SPMT 652-001 Governance and Policy in International Sport
3 Credits, Spring 2022
Tuesdays 4:30 pm - 7:10 p.m. Thompson Hall 1010–Fairfax Campus

Faculty

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Prerequisites/Corequisites: None

Recommended: Fundamental training in sport management and marketing

University Catalog Course Description: Explores sport governance and policy in the international context with focus on international federations, professional leagues and comparative analyses of governmental sporting policies.

Course Overview

Through readings, case analyses, presentations, and discussions students explore governance systems and policy challenges facing sport systems and organizations internationally. The course is divided into four interlocking modules having to do with governance, globalization, development, and technology. Each module provides multiple weeks exploring core facets of contemporary international governance and policy concern.

Course Delivery Method

This course is delivered using a lecture and discussion format.

Learner Outcomes and Objectives

This course is designed to enable students to do the following:

1. Describe core systems and organizational relationships responsible for international sport governance, including International Federations, The Olympic Movement, and National Federations (aka: National Governing Bodies).

2. Analyze effects and challenges for athletes, teams, leagues, and sport tours resulting from sport globalization.

3. Articulate the relevance and impact of cultural differences for international sport management and marketing.

4. Evaluate strategies to optimize sport's positive economic and social effects.

5. Recognize the consequences of differences among economic sectors from which sport is managed.

6. Address integrity challenges for international sport governance and policy.

7. Identify emerging governance and policy opportunities and challenges deriving from technological developments in sport.

Professional Standards

Commission of Sport Management Accreditation (COSMA)

Upon completion of this course, students will have met the following professional standards:

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of COSMA. COSMA (2016, p. 1) "bases its accrediting process on principles, rather than standards." The eight recommended principles are:

- Outcomes assessment;
- Strategic planning;
- Curriculum;
- Faculty;
- Scholarly and professional activities;
- Resources;
- Internal and external relationships; and
- Educational innovation.

For more information, please see:

Commission of Sport Management Accreditation. (2016, May). *Accreditation principles manual & guidelines for self-study preparation.* http://www.cosmaweb.org/accreditation-manuals.html

Required Readings

Each required article or chapter listed here is available on the course Blackboard site. They are (in reading order): Each week, students read a conceptual article/chapter and also undertake a case analysis. Dates due for each assigned reading and each case are noted below under "Class and Assignment Schedule."

Articles/chapters

Chappelet, J-L. (2016). From Olympic administration to Olympic governance. *Sport in Society*, *19*, 739-751.

Chelladurai, P., & Zintz, T. (2015). Functions of National Sport Governing Bodies: A network perspective. *Public Policy and Administration*, *14*, 529-544.

MacIntosh, E., & Harris, J. (2017). The global sport environment. In T. Bradbury & I. O'Boyle (Eds.), *Understanding sport management: International perspectives.* Routledge.

Dickson, G., & Santos, J. M. M. (2016). Globalisation and professional sport. In N. Schulenkorf & S. Frawley (Eds.), *Critical issues in global sport management.* Routledge.

Giulianotti, R. (2016). Glocalization and global sport. In R. Robertson & D. Buhari-Gulmez (Eds.), *Global culture: Consciousness and connectivity.* Routledge.

Gannon, M. J. (2008). Crossing cultures. Chapter 8 of *Paradoxes of culture and globalization.* Sage.

Chalip, L. (2004). Beyond impact: A general model for host community event leverage. In B.W. Ritchie & D. Adair (Eds.), *Sport tourism: Interrelationships, impacts and issues*. Clevedon, UK: Channel View Publications.

Green, B. C. (2020). On the consequences of context and perspective: Sector, governance, and cultural considerations for SDP partnerships and alliances. In J. W. Peachey, B. C. Green, & L. Chalip (Eds.), *Partnerships and alliances in sport for development and peace: Considerations, tensions, and strategies.* Sagamore-Venture.

Kihl, L. A. (2019). Sport integrity systems: A proposed framework. In D. Shilbury & L. Ferkins (Eds.), *Routledge handbook of sport governance.* Routledge.

Pitts, B. G. (2020). Technology and sport marketing. In A. Goslin, D. Kluka, R. Lopez de D'Amico, & K. Danylchuk (Eds.), *Managing sport across borders.* Routledge.

Gerke, A. (2019). Innovation in the sports industry. In M. Desbordes, P. Aymar, & C. Hautbois (Eds.), *The global sport economy: Contemporary issues.* Routledge.

Abanazir, C. (2019). Institutionalization in e-sports. *Sport, Ethics and Philosophy*, *13*, 117-131.

Cases (and one article)

All cases and one article are available for purchase from Harvard Business School Publishing at a cost of $59.50, which can be paid by credit or debit card. They can be obtained via the following link:

https://hbsp.harvard.edu/import/892802

The article (which is listed first) and the cases are:

Governance of World Association Football

FIFA: The Beautiful Game and the Global Scandal

Vancouver 2010 Olympics

Gaelic Athletic Association and the Irish Rugby Football Union: Competing Business Models

Bayern Munich in China

The Globalization of the NFL

The Internationalization of the PGA Tour

The Ultimate Fighting Championship and Cultural Viability

Global Events as Drivers of Growth: The Case of Hockey Canada

Not for Profit / Private Sector Partnerships in Sport and Physical Activity: ParticipACTION as Champion

Adidas' Human Rights Policy and Euro 2000

UEFA 2016: The Opportunities and Challenges of Connectivity

Barça Innovation Hub: Getting the Ball Rolling on Innovation

Ninja: Which Platform Wins Esports' Biggest Star?

