

Ben-Gurion University of the Negev

Faculty of Humanities and Social Sciences

Sport and Development: prospects and limitations

Spring semester 2022, 19.6-30.6

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The efforts to harness sport to address socioeconomic ills in Africa have mushroomed throughout the continent since the late 20th century, with governments, international agencies, nonprofit organizations, and entrepreneurs increasingly promoting sport as a tool to deliver development goals. Sport-for-development (SFD) initiatives have been focused on improving the well-being of communities through increasing social cohesion, peacebuilding, and reconciliation; improving the health of individuals and groups by educating the youth on HIV/AIDS; empowering girls and young women, tackling male dominance, and promoting gender equality; and acquiring financial, social, and cultural capital through success on and off the pitch. Despite the abundance of such activities, their tangible impacts have been a contested topic for debate among scholars. Some view the positive sides of sport-for-development as a “soft” alternative to economic policies that, owing to the popularity of sports, can reach broad audiences. Others, nonetheless, have warned of the neoliberal agenda they promote, by further lessening the responsibilities of governments to their citizens. These disagreements attest to the need for examinations grounded in critical development theories in order to have a more comprehensive understanding of the potential and limitations of sports to serve as a conduit for development, as well as to the importance that practitioners in the sector intertwine knowledge that stems from the discipline of development studies.

This course will examine these divergent perspectives of the sport-for-development field in Africa by studying the emergence of the field, surveying selected initiatives that have operated during the last three decades, analyzing their successes and failures in delivering their goals, and exploring the methodologies used to assess the ventures’ impacts. Doing so will open doors for students who are interesting in engaging with the sport-for-development projects in the

continent, and also give concrete tools for students who seek to implement sporting activities in projects that are not necessarily designed to address sporting goals. As such, the course will appeal to a broad range of students. No prior knowledge or experience in sport is required to complete the course successfully.

Course requirements:

- Attendance: Students are required to attend each lesson, either in-person or remotely.
- In-class participation (10%): Students should come prepared to each lesson and be ready to express their observations and critiques of the assigned learning materials (around 60 pages of readings per lesson)
- Online participation (40%): Before the beginning of each* lesson, each student will post on the course's Moodle site a short answer (around 300 words) to a question on the learning materials and a comment (around 150 words) on a classmate's post. Whereas the initial post should be based on the relevant reading material, the response should refer to an external source (such as a news piece or an academic article) to expand, support, or critique the classmate's post. *On four out of the course's eight lessons.
- Final assignment (50%): Students will write a paper of 1,500-2,000 words, choosing **one** of the following three assignments:
 - Project analysis: students will analyze a Sport for Development project of their choice by addressing the project's background, activities, impact, and whether and how it embodies the African Union's Declarations on Sustainable Development of Sport. The analysis should be based on at least 10 academic (peer-review articles, chapters, books, etc.) and non-academic (news pieces, organization's reports, etc.) sources.
 - Literature review: students will compile a list of 15 sources on a specific social issue that relates to one of the course's themes. Each item should be followed by a paragraph that explains the item's contribution to understanding the specific

social issue. The sources should not repeat ones that already appear in the syllabus, and the list should be predominantly academic.

- Policy paper: students will devise a policy paper focused on a social issue in a particular country/community. The paper should provide background on the existing policies (if any) that deal with the examined social issue and explain how and why a Sport for Development project is suitable to address the issue. The project does not have to be one that was discussed in the course, but the policy paper should draw upon examples from projects that were discussed in the course, as well as from different methodologies for evaluating Sport for Development projects that were discussed in the course. The paper should include academic (peer-review articles, chapters, books, etc.) and non-academic (news pieces, organization's reports, etc.) sources that did not appear in the syllabus.

Regardless of the assignment students choose to submit, it is due a week after the semester ends (July 8, 2021).

Course content (subject to changes):

1. Sunday 19.6 (15:00-18:00, building 34 room 3): The Emergence of Sport for Development in Africa

Vidacs, Bea. "Through the prism of sports: why should Africanists study sports?." *Africa Spectrum* (2006): 331-349.

Dubinsky, Itamar. "Sport for Development." *Oxford Research Encyclopedia of African History* (2021): 1-21.

African Union. "Policy Framework for the Sustainable Development of Sport in Africa (2008-2018)", Part 3: Key Issues and Recommended Strategies: 13-23.

2. Tuesday 21.6 (18:00-20:00, building 34 room 9): Global North-South Cooperation and Critiques

Kidd, Bruce. "A new social movement: Sport for development and peace." *Sport in society* 11.4 (2008): 370-380.

Either

Lindsey, Iain, and Alan Grattan. "An 'international movement'? Decentring sport-for-development within Zambian communities." *International journal of sport policy and politics* 4.1 (2012): 91-110.

Or

Straume, Solveig. "Norwegian Naivety Meets Tanzanian Reality: The Case of the Norwegian Sports Development Aid Programme, Sport for All, in Dar es Salaam in the 1980s." *The International Journal of the History of Sport* 29.11 (2012): 1577-1599.

