

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

SPMT 551-DL1 – Sport in the Global Marketplace (3)  
Fall 2016

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OFFICE LOCATION:	Google+/online	PHONE NUMBER:	434-575-2663
OFFICE HOURS:	T 7:00-9:00 pm By Appointment	FAX NUMBER:	

#### PREREQUISITES/COREQUISITES

Graduate Status or permission of the instructor. Department permission for any undergraduates

#### COURSE DESCRIPTION

Explores sport business and practice internationally - including the impact of globalization on sport and the production and consumption of professional and Olympic-linked sports. Themes explored include imperialism, globalization, commercialization, the Cold War, comparative sport models of participation and spectating, as well as other cultural, economic, and political realities of sport in a global context.

#### DELIVERY METHOD:

This course will be delivered online using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on August 29, 2016.

#### TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: <http://get.adobe.com/reader>
  - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
  - Apple QuickTime Player: <http://www.apple.com/quicktime/download>
  - Tweetdeck: <http://tweetdeck.twitter.com>

#### EXPECTATIONS:

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on Monday, and **finish** on Sunday

- **Log-in Frequency:** As this class is asynchronous, students must actively check the course Blackboard site and their GMU email for communications from the instructor; at a minimum this should be **THREE** times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least THREE times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Match opinion with examples and create room to consider positions with which you might disagree. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

#### COURSE OBJECTIVES

1. Demonstrate an understanding of sport in the global marketplace.
2. Demonstrate an understanding of the roles of imperialism and globalization on sport.
3. Conduct and present analysis on aspects of sport in international context.
4. Present a critical analysis of an assigned international event or organization.
5. Demonstrate an understanding of the major players, processes, and power relations in the global sports marketplace.
6. Cultivate the researching, writing, and interpretive skills required in order for students to make informed, insightful, and imaginative contributions to fields of study

#### COURSE OVERVIEW

This course examines the history of modern sport from its roots in community, culture, and locality to its place as a global cultural, economic and political phenomenon. In the process we examine themes of colonialism and imperialism; globalization; diplomatic relations; political economy; sponsorship; event and organizational operations; persistent inequalities; and patterns of sport consumption.

## REQUIRED READINGS

- Chadwick, S. & D. Arthur, eds. (2007). *International Cases in the Business of Sport*. London: Butterworth-Heinemann.
- Nauright, J. & S.W. Pope, eds. (2009). *The New Sport Management Reader*. Morgantown: Fitness Information Technology.
- Whitson, D. & R. Gruneau, eds. (2006). *Artificial Ice: Hockey, Culture, and Commerce*. Toronto: Garamond. *Journal articles from E-journal collection at Mason or readings to be supplied by instructor.*

## EVALUATION

This course will be graded on a point system, with a total of 100 possible points.

Requirements	Points
#1 CASE STUDY – Weeks 1-7	20
#2 CASE STUDY – Weeks 8-14	20
<p><i>Case Study (2)</i> – Students will complete two case studies, exploring themes and analysis from the readings, as well as additional resources shared by classmates. Case Study 1 should focus on themes and readings from weeks 1-7; Case Study 2 should focus on themes and readings from weeks 8-14. Each case study should draw together at least two readings or examples of sport in a global context AND a news article AND an additional resource uncovered through the student’s research. Each case study should be 2000-3000 words, typewritten (size 12 pt font), and submitted via the Blackboard LMS. Each case study should include an introduction, a statement of the case, discussion, and conclusion/recommendations.</p>	
<i>Exam</i> - Students will take a cumulative final exam based on the readings, articles, and written reflection and responses feedback.	30
<i>Participation by Reflection &amp; Response &amp; Discussion</i> - Students will submit two written pieces each week, with several exceptions as indicated in the syllabus schedule. On Wednesdays, students will submit a written reflection on the weekly readings + one news article. Reflections should be 350-500 words. On Fridays, students will submit a response to the reflection pieces written by their peers, approximately 200 words. Students will also be asked to share discussions, news, and thoughts via Twitter using the hashtag #SPMT551. Contribution will be evaluated based on the analysis and integration of assigned reading, news pieces, and other resources.	<u>30</u>
<b>TOTAL</b>	<b>100</b>

