



## **SYLLABUS**

**Global Sports Business and Society**

**Instructor: Joshua Gordon, JD, MA**

**Language of Instruction: English**

**UO Credits: 4**

**Contact Hours\*: 40**

**Total Hours of Student Engagement (THSE) in all course activities\*: 120**

**London, United Kingdom**

### **COURSE DESCRIPTION**

This course is embedded into the 2018 Undergraduate Global Impact of Sports Study Tour to London in partnership with Arsenal FC.

Global Sports Business and myriad intersections with society are an emerging area of study that focus on the management and cross-cultural context of sport and the issues / challenges that surface when sport is examined through an international lens. This course will prepare students to think critically about the organization, governance, business activities, and cross-cultural context of modern sport on an international level.

This course is an interdisciplinary course in which students will learn about the history, politics, economics, and sociology of international sports. A goal of this course is to bring greater awareness and understanding to a myriad of cultural competencies and conflict management skills needed to function effectively in the international sport environment.

### **COURSE OBJECTIVES**

The course will provide students with both a critical overview of the global sports business industry and its role in society through an immersive set of experiences in partnership with Arsenal FC and through myriad additional entities in London. Students will have the opportunity to engage in real world problems with industry leaders.

Student Outcomes. Students who successfully complete this course will:

- Understand the history and culture behind major international sports - football (soccer), cricket, tennis, the Olympic movement, and more,
- Understand the governance structure in international sport and its comparative similarities and difference to American sports,
- Understand the business / economics of international sports and major issues that threaten their sustainability and success,

- Understand current business challenges facing international sports entities,
- Understand research methods for finding critical data related to international sports business,
- Develop prescriptive solutions to real-world international sports business challenges,
- To act and operate in an ethically appropriate fashion with contemporary sensibilities relative to sex, race, physical/mental ability and place of origin (See attached Diversity Code).

## **INSTRUCTIONAL METHODOLOGY**

This course is with a two-week on-site component in London combined with pre and post trip work. One week on-site will be conducted in partnership with Arsenal FC who will provide access to core staff and real-world problems for students to learn deeply about the specific challenges faced by the organization and have numerous opportunities to work in cross-cultural groups to solve and present back solutions to Arsenal FC.

The second on-site week will involve a number of key industry engagements that will include meetings with the London 2012 key partners, Queen Elizabeth Olympic Park, Wimbledon, London Cricket Club, English Lawn Bowling, and others business entities to deeply understanding the context of this industry. This will include a number of cultural excursions, guest lecturers, and site visits that exemplify the core role sport plays in society.

Pre work will include significant industry research and student reflection. Post work will include activities designed to further synthesize the students' experience along with the core theoretical underpinnings.

## **COURSE OUTLINE**

### **Issues in International Sport Management**

Key Concepts and Critical Issues (pps. 1-31)

- Case Study: Sport for Political Purposes in Tanzania in the 1960s and 1970s
- Discussion Questions
  - How does globalization influence sport today?
  - Describe the tension that exists between homogeneity and heterogeneity in terms of sport and culture.
  - What are the differences between global, international, and regional sport? Provide examples of sport in each.
  - List three sport competencies necessary for international sport events.

Strategic Management in International Sport (pps. 31-53)

- Case Study: Major League Baseball Goes Global
- Learning Activity: Identify a particular sport organization and select a foreign nation that offers a comparative advantage to that organization.
- Learning Activity: Think about major international sports events (Olympics, IAAF Championships, World Cup, etc.) and discuss why companies might become involved to meet their own international business objectives.
- Learning Activity: Select a sport that you are familiar with. Make a list of sociocultural, political, legal, economic, technological, and geographic factors that would affect future trends in the sport on an international level.
- Discussion Questions

- What factors have led sports to expand in foreign markets?
- Compare and contrast the various global strategies for international expansion.
- Why should sport organizations choose to operate in a socially responsible manner when this approach often appears to undermine short-term profit objectives?

#### Intercultural Management in Sport Organizations (pps. 53-71)

- Case Study: Time is of the Essence
- Learning Activity: Write a paragraph about stereotypes that you may encounter when working with someone from another country. How would you ensure that you do not fall for these stereotypes?
- Learning Activity: Discuss whether it is fair for an international sport organization to require all athletes to speak the same verbal language.
- Discussion Questions
  - Describe what is meant by ethnocentric behavior.
  - What strategies might you consider when hosting someone from another country?

