

Western University
Faculty of Health Sciences
School of Kinesiology

Kin 4489B International Sport Management - Winter 2022

<p>Instructor: Dr Laura Misener Office: AHB 3R34 Email: lmisene@uwo.ca Phone: 519/661-2111 86000 Office Hrs: By appointment TAs: Denise Kamyuka dkamyuka@uwo.ca</p>	<p>Lectures: Tuesdays 2:30-4:30 SH 2355</p> <p>Instruction mode: Blended Online and In-Person Lectures Online supplemental materials and assignments</p>
---	--

NOTE: All course information, including grades, assignment outlines, deadlines, etc. is available via OWL. Check the website regularly for course announcements.

Calendar Course Description:

This course provides an international perspective on sport management through a variety of blended learning modes, including, but not limited to: classroom lectures, on-line learning experiences, case study analyses, field trips and reflection activities, collaboration with professors and students from other countries, & guest speakers with experience in International Sport Management.

Prerequisite(s): 1.0 course from: [Kinesiology 2298A/B](#), [Kinesiology 3398F/G](#), [Kinesiology 3399F/G](#).

Extra Information: 2 lecture hours.

You are responsible for ensuring that you have successfully completed all course pre-requisites, and that you have not taken an anti-requisite course. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees if you are dropped from a course for failing to have the prerequisites.

NOTE: If you wish to enroll in this course without the stated pre-requisite(s), you must get written approval from the course instructor. The approval should then be forwarded to your academic counselor.

Diversity Statement:

In the Faculty of Health Sciences at Western University, an important part of our mission is to nurture the creativity, curiosity, and critical thinking of tomorrow's global leaders through education and knowledge mobilization. To achieve this, we commit to creating and fostering an inclusive and equitable learning environment for all students in our diverse student body. We acknowledge we are all individuals with intersecting sociocultural identities that influence our worldview through lenses of relative privilege and oppression, and we encourage all our instructors to practice reflexivity when designing and revising course materials in order to ensure adequate representation of traditionally excluded voices and philosophies in university curricula.

We are committed to the decolonization and Indigenization of our course materials and we invite our students to become active participants in this endeavour through open dialogue. If you have any concerns about course materials and/or the learning environment, please let Dr. Misener know as soon as possible. There will be opportunities to do this anonymously.

Land Acknowledgment

We acknowledge that Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay-wuk) and Attawandaron (Add-a-won-da-run) peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

MY Course Description

We live in a global society where actions at the local level impact global processes and vice versa. In this course, we will explore the intersections and impact of global sporting practices. From considering how major sport events such as the FIFA World Cup are managed to how local communities engage in sport for positive social outcomes, we will engage in critical discussions about corporations involvement in sport, trends in global sport, and cultural and regional variations in managing sport. We will address current trends from that address issues of human rights, climate change, LGBTQ+ in global sport, and other emerging global sporting issues.

Ways of working together: Collaborative learning and personal reflection

A reflective approach to professional practice within a collaborative pedagogical context underpins the learning process, thus your committed engagement, willingness to think critically and to work with others will be important for the success of the course. The learning gained will be relevant not only in sport contexts, but in any movement context in which communicating and empathizing with others is key.

Learning Outcomes:

Upon completion of this course, you will be able to:

1. Explain the different theoretical constructs of globalization in the context of sport.
2. Distinguish the role and organization of sport in a local, national and international contexts.
3. Identify and discuss major globalization trends, such as corporate expansion, politics, and cultural showcasing, and their manifestation in and through sport.
4. Explain and discuss how different countries, regions and cultures engage in sport.
5. Understand key issues and perspectives for the management of international sport.

REQUIRED COURSE MATERIALS:

Select chapters will be assigned from the text: MacIntosh, E., & Bravo, G., & Li, M. (2020). *International sport management* (2nd ed.). Champaign, IL: Human Kinetics.

The assigned chapters will be made available as e-chapters through Weldon Library and/or on the OWL site.

This edition of the text is also available on 2 Hr Reserve in Weldon Library, is available for purchase from Human Kinetics (hard copy, e-copy), and may be available through other online sources.