Or

Hasselgård, Anders, and Solveig Straume. "Sport for development and peace policy discourse and local practice: Norwegian sport for development and peace to Zimbabwe." *International journal of sport policy and politics* 7.1 (2015): 87-103.

3. Thursday 23.6 (16:00-19:00, building 34 room 16): Gender Equity

Saavedra, Martha. "Dilemmas and opportunities in gender and sport-in-development." In *Sport and international development*, ed. Roger Levermore and Aaron Beacom (Palgrave Macmillan, London, 2009): 139-147 [begin reading from 6.6].

Either

Meier, Marianne, and Martha Saavedra. "Esther Phiri and the Moutawakel effect in Zambia: An analysis of the use of female role models in sport-for-development." *Sport in society* 12.9 (2009): 1158-1176.

Or

Hayhurst, Lyndsay MC. "The 'Girl Effect' and martial arts: social entrepreneurship and sport, gender and development in Uganda." *Gender, place & culture* 21.3 (2014): 297-315.

Or

Brady, Martha, and Arjmand Banu Khan. "Letting Girls Play: The Mathare Youth Sports Association's Football Program for Girls." *New York: Population Council* (2002): 1-31.

4. Friday 24.6 (10:00-12:00, online): Social (re)integration

Collison, Holly, Simon Darnell, Richard Julianotti, and P. David Howe. "Sport for social change and development: Sustaining transnational partnerships and adapting international curriculums to local contexts in Rwanda." *The International Journal of the History of Sport* 33, no. 15 (2016): 1685-1699.

Or

Spaaij, Ramon. "Beyond the playing field: Experiences of sport, social capital, and integration among Somalis in Australia." *Ethnic and Racial Studies* 35.9 (2012): 1519-1538.

5. Sunday 26.6 (15:00-18:00, building 34 room 3): Sports Academies

Darby, Paul, Gerard Akindes, and Matthew Kirwin. "Football academies and the migration of African football labor to Europe." *Journal of sport and social issues* 31.2 (2007): 143-161.

Dubinsky, Itamar. *Entrepreneurial Goals: development and Africapitalism in Ghanaian football academies* (University of Wisconsin Press, 2022): chapter 5.

Either

Watch: "[NBA Academy Journeys: Efe Abogidi](#)" (2021): 26:11 minutes.

Or

Wertheim, Jon L., Oriana Zill de Granados, and Emily Gordon. "For African Players, Chasing Hoop Dreams Is a Risky Proposition." *Sports Illustrated* (2020).

https://www.si.com/nba/2020/03/27/nba-african-players-trafficking?fbclid=IwAR3_mDetmYzjSvl0f707aqblaQx03MYdA0v0wjjHx8rtTwXesXe1AOpbZJo

6. Tuesday 28.6 (18:00-20:00, building 34 room 9): Health

Mwaanga, Oscar, and Davies Banda. "A postcolonial approach to understanding sport-based empowerment of people living with HIV/AIDS (PLWHA) in Zambia: The case of the cultural philosophy of Ubuntu." *Journal of Disability & Religion* 18.2 (2014): 173-191.

Either

Mwaanga, Oscar. "Sport for addressing HIV/AIDS: Explaining our convictions." *Leisure Studies Association Newsletter* 85.1 (2010): 61-67.

Or

Dixon, Marlene A., Ashlyn Hardie, Stacy M. Warner, Emmaculate Awour Owiro, and Dennis Orek. "Sport for Development and COVID-19: Responding to Change and Participant Needs." *Frontiers in Sports and Active Living* 2 (2020): 1-12.

7. Wednesday 29.6 (16:00-19:00, building 72 room 211): Working and Publishing in the field

SportAndDev, "Toolkit." <https://www.sportanddev.org/en/toolkit-0>

Sport for Development, "S4D TOOLS." <https://www.sport-for-development.com/tools>

Journal of Sport for Development. <https://jsfd.org>

Training at BGU's Sports Center

Drills from Kenya's Sport for Development in Africa Violence Prevention Through Football, Namibia's Basketball4Life and Football4Life, and South Africa's Youth Development through Football. <https://www.sport-for-development.com/tools?id=34#cat34>

8. Friday 1.7 (a-synchronous): New Methods and Directions

McSweeney, Mitchell, Brad Millington, Lyndsay Hayhurst, Brian Wilson, Madison Ardizzi, and Janet Otte. "The bike breaks down. What are they going to do?" Actor-networks and the Bicycles for Development movement." *International Review for the Sociology of Sport* 56.2 (2021): 194-211.

Or

Marshall, Jamie, Brendon Ferrier, Philip B. Ward, and Russell Martindale. "I feel happy when I surf because it takes stress from my mind": An Initial Exploration of Program Theory within Waves for Change Surf Therapy in Post-Conflict Liberia." *Journal of Sport for Development* 1.9 (2020): 1-17.

Or

Thorpe, Holly, Lyndsay Hayhurst, and Megan Chawansky. "'Once my relatives see me on social media... it will be something very bad for my family': The Ethics and Risks of Organizational Representations of Sporting Girls from the Global South." *Sociology of sport journal* 35.3 (2018): 226-237.