### **Field of Play in International Sports & Society**

#### Sport in North America (pps. 73-99)

- Case Study: NFL Expansion and Relocation
- Learning Activity: Think of an American sport organization that you think would benefit from a change of structure. Research the organization to identify what aspects of their current structure need to be addressed and why.
- Discussion Questions
  - Are the trends in NCAA athletics moving the athletes and events toward professionalism?
  - In what ways could the NCAA change its structure to ensure that its participants remain amateur in nature?

#### Sport in Latin America (pps. 99-135)

- Case Study: The Sport System in Mexico
- Case Study: 1969 Honduras and El Salvador “Soccer War”
- Learning Activity: Explain the club model and how this model is different from the North American model of sport development.
- Discussion Questions
  - Discuss the role of three governmental agencies related with the development of sport in Latin America. What are the main purposes of these agencies?
  - What is the relationship with overall country development and athletic success?

#### Sport in Africa and the Middle East (pps. 155-177)

- Case Study: Apartheid and Sport in South Africa
- Learning Activity: Discuss the effect apartheid had on the management of sport in South Africa.
- Discussion Questions:
  - Discuss how sociological factors affect sport in the Middle East and Africa.
  - Discuss how political factors affect sport in the Middle East and Africa.

#### Sport in South Asia, Southeast Asia, and Oceania (pps. 177-199)

- Case Study: Establishing Sport Governance in Malaysia
- Case Study: Singapore Sports Industry
- Learning Activity: Compare and contrast a major sporting event in North America with one in South Asia, Southeast Asia, or Oceania.

Sport in Northeast Asia (pps. 199-218)

- Learning Activity: Discuss the advantages and disadvantages of the sport governance systems adopted by China, Japan, and South Korea.
- Case Study: Arms Race in Olympic Competition Among Nations in Northeast Asia
- Discussion Questions
  - What are the key laws enacted by China, Japan, and South Korea for sport development?
  - What major international and continental sport events have been held in Northeast Asia?

## **Governance in International Sport**

Olympic and Paralympic Sport (pps. 219-250)

- Case Study: Caster Semenya
- Discussion Questions
  - What are some of the complexities and challenges in achieving equity in sport at the international level?
  - Name five key stakeholders that the IOC must engage when organizing Olympic Games.
  - Describe the history of women's sports in the Olympic Games.

International Sport Federations (pp. 251-266)

- Discussion Questions
  - What are the major purposes and missions of international sport federations?
  - What is the relationship between the international federation in a particular sport and the governing body of the sport in a nation?

## **Management Essentials in International Sports and International Sport Business Strategies**

Macroeconomics of International Sports (pps. 303-318)

- Learning Activity: Identify three specific examples of ways in which the initial amount of money brought into an economy by a sport event leaks from the economy over time.
- Discussion Questions:
  - What are some of the intangible economic benefits associated with sport?
  - What strategies can slow leakages and extend the benefit of the event?

International Sports Marketing and New Media (pps. 393-424)

- Learning Activity: Write down at least five reasons why you have consumed sports globally.
- Discussion Questions
  - Which non-U.S. sport league has the strongest global presence and why?
  - Define brand equity and how it can be achieved globally.
  - Name several sports that have been unable to achieve international popularity and explain the obstacles that they faced in globalization.

## **Sport Facilities Management**

Sports Facilities Management (pps. 425-439)

- Learning Activity: Think of a sporting event that you attended recently and your experience at that event. In what ways did aspects of facility design positively or negatively affect your experience?
- Discussion Questions
  - Describe the difference between a single-purpose and multi-purpose facility.
  - Write a mission statement for Hayward Field.

## **International Sport Tourism**

International Sport Tourism (pps. 439-457)

- Discussion Question
  - What are some of the possible negative impacts on residents because of sports tourism?

## **COURSE READINGS**

**International Sport Management**, Li, Macintosh, and Bravo (ISBN-13: 978-0-7360-8273-0)

**Sports Business International/ Sports Business Daily** - [sbjcollege.com/subscribe](http://sbjcollege.com/subscribe)

Select the University of Oregon and then our class to order and pay online

Articles and links shared by your peers on Canvas related to the site visits

## **GRADING:**

## **BIBLIOGRAPHY**

The Olympics at the Millennium. Schaffer.

