate Review Board Academic (SRBA). Students can read more about the policy [here](#) and a link to the procedures is listed in the Support Services section of this document.