SPM 7900: Readings in Sport Management
Sport for Development and Social Change

Instructor contact information

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Course objectives

- Conduct a critical review of relevant literature on the selected topical area
- Identify research gaps and raise research questions in the selected topic
- Propose a research project that contributes new knowledge in the selected topic

Evaluation

	% breakdown
Weekly reflections on readings	30
Discussions with faculty advisor on weekly reflections	10
Research proposal/Conceptual paper	50
Research proposal/Conceptual paper presentation	10
Total	100

Readings

SEE WEEKLY SCHEDULE

Weekly reflections

The student will to submit to the faculty advisor a 2-page reflection of the key findings in identified the papers and the new knowledge contributed to the literature through these readings. The student should also identify a potential future research idea. Paper should be double spaced using 12 size font, and follow APA formatting guidelines.

Research proposal/Conceptual paper

The student will develop a 15-page paper (minimum) using APA formatting, selecting one of the two following options:

1. **Research Proposal**

Introduction: lay out the problem, briefly mention what is lacking in the literature and conclude with the study's purpose and research question(s).
Literature review: discuss the relevant theoretical frameworks that support the research question of the study, the relationships among the variables of the study the student proposes to interrelate and conclude with a research framework (or model) with research hypotheses or propositions. . Use subheadings wherever possible for reader clarity.
Method, Analysis: Lay out the research design that can answer the research question and test research hypotheses. Provide measurement details, study population/sample, expected analysis details
Potential Contribution: Describe how this study might contribute to the literature and the specific sport industry segment, regardless of the results.

2. **Conceptual Paper**

Introduction: lay out the problem, briefly mention what is lacking in the literature and conclude with the paper's purpose. Highlights the tensions, inconsistencies, and contradictions surrounding an issue.
Literature review: Discuss the relevant literature in which the theoretical and/or conceptual frameworks are situated.
*Framework/Propositions***:** Highlights the relevant literature that forms your argument, creating propositions that extends a theoretical space and provides bridges across constructs.
Discussion and Implications: Summarizes the contribution of your propositions, and provides the theoretical, practical, and research implications for them.

Research Proposal/Conceptual Paper presentation

Develop a power point presentation that addresses the key sections of your paper. The presentation should not last more than 20 min in duration.

Grading Scale

(There will be no rounding of the grades, no exceptions). The final grade will be assigned according to the following grading scale:

A	= 100-93	C(S)	= 76.99-73
A-	= 92.99-90	C-(U)	= 72.99-70
B+	= 89.99-87	D+	= 69.99-67
B	= 86.99-83	D	= 66.99-63
B-	= 82.99-80	D-	= 62.99-60
C+	= 79.99-77	E	= 59.99-0

Course schedule

	Topic title	Readings per topic	Assignments due
Week 1	Introduction and Expectations		*Meet with advisor*
Week 2	General Articles of SFD/SDP	Hartmann, D., & Kwauk, C. (2011). Sport and development: An overview, critique, and reconstruction. *Journal of sport and social issues*, *35*(3), 284-305. Svensson, P. G., & Woods, H. (2017). A systematic overview of sport for development and peace organisations. *Journal of Sport for Development*, *5*(9), 36-48. Schulenkorf, N. (2017). Managing sport-for-development: Reflections and outlook. *Sport management review*, *20*(3), 243-251. Schulenkorf, N., Sherry, E., & Rowe, K. (2016). Sport for development: An integrated literature review. *Journal of Sport Management*, *30*(1), 22-39. Lyras, A., & Welty Peachey, J. (2011). Integrating sport-for-development theory and praxis. *Sport Management Review, 14*(4), 311-326. Peachey, J. W., Schulenkorf, N., & Hill, P. (2020). Sport-for-development: A comprehensive analysis of theoretical and conceptual advancements. *Sport Management Review*, *23*(5), 783-796. **Optional** Kidd, B. (2008). A new social movement: Sport for development and peace. *Sport in society*, *11*(4), 370-380.	Weekly article reflections
Week 3	Precursors to SFD	Levermore, R. (2008). Sport: A new engine of development? *Progress in Development Studies*, 8, 183-190. Hartmann, D. (2003). Theorizing sport as social intervention: A view from the grassroots. *Quest*, 55, 118-140. Fraser-Thomas, J. L., Côté, J., & Deakin, J. (2005). Youth sport programs: An avenue to foster positive youth development. *Physical Education & Sport Pedagogy*, *10*(1), 19-40. Dovey, K. (1993). Sport as a site of transformative non-formal education: A South African action research project. *International Journal of Educational Development*, 13, 359-371. Kay, T. (2009). Developing through sport: Evidencing sport impacts on young people. *Sport in Society*, 12, 1177-1191. **Optional** Petitpas, A. J., Cornelius, A. E., Van Raalte, J. L., & Jones, T. (2005). A framework for planning youth sport programs that foster psychosocial development. *The sport psychologist*, *19*(1), 63-80.	Weekly article reflections
Week 4	Critical Views of SFD	Darnell, S. C. (2010). Power, politics and "sport for development and peace": Investigating the utility of sport for international development. *Sociology of sport journal*, *27*(1), 54-75. Harris, K., & Adams, A. (2016). Power and discourse in the politics of evidence in sport for development. *Sport Management Review*, *19*(2), 97-106.	Weekly article reflections *Meet with advisor*