Inside the Olympic Industry: Power, Politics, and Activism. Lensky.

- “The Scandals Unfold: A Long History,” pp. 21-39
- “The Hidden Costs: Olympic Impacts and Urban Politics,” pp. 93-105
- “Up Against the Olympic Industry: International Resistance,” pp. 107-31
- “Resistance in Atlanta and Sydney: Bread, Not Circuses,” pp. 133-53
- “Corporate Environmentalism: Olympic Shades of Green,” pp. 155-71
- “The Mass Media and the Olympic Industry: Manufacturing Consent,” pp. 173-90

Inside the Olympics: A Behind-the-Scenes Look at the Politics, the Scandals and the Glory of the Games. Pound

Power, Politics, and the Olympic Games. Senn.

- “From Atlanta to Nagano” and “Entering the 21st Century,” pp. 263-86

The International Olympic Committee and the Olympic System: The Governance of World Sport (Global Institutions). Chappelet.

The Olympics: A History of the Modern Games. Guttman.

- “The Most Controversial Olympics,” pp. 53-71
- “In the Shadow of the Cold War,” pp. 85-102

This Great Symbol: Pierre De Coubertin and the Origins of the Modern Olympic Games. MacAloon.

- “The Olympic Ideal,” pp. 113-53

Making the American Team: Sport, Culture, and the Olympic Experience. Dyreson.

- “The Limits of Universal Claims,” pp. 98-126. Explores the rise of class, race, and gender in Olympic politics.

Governance and Policy in Sport Organizations. Hums.

The Global Politics of Sport: The Role of Global Institutions in Sport. Anderson.

Kenyan Running: Movement Culture, Geography and Global Change. Bale & Sang.

- “The Significance of Kenyan Running,” pp. 17-46

The Olympic Crisis: Sports, Politics, and the Moral Order. Hoberman.

- “The Moscow Olympics in Political Context,” pp. 65-79.

Haunting Lesson of Nazi Olympics. Granderson (Article).

### **Academic Misconduct**

The University Student Conduct Code (available at [conduct.uoregon.edu](http://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at [researchguides.uoregon.edu/citing-plagiarism](http://researchguides.uoregon.edu/citing-plagiarism).

### **Prohibited Discrimination and Harassment Reporting**

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at [safe.uoregon.edu](https://safe.uoregon.edu). To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at [respect.uoregon.edu](https://respect.uoregon.edu) or [aaeo.uoregon.edu](https://aaeo.uoregon.edu) or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at [Discrimination & Harassment](#).

The instructor of this class, as a Student Directed Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration.

Specific details about confidentiality of information and reporting obligations of employees can be found at [titleix.uoregon.edu](https://titleix.uoregon.edu).

### **Mandatory Reporting of Child Abuse**

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).

University of Oregon  
Charles H. Lundquist College of Business  
**CODE OF PROFESSIONAL BUSINESS CONDUCT**  
**A Statement of Values**

The Lundquist College of Business learning community is committed to a set of core values that guide our interactions with one another. Our values are as important within our LCB community as within the business community. Our values help define both how we aspire to act and what it means to be a business professional.

**INTEGRITY**

Members of our community act with integrity and honesty. These qualities are essential in providing a basis for trust and go to the core of what is expected from business professionals.

**RESPECT**

Our community conveys respect for the dignity of all people. Our relationships are based on mutual respect. Differences of opinion are discussed openly and civilly. These discussions focus on issues and are presented in a courteous manner. We are sensitive to the impacts of both our words and actions on others.

**OPENNESS**

We encourage all members of our community to exchange ideas freely within the bounds of reasonable behavior. We recognize that learning requires an open environment.

**RESPONSIBILITY**

We act publicly and accept responsibility for our actions. We understand that the community will keep us accountable for our dealings. We deliver on the commitments and promises we make to each other.

**TEAMWORK**

Our community is stronger when we work as a team. We foster attitudes encouraging members of the community to give and receive constructive criticism and develop creative solutions to challenges.