

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

SPMT 551.DL1 – Sport in the Global Marketplace
3 Credits, Fall 2018
Online Course

Faculty

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Prerequisites/Corequisites

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

University Catalog Course Description

Explores sport business internationally including the production and consumption of professional and Olympic-linked sports and the impact of globalization on sport. Offered by Recreation, Health & Tourism. May not be repeated for credit.

Course Overview

This online course requires extensive student reading and relevant video viewing prior to each week's discussion and assignment submission. Students shall complete case studies and keep up with relevant news articles.

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 24, 2018.

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 **Mondays** and finish on **Sundays**.
- 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 impact of globalization on production and consumption of sports.
2. demonstrate awareness of sociopolitical impact on business of global sport.
2. understand the economic model of sport.
3. understand sponsorship and branding in sports.
4. understand the economic impact and the regulation of sporting events.
5. describe strategy and internationalization in manufacturing of sporting equipment.
6. describe management of sporting arena.
7. analyze and resolve cases in the global business of sports.
8. research and analyze global sport business issues.

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 *Journal of Sport Management*, *Sport Management Review*, *Journal of Global Sport Management*, *Journal of Sports Economics*, and the *International Journal of Sports Marketing and Sponsorship*.

Chadwick, S., Arthur, D., & Beech, J. (Eds.). (2017). (2nd Ed.). *International cases in the business of sport*. New York: Routledge.

Desbordes, M., & Richelieu, A. (2014). *Global sport marketing: Contemporary issues and practice*. New York: Routledge.

Recommended Readings

- Bradbury, T., & O'Boyle, I. (Eds). (2017) *Understanding sport management: International perspectives*. New York: Routledge.
- Desbordes, M. (ed.) (2006). *Marketing and football: An international perspective*. London: Butterworth-Heinemann.
- Dobson, S. and Goddard, J. (2001) *The economics of football*. Cambridge: Cambridge University Press.
- Foster, G., O'Reilly, N., & Davila, A. (2016). *Sports business management: Decision making around the globe*. New York: Routledge.
- Hopkins, G. (2010). *Star-spangled soccer: The selling, marketing and management of soccer in the USA*. New York: Palgrave Macmillan.
- Hamil, S., & Chadwick, S. (2010). *Managing football: An international perspective*. London: Routledge.
- Nauright, J., & Pope, S. (Eds.). (2009). *The new sport management reader*. Morgantown: Fitness Information Technology.
- Shank, M., & Lyberger, M. (5th Ed.). (2015). *Sports marketing: A strategic perspective*. New York: Routledge.

Course Performance Evaluation

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

Requirements

Points

Case Study & Analysis (4)

60

Students shall complete three case studies and analysis assigned from the Chadwick, Arthur, & Beech casebook. These cases, although drawn from the casebook, must include additional research that includes supporting sources from other texts as well as from contemporary sporting events. These additional research studies must involve no less than five additional sources that are substantively critical to the analysis of the relevant case. Note that each case report must be between 2000-3000 words long (not including the reference section), typewritten (size 12 pt. font), and submitted via Blackboard LMS. Each case shall include an introduction (with a subhead), statement of the case (with a subhead), discussion (with a subhead), and conclusion/recommendations (subhead) while addressing any case questions if needed. *Note that each of the three case assignments is worth a maximum of 15 points. Late submission of a case involves a loss of 12% of maximum obtainable point.*

Participation by Reflection/Response/Discussion (Weekly)

40

Students shall submit reflections weekly as well as respond to reflections submitted by at least two other students. The reflection must be submitted no later than Thursday of each week and must be no less than 350-500 words long. This is a reflection of the week's assigned reading plus other relevant research completed by the students with source of the research identified in the reflection. By Sunday, each student must submit responses to reflections submitted by two other students. This response shall be no less than 200 words long and may involve critique or support of

a perspective with additional research source(s). *Reflections are worth a total of 20 points and responses worth a total of 20 points. Note that late submissions carry a penalty of no less than 12%.*

TOTAL

100

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

• **Grading Scale**

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

A complete Weekly Schedule for this class is found on Blackboard. These include weekly course content, videos, links, assignments, reflections, and responses.

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

WK	TOPIC	READING	ASSIGNMNT**
1 (8/27-9/2)	Introduction: The Business of Sports	KPMG [LINK: see Blackboard]	
2 (9/4-9/9)	Globalization of the Sports Economy	Andreff, W. [LINK: see Blackboard]	
3 (9/10-9/16)	Building Sports Brands	Desbordes & Richelieu Chp. 1	
4 (9/17-9/23)	International Sports Teams as Brands	Desbordes & Richelieu Chp. 2	Case #6: “PSG: A New Brand...” [Chadwick, Arthur, & Beech]
5 (9/24-9/30)	Sponsorship and Branding	Desbordes & Richelieu Chp. 3	
6 (10/1-10/7)	Sports Events: Economic Impact & Regulation	Desbordes & Richelieu Chp. 5	
7 (10/8-10/14)	Impact of 2008 Summer Olympics (China)	Desbordes & Richelieu Chp. 4	Case #25: “PyeongChang 2018 Marketing: The new Horizon...” [Chadwick, Arthur, & Beech]

8 (10/15-10/21)	Sport Equipment Manufacturing: Strategy & Internationalization	Desbordes & Richelieu Chp. 6	
9 (10/22-10/28)	Strategy & Economic Model (Wrestling)	Desbordes & Richelieu Chp. 7	
10 (10/29-11/4)	Establishing & Managing of Sports Arena	Desbordes & Richelieu Chp. 8	
11 (11/5-11/11)	Economics of Sports Programming	Gaustad, T. [LINK: see Blackboard]	Case #11: "Social media and media management" [Chadwick, Arthur, & Beech]
12 (11/12-11/18)	Sports Consumers	Sports Media Consumption Report [LINK: see Blackboard]	
13 (11/19-11/25)	Sports Consumers	North American Attitudes towards Beer & Tobacco Sports Sponsorships [LINK: see Blackboard]	
14 (11/26-12/2)	Economic Perspective on Impact of the 2010 World Cup (South Africa)	Swinnen & Vandermoortele [LINK: see Blackboard]	
15 (12/3-12/9)	Sport in Developing Countries	Andreff, W. [LINK: see Blackboard]	
16 (12/10-12/16)	The Future of Football in Europe	Szymanski, S. [LINK: see Blackboard]	Case #13: "Any publicity is good publicity. . ." [Chadwick, Arthur, & Beech]

***There are weekly tasks that include reflection reports and responses via Blackboard (see Schedule on Blackboard for details).*

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://coursesupport.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/> .