		Sugden, J. (2010). Critical left-realism and sport interventions in divided societies. *International review for the sociology of sport*, *45*(3), 258-272. Coalter, F. (2015). Sport-for-change: Some thoughts from a sceptic. *Social Inclusion, 3*(3), 19-23. Darnell, S. C., Chawansky, M., Marchesseault, D., Holmes, M., & Hayhurst, L. (2018). The state of play: Critical sociological insights into recent 'Sport for Development and Peace' research. *International review for the sociology of sport, 53*(2), 133-151. Moustakas, L., & Bauer, K. (2023). From silos to a unified field? Mapping academic production in sport for development. *European Journal for Sport and Society, 21*, 152 - 169. **Optional** Schulenkorf, N., Sugden, J., & Burdsey, D. (2014). Sport for development and peace as contested terrain: Place, community, ownership. *International Journal of Sport Policy and Politics*, *6*(3), 371-387. Coalter, F. (2010). The politics of sport-for-development: Limited focus programmes and broad gauge problems?. *International review for the sociology of sport*, *45*(3), 295-314	
Week 5	Outcomes and SFD	Cohen, A., & Peachey, J. W. (2015). The making of a social entrepreneur: From participant to cause champion within a sport-for-development context. *Sport management review*, *18*(1), 111-125. Spaaij, R., & Schaillée, H. (2021). Inside the black box: A micro-sociological analysis of sport for development. *International Review for the Sociology of Sport*, *56*(2), 151-169. Hancock, M., Lyras, A., & Ha, J. P. (2013). Sport for development programs for girls and women: A global assessment. *Journal of Sport for Development*, *1*(1), 15-24. Gallant, D., Sherry, E., & Nicholson, M. (2015). Recreation or rehabilitation? Managing sport for development programs with prison populations. *Sport management review*, *18*(1), 45-56. Schulenkorf, N., & Siefken, K. (2019). Managing sport-for-development and healthy lifestyles: The sport-for-health model. *Sport Management Review*, *22*(1), 96-107. Slater, K., & Moustakas, L. (2024). A problem without a cause: Framing the agenda within sport for development organisations. *International Review for the Sociology of Sport*. **Optional** Skinner, J., Zakus, D. H., & Cowell, J. (2008). Development through sport: Building social capital in disadvantaged communities. *Sport management review*, *11*(3), 253-275.	Weekly article reflections
Week 6	Outcomes and SBYD	Jones, G. J., Edwards, M. B., Bocarro, J. N., Bunds, K. S., & Smith, J. W. (2017). An integrative review of sport-based youth development literature. *Sport in Society*, *20*(1), 161-179. Vierimaa, M., Erickson, K., Côté, J., & Gilbert, W. (2012). Positive youth development: A measurement framework for sport. *International journal of sports science & coaching*, *7*(3), 601-614. Nols, Z., Haudenhuyse, R., Spaaij, R., & Theeboom, M. (2019). Social change through an urban sport for development initiative? investigating critical pedagogy through the voices of young people. *Sport, Education and Society, 24*(7), 727-741.	Weekly article reflections