Students who are inexperienced with case study analysis are strongly urged to review processes that can render successful analyses. The Internet and YouTube offer many sites that can help.

Course Performance Evaluation

Grading

This course is graded on a point system, with a total of 1,690 possible points:

> **Weekly quizzes (13) from the reading and preceding class @ 30 points each …… 390 pts**
>
> **Weekly case analysis (13) @ 100 points each …………………………………… 1300 pts**

Assignments

- *Readings:* Students are expected to read the assigned chapter/article as well as the assigned case prior to the beginning of the class for which it is assigned. This enables meaningful and informed class discussion (which is a significant component of this course). The assigned readings also provide a basis for the quizzes each week.
- *Discussions:* Students are expected to participate actively in class discussions. This requires that students come prepared to discuss the readings and issues or questions they raise in an analytic and informed manner. While the articulation of multiple viewpoints is welcomed and encouraged, it is expected that everyone will contribute to a classroom environment that promotes meaningful discussion and civil debate.
- *Submission of assignments:* Beginning the second week of class, a written case analysis is due each week. Students are required to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard). *In order to pass the course, students must complete every requirement, including written assignments and quizzes, adequately and on time.*

  Case study analyses must use business-quality writing (including proper paragraphing). A first failure to do so will be returned unscored, and a make-up case will be required. Subsequent failures to use business-quality writing will result in a failing grade for the course.

Alternative Work and absences/excused:

There is no make-up work of any kind, and late assignments will not be accepted. Absences supported by documentation may be excused (e.g., a physician's note for an illness). Alternative work due to intercollegiate athletic competitions or other legitimate university activity must be arranged prior to the assignment due date.

Grading Scale

Grading Scale by %								
A+ = 97 – 100		B+ = 87.5–89.9						
A = 92.9 – 96.9		B = 83 – 87.4		C = 70 – 79.9		F = below 70	
A- = 90 – 92.9		B- = 80 – 82.9						

Class and Assignment Schedule

Date			Topic, Reading, and Case to be analyzed
Tu	January	25	overview, expectations, requirements, syllabus
Tu	February	1	*Governance 1:* International Federations *Reading:* Governance of World Association Football *Case:* FIFA: The beautiful game and the global scandal
Tu	February	8	*Governance 2:* The Olympic Movement *Reading:* From Olympic Administration to Olympic Governance *Case:* Vancouver 2010 Olympics
Tu	February	15	*Governance 3:* National Federations *Reading:* Functions of National Sport Governing Bodies: A network perspective *Case:* Gaelic Athletic Association and the Irish Rugby Football Union: Competing business models
Tu	February	22	*Globalization 1:* Teams *Reading:* The Global Sport Environment *Case:* Bayern Munich in China
Tu	March	1	*Globalization 2:* Leagues *Reading:* Globalization and Professional Sport *Case:* The Globalization of the NFL
Tu	March	8	*Globalization 3:* Tours *Reading:* Glocalization and Global Sport *Case:* The Internationalization of the PGA Tour
Tu	March	15	SPRING BREAK
Tu	March	22	*Globalization 4:* Cultural considerations *Reading:* Crossing Cultures *Case:* The Ultimate Fighting Championship and Cultural Viability
Tu	March	29	*Sport and Development 1:* Economic objectives *Reading:* Beyond Impact: A general model for host community event leverage *Case:* Global Events as Drivers of Growth: The case of Hockey Canada

Date			Topic, Reading, and Case to be analyzed
Tu	April	5	*Sport and Development 2:* Social objectives *Reading:* On the Consequences of Context and Perspective: Sector, governance, and cultural considerations for SDP partnerships and alliances *Case:* Not for Profit / Private Sector Partnerships in Sport and Physical Activity: ParticipACTION as champion
Tu	April	12	*Sport and Development 3:* Managing integrity and exploitation *Reading:* Sport Integrity Systems: A proposed framework *Case:* Adidas' Human Rights Policy and Euro 2000
Tu	April	19	*Technological Impacts 1:* Digitization *Reading:* Technology and Sport Marketing *Case:* UEFA 2016: The opportunities and challenges of connectivity
Tu	April	26	*Technological Impacts 2:* Product innovation *Reading:* Innovation in the Sports Industry *Case:* Barça Innovation Hub: Getting the ball rolling on innovation
Tu	May	3	*Technological Impacts 3:* Esports *Reading:* Institutionalization in Esports *Case:* Ninja: Which platform wins esports' biggest star?

Note: *Faculty reserves the right to alter the schedule as necessary, with notification to students.*

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

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: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class and during meetings with the instructor unless otherwise authorized by the instructor.

Campus Resources

- Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit the website https://cehd.gmu.edu/students/ **.**