

Chesapeake Project 2016: Integrating Sustainability Across the Curriculum

**KNES 485 Sport and Globalization:  
Issues of Continuity and Change, Sameness and Difference**

Spring 2017

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KNES 485 Sport and Globalization is an upper level options course for undergraduate majors within the Department of Kinesiology. The course is offered in hybrid format during Fall and Spring semesters, and as an online course during Winter and Summer sessions. This course examines the relationship between local sport cultures and the globalizing forces shaping contemporary existence, and involves highlighting the extent to which contemporary sport cultures are indeed the result of an interplay between local and global forces. Following a broad-based theoretical explication of globalization's multidimensionality (economic, political, social, cultural, technological, and environmental), the course is divided into four modules: global sport systems; global sport bodies; global sport spectacles; and, global sport futures.

It was always my intention to use the experience of the Chesapeake Project to infuse sustainability—broadly and diversely understood—throughout the course. The workshop, in fact, drew my attention to the fact that the course already incorporated some reference to issues of sustainability. However, they were neither identified nor engaged as such. For this reason, in the Spring 2017 offering of the course, I intend to identify and develop these extant aspects of sustainability, while simultaneously introducing previously overlooked dimensions of sustainability. The following aspects of sustainability will be integrated within the revised course:

**Social Sustainability:** A significant section of the global sport bodies module focuses on issues of sport labor migration. Specifically, it illustrates the process whereby talent pipelines linking the sport systems of developing and developed nations work to augment the latter while debilitating the former. In this manner, the very sustainability of sport systems within many developing nations is compromised.

**Cultural Sustainability:** The influence of a globally standardized sport system is addressed within a number of topics across the global sport systems and global sport bodies modules. More pertinently, the longevity of local sport practices and cultures is discussed with reference to the homogenizing influence of the global sport system. Hence, the very sustainability of local sporting practices, styles, and identities is brought under question within the age of globalized sport.

**Economic Sustainability:** With specific regard to workers within the global sporting goods industry, global labor relations are examined within the global sport bodies module. This discussion keys on the exploitation of sport industry workers within the global South, and their economic dependency on corporations located in the global North. Furthermore in terms of issues of economic sustainability, within the global sport spectacles module global sporting mega-events are discussed as commercially-driven spectacles, that legitimizes various exploitative and

oppressive policies that tend to target the urban poor. This includes the process of urban cleansing linked to sport mega-event related urban development projects.

**Environmental Sustainability:** The sport and the global environment topic examines the impact of global sport on the environment, focusing on the environmental impact of the global sporting goods industry, and the rise of international sport tourism, initially focusing on the various environmental impacts of major event tourism. This leads to a discussion of global active sport tourism and development, and its negative environmental effects, particularly those related to the degradation of the physical landscape. Concludes with a discussion of global sport's environmental concerns and sustainability strategies.

Student's understanding of these sustainability issues will be assessed through suitably revised messageboard discussion (400-500 word) and topic assignment (1,500 word) questions. At present, these forms of assessment do not directly address sustainability issues, but they will be incorporated where appropriate.

The learning objectives for the course will be similarly revised to reflect the more explicit engagement with issues of sustainability, specifically with regard to the comprehensive and systemic analysis of the forces, processes, and institutions underpinning globalizing society. In addition, the following sustainability-focused learning objective will be added to the course:

5. **Critically analyze the complex forms and expressions of sustainability** (social, cultural, economic, and environmental), and how they are manifest within and through global sport culture.

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In addition to revising KNES 485, my experience with the Chesapeake Project has inspired me to realize my aim of developing an university I-series course titled **Sport, the Environment, and Environmentalism**. My goal is try and secure some funding to allow for a course release during the 2016-2017 academic year in order to develop this course, and be in a position to offer it for the first time in Fall 2017. The Chesapeake Project has provided me with a solid sustainability foundation which I hope to develop within, and through, this course which I hope will make an important contribution to undergraduate sustainability curricular offerings.

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