		Strachan, L., McHugh, T. L., & Mason, C. (2018). Understanding positive youth development in sport through the voices of indigenous youth. *Journal of Sport and Exercise Psychology*, *40*(6), 293-302. Holt, N. L., Neely, K. C., Slater, L. G., Camiré, M., Côté, J., Fraser-Thomas, J., ... & Tamminen, K. A. (2017). A grounded theory of positive youth development through sport based on results from a qualitative meta-study. *International review of sport and exercise psychology*, *10*(1), 1-49. **Optional** Coakley, J. (2011). Youth sports: What counts as "positive development?". *Journal of sport and social issues*, *35*(3), 306-324. Lee, W., Jones, G. J., & Wegner, C. (2024). It's all relative: examining the influence of social identity on sport-based youth development. *Sport Management Review*, *27*(3), 323-343.	
Week 7	Leadership in SFD	Welty Peachey, J., Burton, L., Wells, J., & Chung, M. R. (2018). Exploring Servant Leadership and Needs Satisfaction in the Sport for Development and Peace Context. *Journal of Sport Management*, *32*(2), 96-108. Wells, J., & Welty Peachey, J. (2016). Called to serve: Exploring servant leadership in the context of sport-for-development. *Journal of Sport for Development*, *4*(7), 12-24. Jones, G. J., Wegner, C. E., Bunds, K. S., Edwards, M. B., & Bocarro, J. N. (2018). Examining the environmental characteristics of shared leadership in a sport-for-development organization. *Journal of Sport Management, 32*(2), 82-95. Kang, S., & Svensson, P.G. (2022). The benefits and challenges of shared leadership in sport for development and peace collaboratives. *Sport Management Review*, 26, 383 - 404. Svensson, P. G., Jones, G. J., & Kang, S. (2021). The influence of servant leadership on shared leadership development in sport for development. *Journal of Sport for Development*, *10*(1), 17-24. Raw, K., Sherry, E., & Schulenkorf, N. (2022). Managing sport for development: An investigation of tensions and paradox. *Sport Management Review*, *25*(1), 134-161. **Optional** Kang, S., & Svensson, P. G. (2019). Shared leadership in sport for development and peace: A conceptual framework of antecedents and outcomes. *Sport Management Review, 22*(4), 464-476 Welty Peachey, J., & Burton, L. (2017). Servant leadership in sport for development and peace: A way forward. *Quest, 69*(1), 125-139. Kang, S., & Svensson, P. G. (2023). The antecedents of shared leadership in sport for development and peace collaboratives. *Journal of Sport Management*, *37*(6), 417-428.	Weekly article reflections ***Meet with advisor— Research Proposal Check-in***
Week 8	Human Resources in SFD	Welty Peachey, J., Lyras, A., Cohen, A., Bruening, J. E., & Cunningham, G. B. (2014). Exploring the motives and retention factors of sport-for-development volunteers. *Nonprofit and Voluntary Sector Quarterly*, *43*(6), 1052-1069. Smith, N. L., Cohen, A., & Pickett, A. C. (2014). Exploring the motivations and outcomes of long-term international sport-for-development volunteering for american millennials. *Journal of Sport & Tourism, 19*(3-4), 299-316. Wegner, C. E., Baker, B. J., & Jones, G. J. (2020). Organizational identity development in sport volunteers. *Journal of Sport Management,* 1-13.	Weekly article reflections