Other readings may be posted in OWL.

Tentative course schedule: The table below presents a provisional schedule for our weekly teaching and learning units. Note that this plan may change and adapt to any trending issues that arise during the course. Note in particular that the Beijing 2022 Winter Olympic and Paralympic Games will be taking place during the course. Lots to consider in that space! Please, be attentive to announcements.

Lesson	Week	Topic
1	January 11 th	Introduction: Globalization, International Sport Online Discussion Questions
2	January 18 th	Management of International Sport Online Discussion Questions
3	January 25 th	International Sport Landscape Case Study, Online Discussion
4	February 1 st	Governance in International Sport Online Discussion Questions
5	February 8 th	International Sport Federations – Guest Speaker TBD Case Review Online
6	February 15 th	Sport Across the Globe – Presentations #1 Supplemental materials, feedback and Questions on-line for each group
7	February 22 nd	<u>Reading Week</u>
8	March 1 st	Sport Across the Globe – Presentations #2 Supplemental materials, feedback and Questions on-line for each group
9	March 8 th	Sport Across the Globe – Presentations #3 Supplemental materials, feedback and Questions on-line for each group

10	March 15 th	International Sport and Development – Guest Speaker
11	March 22 nd	International Sport Mega Events and Human Rights – Guest Speaker TBD Online Discussion Forum Questions and Response
12	March 29 th	The Future of International Sport Case Study Online Discussion
13	April 5 th	Discussion Questions, Review of key issues and final questions for paper

Course Evaluation Summary:

Assessment	Due Date	Value
1. Weekly Participation	Online weekly engagement and completion of tasks assigned	20%
2a. Sport Across the Globe Group Presentation	See Schedule	20%
2b. Sport Across the Globe Infographic		10%
3. International Sport Policy Brief	March 12 ⁵ ^h	15%
4. International Sport Key Issue Paper/Video Submission	TBD	40%

Course evaluation details:

1. Participation and Engagement:

To be awarded 1-3 points weekly, you must and participate positively in both live and online sessions. The lesson tasks developed independently are important to build your skills and develop your learning but will not be routinely checked. These are fundamental learning tasks to be managed independently, exercising personal responsibility within the context of your team collaboration. Disclaimer: if a self-report/ accommodation is submitted that justifies non-attendance, the point will be reweighed into the final assignment.

2. Sport Across the Globe:

In an assigned group of 4 students, you will complete and present the sport profile of a given region (or select country within that region) (selected by the group but no overlap between groups – first come, first serve). The purpose of this assignment is to gain and share a deeper understanding of sport in a particular region, to facilitate discussion of unique and common sport issues within and across countries/regions, and to enhance appreciation of the organization, culture, politics and so on of sport in different regions.

With the others in your group, you are expected to address the topics listed below in a 25-minute MAX. presentation to your peers. You may use any medium for your presentation that can be done well in the classroom environment. Consider consulting the corresponding region chapters in the MacIntosh et al. (2020) text PLUS additional information as necessary.

Presentations should be engaging, informative, culturally relevant and sensitive, and must include participation by all group members. Groups are encouraged to engage the audience of their peers in the presentation (e.g., knowledge/perceptions, T&F or myth buster questions, zoom poll via Instructor, etc.). The group must also prepare questions for consideration by the class to consider in the online OWL forum.

2b. The group will also prepare an Info graphic based on the data that they gathered for the presentation. This infographic will be also uploaded to OWL for sharing with the class. Other members of the course are expected to comment and engage with the info graphic.

3. International Sport Policy Brief:

You will be presenting a key policy issue in international sport to a senior official in this space. You are to develop an argument about why there is a need to develop, change, update, change, etc. practice related to this particular issue. Your arguments must engage the literature, but also provide practical insights for sport policy makers to consider. You may present your argument using a podcast or video format. The presentation should ~ 3-5 minutes in length. This represents just over 500-700 written words so your arguments must be succinct, well-researched, and to the point. Have fun with it!!

