



SYRACUSE UNIVERSITY

HFS/SPM 327
Human Development and Sport
2019-2020
(3 credits)

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HFS/SPM 327, Human Development and Sport, examines the dynamics of youth development, social change, and social inclusion in the context of sport. Students examine perspectives of youth development and principles of sport that facilitate personal, social, and cultural development. Students explore ways in which sport-for-development programs provide positive environments and opportunities for collaboration, social change, inclusion, and human enrichment. The connections of sport-based initiatives to community, national, and global developmental issues are explored.

Course Outline

1. Introduction to the emerging discipline of sport-for-development and its relevance to community, national, and global initiatives
2. The history of child and youth sport, and current practices that shape our understanding of sport-based developmental initiatives
3. The potential of sport to influence positive youth development in the areas of motivation, self-determination, resiliency, peer relationships, identity development, moral development, and sense of self
4. Support networks for sport development including community and parental supports
5. Sport as a vehicle for social inclusion: gender, race, and disability
6. Sport as a potential agent for social responsibility and social change across contexts including health, safety, cultural responsiveness, equity, and peace.

The graded assignments for this course include two tests, a review of a current sport-for-development program, the development of an innovative sport-for-development program, and a final paper, along with several in-class assignments. The format of each test is a combination of short answer and multiple-choice questions. Students review a current sport-for-development program given a list of best practices and current trends in youth sport programming.

Students develop an innovative sport-for-development project. Student teams (two to three students per team) develop a sport-for-development program and give a class presentation on their program. This project requires an integration of a sport component (e.g., volleyball), a target youth group (e.g., youth with autism), and a developmental or social need (e.g., building peer relationships). Students research the characteristics of their target group (including the developmental or social need that exists given the age range and characteristics of the target group), relate what is known about the target group to the principles of positive youth development, and create a developmental, intervention, or prevention program situated in sport. Based on the model provided in class, students write a planning document that integrates each of the areas noted above. A template for each component of the project is provided. Then, each student team develops and delivers a brief 5-minute class presentation about their sport-for-development project/program.

At the end of the semester, a 4- 5 page paper is required that explains sport as a potential agent for social change, social inclusion, and social responsibility in several different contexts including, but not limited to, the areas of health, safety, human rights, race, gender, disability, the environment, and peace.

Required Text/Readings:

Title/Author (Publisher)	Price Per Copy	Ordering Source
<p><i>Managing Sport Development: An international approach</i>, Sherry, E., Scholenkorf, N., & Phillips, P. (Eds). (2016)</p> <p>ISBN: 9781138802704</p> <p>Additional readings are required and include research articles and articles in the popular press relevant to course topics. These will be posted to the electronic class management system.</p>	<p>\$64.95</p>	<p>New York: Routledge</p>

Prices are subject to change.