| | | Svensson, P. G., Jeong, S., Shuck, B., & Otto, M. G. (2021). Antecedents and outcomes of employee engagement in sport for development. *Sport Management Review*, 1-24.
Thorpe, H., & Chawansky, M. (2017). The Gendered Experiences of Women Staff and Volunteers in Sport for Development Organizations: The Case of Transmigrant Workers of Skateistan. *Journal of Sport Management, 31*, 546-561.
Svensson, P. G., Jeong, S., Shuck, B., & Otto, M. G. (2021). Antecedents and outcomes of employee engagement in sport for development. *Sport Management Review*, *24*(4), 673-696.
Optional
Giulianotti, R., Collison, H., & Darnell, S.C. (2021). Volunteers in the sport for development and peace sector: antinomies, liminality, and structural relations. *Sport, Education and Society, 26*, 952 - 965.
Bruening, J. E., Peachey, J. W., Evanovich, J. M., Fuller, R. D., Murty, C. J. C., Percy, V. E., ... & Chung, M. (2015). Managing sport for social change: The effects of intentional design and structure in a sport-based service learning initiative. *Sport Management Review, 18*(1), 69-85.
Peachey, J.W., Bruening, J.E., Lyras, A., Cohen, A., & Cunningham, G.B. (2015). Examining Social Capital Development Among Volunteers of a Multinational Sport-for-Development Event. *Journal of Sport Management, 29*, 27-41. | |
| Week 9 | Capacity and SFD | Svensson, P. G., Andersson, F. O., & Faulk, L. (2017). A quantitative assessment of organizational capacity and organizational life stages in sport for development and peace. *Journal of Sport Management, 32*(3), 295-313.
Svensson, P. G., & Hambrick, M. E. (2016). "Pick and choose our battles"–Understanding organizational capacity in a sport for development and peace organization. *Sport management review, 19*(2), 120-132.
Clutterbuck, R., & Doherty, A. (2019). Organizational capacity for domestic sport for development. *Journal of Sport for Development, 7*(12), 16-32.
Casey, M. M., Payne, W. R., & Eime, R. M. (2012). Organisational readiness and capacity building strategies of sporting organisations to promote health. *Sport management review, 15*(1), 109-124.
Wegner, C. E., Millar, P., Bopp, T., & Kerwin, S. (2023). Understanding experiences with capacity building in the sport for development context. *Sport management review, 26*(3), 426-447.
Svensson, P. G., Kang, S., & Jae-Pil Ha. (2019). Examining the influence of shared leadership and organizational capacity on performance and innovative work behavior in sport for development and peace. *Journal of Sport Management, 33*(6), 546-559.
Optional
Svensson, P. G., Hancock, M. G., & Hums, M. A. (2017). Elements of capacity in youth development nonprofits: An exploratory study of urban sport for development and peace organizations. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations, 28*(5), 2053-2080.
Welty Peachey, J., Cohen, A., Shin, N., & Fusaro, B. (2018). Challenges and strategies of building and sustaining inter-organizational partnerships in sport for development and peace. *Sport Management Review, 21*(2), 160-175. | Weekly article reflections |