4. Future of International Sport Paper:

In this paper, you will present your thoughts on the future of international sport 15-20 years from now. Individually, you will select a particular sport (e.g., baseball, cycling, surfing), OR sport event (e.g., FISU Games, Olympics), OR sport league or team (e.g., MLB, NBA, UEFA; Raptors, Golden Knights, Manchester United) OR product (e.g., running shoes, virtual reality) and envision its future. Alternatively, you can discuss the world of sport generally. You are expected to envision **15-20 years from now** based on current and projected trends and data (i.e., social demographics, economy, technology, climate, etc.), as well as your own intuition and imagination. Your projections for the future of the sport/event/league/team/product, or sport in general, must be supported by data from reputable sport and non-sport sources (academic peer-reviewed research, government reports/publications, think-tank organizations).

The paper should be 8-10 pages (double-spaced, 1-inch margins, 12 pt Times Roman font) and present your strong viewpoint regarding the future of your selected topic. You should provide some history and current state of the sport/event/league/team, including its international reach or impact (if any), and then your perspective about its future in 15-20 years, including its international reach/impact. Provide appropriate references (APA 7th Ed).

Important information regarding team assignments: Each student in the team is expected to contribute similarly to all the team assignments. For each team assignment, the team will provide a signed agreement detailing the % of contribution by each of its members. Unequal contribution will proportionally impact individual grades on each given assignment.

Formatting: All formatting (information [here](#)) and referencing of written assignments must follow APA guidelines. Learn about APA referencing styles and rules [here](#). The word count for all assignments excludes the reference list (and title page. Documents must be double-spaced and formatted using a font size no smaller than 12 points.

Late policy: All assignments are due on the date Indicated above by 11.55 PM, through the assignment tool on OWL.

Please, note that during busy times, it may take up to 2 hours to submit a document. It is your responsibility to make sure you submit your assignment on time. Late assignments will be penalized at a rate of **1% for each hour** after the deadline. No assignments will be accepted over two days late. Assignments will not be accepted later unless the student has self-reported or has been granted academic accommodation by an academic advisor.

Important information

Use of Recording Devices and Course Content Course: Instructors own and retain the intellectual property rights of their teaching materials. These rights extend to materials used in online settings and digital learning management systems like OWL, Zoom and MS Teams. Students do not have the right to make audio or video recordings of lectures, take pictures of lecture material, or distribute any course content for any reason, inclusive of nefarious purposes (e.g., for sale or to cheat on exams). It is the decision of the instructor as to how and when teaching materials can be shared or used. Unless explicitly noted otherwise, you may not make audio or video recordings of pre-recorded lectures or other course materials. Nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

Troubleshooting:

Technical/ software/hardware: “I am having technical issues with my computer and I am not sure what the problem is...” you can create a help request in [FHS IT Support](#) or if the issue relates more to online learning software (OWL, Teams or other) go to [FHS Online Learning Support \(Students\)](#). If you have lost internet connection use the data on your phone to do this or to work as a hotspot for your other device.

Course/University Policies

1. Statement on Use of Personal Response Systems (“Clickers”)

If Personal Response Systems (“Clickers”) are used in the course, a reference to the Guidelines for their use (Guidelines are shown below). Instructors are to communicate clearly to students information on how clickers are used including: how the student’s privacy will be protected, how clickers may be used by the instructor for data gathering and for evaluating the students, and why they cannot be used by anyone but the student (since the students involved in misuse of a clicker may be charged with a scholastic offence).

2. Scholastic Offences: They are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

A) Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar). All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to

the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com <http://www.turnitin.com>

B) Computer marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

3. **Electronic Device Usage:**

During Exams - Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any of the following electronic devices during ANY of the tests, quizzes, midterms, examinations, or other in-class evaluations: cellphones, smart phones, smart watches, smart glasses, audio players or recorders of any sort, video cameras, video games, DVD players, televisions, laptop/notebook/netbook computers, flashlights or laser pointers.

