

George Mason University
College of Education and Human Development
Sport and Recreation Studies

SPMT 556.DL1 – The Global Soccer Industry
3 Credits, Fall 2017
Online Course

Faculty

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Prerequisites/Corequisites

SPMT 551. Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus. Enrollment is limited to Graduate, Non-Degree or Undergraduate level students. Students in a Non-Degree Undergraduate degree may **not** enroll.

University Catalog Course Description

Explores the international soccer industry focusing on major professional leagues, international federations, international movement of players, the production of soccer equipment, legal and social issues. Offered by Recreation, Health & Tourism. May not be repeated for credit.

Course Overview

Students will learn the history and global expansion of soccer from its roots in England to how it became the global game. The course explores the rise of female soccer. It also explores management, marketing, politics, football labor migration, and legal issues. Contemporary course examples focus on top-tier soccer leagues in Europe and elsewhere in the world including the United States. Particular cases shall be discussed all over the globe.

This online course requires extensive student reading and relevant video viewing prior to each week's discussion and assignment submission. Students shall complete a research project on a key issue pertaining to soccer internationally.

Course Delivery Method

This course will be delivered 100% online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 27, 2017.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on August 28, 2017 and finish on December 20, 2017.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least three times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Weekly Schedule** section of Blackboard. It is the

student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one virtual session, including suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

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

1. describe the historical development of soccer.
2. evaluate the pattern of expansion of soccer internationally.
3. explain the role of globalization in international soccer.
4. describe the role of media, marketing and sponsorships to the operation of the soccer industry.
5. evaluate the impact of concentration of key talent in elite European leagues on the development of soccer in South America, Africa, Asia, and other non-European zones.
6. conduct a major research project on an aspect of the global soccer industry.

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*. Retrieved November 30, 2016 from <http://www.cosmaweb.org/accreditation-manuals.html>

Required Texts

Students are required to read the following books as well as relevant articles from academic journals such as *Soccer and Society*, *Sport in Society*, and the *International Journal of Sports Marketing and Sponsorship*.

Hamil, S., & Chadwick, S. (2010). *Managing football: An international perspective*. London: Routledge.

Elliot, R., & Harris, J. (2016). *Football and migration: Perspectives, places, and players*. New York: Routledge.

Goldblatt, D. (2008). *The ball is round: A global history of soccer*. New York: Riverhead Books.

Foer, F. (2005). *How soccer explains the world*. New York: Harper Perennial.

Recommended Readings

Armstrong, G., & Giulianotti, R. (2004). (Eds.). *Football in Africa: Conflict, conciliation, and community*. New York: Palgrave Macmillan.

Desbordes, M. (ed.) (2006). *Marketing and football: An international perspective*. London: Butterworth-Heinemann.

Dimeo, P., & Mills, J. (2001). *Soccer in south Asia: Empire, nation, diaspora*. NY: Routledge.

Dobson, S. and Goddard, J. (2001) *The economics of football*. Cambridge: Cambridge University Press.

Giulianotti, R. (1999) *Football: A sociology of the global game*, Oxford: Blackwell.

Hopkins, G. (2010). *Star-spangled soccer: The selling, marketing and management of soccer in the USA*. New York: Palgrave Macmillan.

King, A. (2001). *The European ritual: Football in the new Europe*. London: Ashgate.

Kuper, S. (2006). *Soccer against the enemy*. New York: Nation Books.

Mason, T. (1995). *Passion of the people?: Football in South America*. London: Verso.

McArdle, D. (2000). *Football, society and the law*. London: Routledge - Cavendish.

- Onwumechili, C., & Akindes, G. (2014). (Eds.). *Identity and nation in African football: Fans, community, and clubs*. New York: Palgrave Macmillan.
- Soriano, F. (2011). *Goal: The ball doesn't go in by chance: Management ideas from the world of football*. London: Palgrave Macmillan.
- Stewart, B., & Stoumbos, H. (2003). *Women's soccer: The passionate game*. Vancouver, Canada: Greystone Books.
- Tiesler, N., & Coelho, J. (2008). (Eds.). *Globalised football: Nations and migration, the city and the dream*. New York: Routledge.
- Williams, J. (2003). *A game for rough girls? A history of women's football in Britain*. New York: Routledge.