Week 10	Community Perspectives of SFD	Edwards, M. B. (2015). The role of sport in community capacity building: An examination of sport for development research and practice. *Sport Management Review*, *18*(1), 6-19. Peachey, J. W., Borland, J., Lobpries, J., & Cohen, A. (2015). Managing impact: Leveraging sacred spaces and community celebration to maximize social capital at a sport-for-development event. *Sport Management Review*, *18*(1), 86-98. Schulenkorf, N. (2012). Sustainable community development through sport and events: A conceptual framework for Sport-for-Development projects. *Sport management review*, *15*(1), 1-12. Spaaij, R., Schulenkorf, N., Jeanes, R., & Oxford, S. (2017). Participatory research in sport-for-development: Complexities, experiences and (missed) opportunities. *Sport management review*. Spaaij, R. (2013). Cultural diversity in community sport: An ethnographic inquiry of Somali Australians' experiences. *Sport Management Review*, *16*(1), 29-40. Rosso, E. G. F., & McGrath, R. (2017). Community engagement and sport? Building capacity to increase opportunities for community-based sport and physical activity. *Annals of Leisure Research,* 20(3), 349-367.	Weekly article reflections ***Meet with advisor***
Week 11	Innovation in SFD	McSweeney, M. J. (2020). Returning the 'social' to social entrepreneurship: Future possibilities of critically exploring sport for development and peace and social entrepreneurship. *International Review for the Sociology of Sport, 55*(1), 3-21. Svensson, P. G. (2017). Organizational hybridity: A conceptualization of how sport for development and peace organizations respond to divergent institutional demands. *Sport Management Review, 20*(5), 443-454. Svensson, P. G., Andersson, F. O., Mahoney, T. Q., & Ha, J. (2020). Antecedents and outcomes of social innovation: A global study of sport for development and peace organizations. *Sport Management Review, 23*(4), 657-670. Svensson, P. G., & Cohen, A. (2020). Innovation in sport for development and peace. *Managing Sport and Leisure, 25*(3), 138-145. Svensson, P. G., & Mahoney, T. Q. (2020). Intraorganizational conditions for social innovation in sport for development and peace. *Managing Sport and Leisure, 25*(3), 220-238. Svensson, P. G., & Cohen, A. (2020). Innovation in sport for development and peace. *Managing Sport and Leisure*, *25*(3), 138-145. **Optional** Tjønndal, A. (2017). Sport innovation: Developing a typology. *European Journal for Sport and Society, 14*(4), 291-310 Tjønndal, A. (2019). 'I don't think they realise how good we are': Innovation, inclusion and exclusion in women's olympic boxing. *International Review for the Sociology of Sport, 54*(2), 131-150.	Weekly article reflections
Week 12	Research Proposal Check-in		Research Proposal Draft Due (Optional) ***Meet with advisor***

Week 13		TBD	
Week 14		TBD	**Research proposal paper**
Week 15			**Research presentation paper**

Statement of University's Honesty Policy (use of copyrighted materials and unethical exam behaviors)

"UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office at http://www.dso.ufl.edu/drc/ . The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework. If any student has a need for a special accommodation, please let me know within the first week of class to insure any necessary accommodations.

Late assignment policy

Late Assignments will be accepted with a penalty of 10% per calendar day late.

Attendance policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Campus Resources

Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student. Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161. University Police Department, 392-1111 (or 9-1-1 for emergencies). http://www.police.ufl.edu/

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu https://lss.at.ufl.edu/help.shtml.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. http://www.crc.ufl.edu/

Library Support, http://cms.uflib.ufl.edu/ask Various ways to receive assistance with respect to using the libraries or finding resources

Rubrics used for weekly reflections and Research Proposal/Conceptual Paper

Criteria	Exemplary (90-100 points)	Good (89-80 points)	Acceptable (79-70 points)	Unacceptable (69-60 points)
Purpose	The writer's central purpose or argument is readily apparent to the reader.	The writing has a clear purpose or argument, but may sometimes digress from it.	The central purpose or argument is not consistently clear throughout the paper.	The purpose or argument is generally unclear.
Content	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.	Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic. Reader gains some insights.	Information supports a central purpose or argument at times. Analysis is basic or general. Reader gains minimal insights.	Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed.
Organization	The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.	The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends.	The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest.
Writing Feel	The writing is compelling. It hooks the reader and sustains interest throughout.	The writing is generally engaging, but has some dry spots. In general, it is focused and keeps the reader's attention.	The writing is dull and unengaging. Though the paper has some interesting parts, the reader finds it difficult to maintain interest.	The writing has little personality. The reader quickly loses interest and stops reading.
Grammar, Spelling, Writing Mechanics (punctuation, italics, capitalization,etc.) and sentence structure and length	The writing is free or almost free of errors. Sentences are well-phrased and varied in length and structure. They flow smoothly from one to another. Paper is the number of pages specified in the assignment.	There are occasional errors, but they don't represent a major distraction or obscure meaning. Sentences are well-phrased and there is some variety in length and structure. The flow from sentence to sentence is generally smooth.	The writing has many errors, and the reader is distracted by them. Some sentences are awkwardly constructed so that the reader is occasionally distracted.	There are so many errors that meaning is obscured. The reader is confused and stops reading. Errors in sentence structure are frequent enough to be a major distraction to the reader. Paper has more or fewer pages than specified in the assignment.