During Lectures and Tutorials: Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. Please be respectful to your fellow students and turn the sound off. If the professor receives complaints from other students regarding noise or other disruptive behavior (e.g. watching videos on YouTube.com, updating your Facebook status, playing Solitaire), your classroom privileges will be revoked. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

4. **Health and Wellness:**

Information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

Students who are in emotional/mental distress should refer to Mental Health@Western (<http://www.health.uwo.ca/>) for a complete list of options about how to obtain help.

5. **Support Services**

There are various support services around campus and these include, but are not limited to:

1. *Student Development Centre* -- <http://www.sdc.uwo.ca/ssd/>
2. *Student Health & Wellness* -- <http://www.health.uwo.ca/>
3. *Registrar's Office* -- <http://www.registrar.uwo.ca/>
4. *Ombudsperson Office* -- <http://www.uwo.ca/ombuds/>

6. **Accommodation, Illness Reporting and Academic Considerations:**

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

Accommodation Policies

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation](#)

[for Students with Disabilities.](#)

Academic Consideration for Student Absence

<https://www.uwo.ca/fhs/kin/undergrad/academic/consideration/index.html>

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are *not* met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

For Western University policy on Consideration for Student Absence, see [Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs](#)

and for the Student Medical Certificate (SMC), see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

7. **Examination Conflicts:** A student with examinations having flexible submission times (e.g., where one or more examination is a take-home examination) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as “heavy load” conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request accommodation with their academic counselling unit prior to the deadline to drop a course without academic penalty

In the case of online examinations, an “Examination Conflict Room,” which may be assigned when a student is scheduled to write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

8. **Grades:** Where possible assignment objectives and rubrics will be posted on OWL. Should you have a concern regarding the grade you received for an assignment or feel that it is unfair in any way, you must wait 24 hours from the receipt of the assignment to approach the instructor or TA. In doing so, please make an appointment and prepare in writing, with evidence, why you feel your grade is inappropriate. Please be aware that in requesting a grade reassessment, your grade could go up/down/or stay the same. Note that calculations errors (which do occur!) should be brought to my attention immediately.

At least three days prior to the deadline for withdrawal from a 1000- or 2000-level course without academic penalty, students will receive assessment of work accounting for at least 15% of the final grade.

- November 12th, 2021 (for first term half-courses)
- November 30th, 2021 (for full-year courses)
- March 14th, 2022 (for second term half-or full year courses)

A+	90-100	<i>One could scarcely expect better from a student at this level</i>
A	80-89	<i>Superior work that is clearly above average</i>
B	70-79	<i>Good work, meeting all requirements and eminently</i>
C	60-69	<i>Competent work, meeting requirements</i>
D	50-59	<i>Fair work, minimally acceptable.</i>
F	below 50	<i>Fail</i>

Rounding of Grades (for example, bumping a 79 to 80%):

This is a practice some students request. **This practice will not occur here.** The edges of this course are clear and sharp. The mark attained is the mark you achieved and the mark assigned; there is no rounding to the next grade level, or ‘giving away’ of marks. Please don’t ask me to do this for you; the response will be “please review the course outline where this is presented”.

9. **Course delivery with respect to the COVID-19 pandemic**

Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.

When deemed necessary, tests and examinations in this course will be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide personal information (including some biometric data) and the session will be recorded. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western’s Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

10. Online Etiquette: Some components of this course will involve online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- Please “arrive” to class on time
- Please use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- Ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material
- To minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise
- Please be prepared to turn your video camera off at the instructor’s request if the internet connection becomes unstable
- Unless invited by your instructor, do **not** share your screen in the meeting

The course instructor will act as moderator for the class and will deal with any questions from participants. To participate please consider the following:

- If you wish to speak, use the “raise hand” function and wait for the instructor to acknowledge you before beginning your comment or question
- Remember to unmute your microphone and turn on your video camera before speaking
- Self-identify when speaking.
- Remember to mute your mic and turn off your video camera after speaking (unless directed otherwise)

General considerations of “netiquette”:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. “Flaming” is never appropriate.
- Be professional and scholarly in all online postings. Cite the ideas of others appropriately.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

11. Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>