Sport and Development: prospects and limitations

Ben-Gurion University of the Negev

Faculty of Humanities and Social Sciences

African Sustainable Communities

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The efforts to harness sport to address socioeconomic ills in Africa have proliferated 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 focused on improving the well-being of communities by increasing social cohesion, peacebuilding, and reconciliation; improving the health of individuals and groups by educating youth about 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 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, however, have warned of the neoliberal agendas 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 to gain a more comprehensive understanding of the potential and limitations of sports to serve as a conduit for development, as well as to the importance of practitioners in the sector integrating knowledge derived from the discipline of development studies.

This course will examine these divergent perspectives on the sport-for-development field in Africa by studying the emergence of the field, surveying selected initiatives that have operated over the past three decades, analyzing their successes and failures in achieving their goals, and exploring the methodologies used to assess these ventures' impacts. In doing so, it will open doors for students interested in engaging with sport-for-development projects across Africa, while also providing tools for students who seek to implement sporting activities in projects 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.

Learning outcomes:

Upon completion of this course, the students will be able to:

1. define what sport-for-development is.
2. identify key aspects that sport-for-development initiatives seek to address.
3. locate sport-for-development initiatives within the larger global effort to promote sustainable development in Africa.
4. analyze the contributions and shortcomings of sport-for-development initiatives across Africa.
5. evaluate the social, cultural, and economic impact of sport-for-development initiatives in Africa.

Course requirements:

- Attendance: Students are required to attend each lesson.
- In-class participation (10%): Students should come prepared for 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 <u>four</u> lessons, each student will post on Moodle a short answer to a question on the learning materials by referring to the relevant reading material. In addition, each student will write <u>two</u> comments on their classmates' posts, adding information while including a relevant external source, such as, from a different academic article or a news story. In total, each student will write six posts on the discussion board.

- Final assignment (30%): Students will write a project analysis of 2,000 words. Students will analyze a Sport for Development project of their choice by addressing the project's background, activities, impact, whether and how it embodies the African Union's Declarations on Sustainable Development of Sport, and what should be done to ensure the project's sustainability. The analysis should focus on an SFD that was not discussed in class. 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. Importantly, the analysis must include insights from an interview the student will conduct with a member of the examined SFD. The final assignment is due prior to the last lesson.

Important milestones for the successful completion of the final assignment:

- Towards the middle of the semester, each student will meet with me, one-on-one, to ensure they are on track with their project (10%).
- In the last lesson, each student will give a five-minute presentation of their project (10%).

Course content (subject to changes):

1. **27/10 – What is sports?**

Guttmann, Allen. *Sports: The First Five Millennia*. University of Massachusetts Press, 2007. Chapter 1, Rules of the game: 1-6.

2. **3/11 - Why is it important to study sports in Africa?**

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

3. **10/11 - Sport for Development**

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

United Nations. *Sport and the Sustainable Development Goals*. United Nations Publications: 1-17.

4. **17/11 - Sport for Development in Africa**

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.

5. **24/11 - Global North-South Cooperation and Critiques**

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.

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.

6.   1/12- 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].

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

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.

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.

7. 8/12 - 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**.**

Banda, Davies. "Sport in Action: Young People, Sex Education and HIV/AIDS in Zambia." In *Routledge Handbook of Sports Development*. Edited by Barrie Houlihan and Mick Green (London: Routledge, 2010): 323-336.

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.

*One-on-one meetings to discuss the final project.

8. 15/12 - Pacification and Reconciliation

Höglund, Kristine, and Ralph Sundberg. "Reconciliation through sports? The case of South Africa." *Third world quarterly* 29.4 (2008): 805-818.

Collison, Holly, Simon Darnell, Richard Giulianotti, 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.

9. 22/12 - Social (re)integration

McSweeney, Mitchell, and Patrick Hakiza. "Refugees, social entrepreneurship, and sport for development and peace." In *Social Innovation, Entrepreneurship, and Sport for Development*

and Peace (Eds. Mitchell McSweeney, Per Svensson, Lyndsay Hayhurst, and Parissa Safai). Routledge, 2022. 160-172.

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.

10. 29/12 – 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.

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_mDetmYzjSvI0f707aqbIaQx03MYdA0v0wjjHx8rtTwXesXe1AOpbZJo

11. 5/1 – Esports

Hayday, Emily, and Holly Collison. "Understanding the potential for esports to support social inclusion agendas." In *Social issues in esports* (ed. Anne Tjønndal, Routledge, 2022, 131-147.

Bitanihirwe, Byron KY, Tunde Adebisi, Christopher Bunn, Derrick Ssewanyana, Paul Darby, and Paul Kitchin. "Gambling in sub-Saharan Africa: traditional forms and emerging technologies." *Current Addiction Reports* 9, no. 4 (2022): 373-384.

12. 12/1 – New Methods and Directions

Ardizzi, Madison, Brian Wilson, Lyndsay Hayhurst, and Janet Otte. ""People still believe a bicycle is for a poor person": Features of "bicycles for development" organizations in Uganda and perspectives of practitioners." *Sociology of Sport Journal* 38, no. 1 (2020): 36-49.

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.

*Submission of the final project

13. 19/1 – Class at the BGU Sports Center & Students' Presentations