Journals

Soccer and Society
International Journal of Sports Marketing and Sponsorship
Sport in Society

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor via Blackboard.

- **Assignments and/or Examinations**

Exam	20
<i>Short Research Assignments</i>	25
<i>Research Project</i>	35
<i>Online Reflections/Participation</i>	<u>20</u>
TOTAL	100

Please see Blackboard for more detailed descriptions of assignments and rubrics.

- **Other Requirements**

Please see Blackboard for participation requirements.

- **Grading**

A = 94-100	B+ = 88-89	C + = 78-79	D = 60-69
A - = 90-93	B = 84-87	C = 74-77	F = 0-59
	B- = 80-83	C- = 70-73	

Note: Graduate students must maintain a 3.0 GPA average to graduate with a Master's degree. While there may be gradations in the C category, any C-based grade will be computed as the standard "C."

Professional Dispositions

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

Class Schedule

Weekly Schedule for this class is found on Blackboard. These include weekly course content, videos, links, assignments, assessment (Exam), and reflections.

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

WK	TOPIC	READING	VIDEO	LINK	ASSIGNMNT	REFLECTION
1 (8/28-9/3)	History of Soccer	Goldblatt (1-4)	(1) <i>History of Soccer - 1b</i> (2) <i>Football Globalization</i>			YES
2 (9/4-9/10)	Rise of women soccer	----	<i>Womens football/British Pathe</i>	History of the women's World Cup. https://sites.duke.edu/wcwp/tournament-guides/world-cup-2015-guide/history-of-the-womens-world-cup/		YES
3 (9/11-9/17)	Understanding meaning of soccer	Foer (2, 7, & 10)	<i>How soccer explains the world: An unlikely theory</i>			YES
4 (9/18-9/24)	Soccer fandom	Foer (1)	<i>Africa's Baddest Ultras</i>		Assignment #1 DUE	YES
5	Making of the	----	<i>How FIFA's politics</i>	Evolution of	Assignment #2	YES

(9/25-10/1)	Modern World Cup		<i>made football the most popular sport of all time.</i>	the World Cup. http://bleacherreport.com/articles/1918337-the-world-cup-evolution-from-celebration-of-football-to-money-making-exercise	DUE	
6 (10/2-10/8)	Managing Football	Hamil & Chadwick (1-5)	<i>Building a result driven organization: Management lessons from the world of football.</i>			YES
7 (10/9-10/15)	Examination					
8 (10/16-10/22)	Managing & Marketing USA soccer	Hamil & Chadwick (20)	<i>Academic English: Sports sponsorship</i>		Assignment #3 DUE	YES
9 (10/23-10/29)	Marketing the Game	Hamil & Chadwick (6-9)	<i>Marketing the Beautiful Game</i>			YES
10 (10/30-11/5)	Football Labor Migration	Elliot & Harris (1-3)	<i>The global mobility of highly skilled African athletes: Gender, identity, and politics</i>		Assignment #4 DUE	YES
11 (11/6-11/12)	The 'BIG 5' League	Hamil & Chadwick (14-18)	<i>(1)The telegraph business of sport 2016 panel: Globalisation of the premier league (2) Football battles for Asian market</i>			YES
12 (11/13-11/19)	State of 'Otherized' leagues	Hamil & Chadwick (21-22)	<i>English premier league inspiring Laotians</i>			YES
13 (11/20-11/21)	Issues of women football	Elliott & Harris (9)	<i>Women's soccer players sue over wage gap</i>			NO
14 (11/27-12/3)	Reforming the World Cup	-----	<i>2016 FIFA Reforms (updated)</i>	FIFA 2.0 – The vision for the future http://www.fifa.com/about-	Assignment 5 DUE	YES

				fifa/news/y=2016/m=10/news=fifa-president-infantino-unveils-fifa-2-0-the-vision-for-the-future-2843428.html		
15 (12/4-12/9)	Threats	-----	<i>Open Files – FIFA, nonprofit organization (Part II)</i>	Italy's ultras https://www.theguardian.com/world/2016/dec/01/inside-talys-ultras-the-dangerous-fans-who-control-the-game Racism https://www.apnews.com/e6ab521552b64a399f79a223d8006e5e/Racism-scars-European-soccer-with-sanctions-still-often-weak		YES
16 (12/11-12/20)					FINAL PAPER DUE	YES

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 <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 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 <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