## Grading Scale

A = 94 – 100	B+ = 88 – 89	C = 70 – 79	F = 0 – 69
A- = 90 – 93	B = 84 – 87		
	B- = 80 – 83		

## TENTATIVE COURSE SCHEDULE

DATE			TOPIC	READINGS/ASSIGNMENT DUE
<b>Week 1</b>			Introduction: Considering Globalization	Nauright & Pope Ch 2, 6 Jarvie (to be supplied)
W	August	31	<i>Readings + 1 news article</i>	<i>Reflection 1</i>

DATE			TOPIC	READINGS/ASSIGNMENT DUE
F	September	2	<i>Respond to Class Reflections</i>	<i>Response 1</i>
<b>Week 2</b>			End to End: Historical Contexts & “deep” Thoughts	Nauright & Pope Ch 1, 3-4 Geertz (to be supplied)
W	September	7		<i>Reflection 2</i>
F	September	9		<i>Response 2</i>
<b>Week 3</b>			Global Sport(s): Politics + Governance	Nauright & Pope Ch 16-18, 24 Chadwick & Arthur Case 4, 7, 25
W	September	14		<i>Reflection 3</i>
F	September	16		<i>Response 3</i>
<b>Week 4</b>			Global Sport(s): Culture + Identity	Nauright & Pope Ch 9 Whitson & Gruneau Ch 1, 3 Chadwick & Arthur Case 15,
W	September	21		<i>Reflection 4</i>
F	September	23		<i>Response 4</i>
<b>Week 5</b>			Debates: Labor & Inequalities	Nauright & Pope Ch 19 Whitson & Gruneau Ch 4, 11
W	September	28		<i>Reflection 5</i>
F	September	30		<i>Response 5</i>
<b>Week 6</b>			Fits Like a Glove or a Fish Out of Water	Nauright & Pope Ch 14-15 Whitson & Gruneau Ch 9, 12 Chadwick & Arthur Case 26
W	October	5		<i>Reflection 6</i>
F	October	7		<i>Response 6</i>
<b>Week 7</b>				
W	October	12		<i>Reflection 7</i>
F	October	14		<b>CASE STUDY 1 DUE</b>
<b>Week 8</b>			What’s in a Name?	Nauright & Pope Ch 7-9 Chadwick & Arthur Case 2, 22, 23, 27
W	October	19		<i>Reflection 8</i>
F	October	21		<i>Response 8</i>

DATE			TOPIC	READINGS/ASSIGNMENT DUE
<b>Week 9</b>			Driving Economic Excitement	Nauright & Pope, Ch 26 & 27 Smith & Stewart 2010 (to be supplied)
W	October	26		<i>Reflection 9</i>
F	October	28		<i>Response 9</i>
<b>Week 10</b>			Media + Communications	'How Do You View ?' <a href="http://www.economist.com/node/">http://www.economist.com/node/</a> Nauright & Pope Ch 20-21, <i>Optional: Ch 23</i> Whitson & Gruneau Ch 8 Chadwick & Arthur Case 17, 20
W	November	2		<i>Reflection 10</i>
F	November	4		<i>Response 10</i>
<b>Week 11</b>			Eating it Up: Consumption & Fans	Nauright & Pope Ch 12-3 Chadwick & Arthur Case 9, 14, 24 Tofoletti, 2015 (supplied)
W	November	9		<i>Reflection 11</i>
F	November	11		<i>Response 11</i>
<b>Week 12</b>			Hybridization & Post-colonial Sport	<i>Fire In Babylon (film)</i> Rowe & Gillmour, 2008 (supplied) Jarvie, Pages 59-62; and 17-39, <i>link supplied</i>
W	November	16		<i>Reflection 12</i>
F	November	18		<i>Response 12</i>
<b>BREAK</b>			THANKSGIVING BREAK	
W	November	23		--
F	November	25		--
<b>Week 14</b>			One World? Making Change Through Sport	Nauright & Pope Ch 28-30
W	November	30		<i>Reflection 13</i>
F	December	2		<i>Response 13</i>
<b>Week 15</b>				
W	December	7		<i>Reflection 14</i>

DATE			TOPIC	READINGS/ASSIGNMENT DUE
F	December	9		CASE STUDY 2 DUE
	<b>Week 16</b>			
F	December	16	<b>FINAL EXAM DUE – 11:59 PM</b>	

*Note: Faculty reserves the right to alter the schedule as necessary.*

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#### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/> .
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- The Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community (<http://studentsupport.gmu.edu/>) and the staff will follow up with the student.
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

**PROFESSIONAL BEHAVIOR:** Students are expected to exhibit professional behaviors and dispositions at all times.

**CORE VALUES COMMITMENT:** The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

