

Course Syllabus: Global Sport and Culture

Sport Management 350 – Summer 2019

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Class Time: n/a

Course description

This course explores sport and culture within Japan. Students meet with and learn from entrepreneurs, managers, and administrators in business areas of marketing, operations, management, law, and others. Students also partake in tours and events related to the core product of the sporting competitions themselves. Through these experiences, students learn about the role that sport plays within the culture, as well as business principles and practices that guide sport managers' decisions. From their activities on the trip, students learn answers to questions such as the following: How do Japanese clubs and events operate, manage, perform, and continuously succeed? What type of business and legal challenges do these clubs, organizations and businesses face? How does the sport system of Japan vary from that of the United States? What are the sociocultural and historical factors that have lead Japanese sport to where it is today?

Throughout the process, students experience a foreign culture through being in Japanese cities and towns. We explore famous sites, museums, and historical locations, though some of the most valuable cultural learning occurs through our daily interactions. Students navigate via public transportation, hear lectures from locals, eat in local restaurants, attend public events, and generally are encouraged to engage within the social system of their destination. Rather than being isolated within a tourist bubble, students have interactions with locals; these help students understand social norms and behaviors that differ from those to which the students are accustomed.

Expected learning outcomes

Sport, when viewed as a form of culture, serves as a highly effective lens through which to examine issues impacting people and societies around the world, while also exploring how both local and global cultural practices affect the management of sport in an increasingly globalized world.

Culture incorporates numerous aspects of a people, including their history, behaviors and attitudes, and social institutions. Gaining an understanding of world cultures requires a multidisciplinary approach, one that includes fields such as political science, economics, theology, media, sociology, and social psychology. As sport management is a multidisciplinary course of study, it also lends itself well to synthesizing several areas in order to build a holistic appreciation of structural underpinnings within societies. A culture captures how individuals construct meaning within their world, and sport repeatedly appears as a meaningful feature of a society. By taking a global approach in designing course content, this course diversifies the issues that are studied and broadens student perspectives (consistent with [2020 Goal 1.4.2](#)).

This course is designed to challenge students to think critically and intelligently about the different ways in which global culture impacts sport, and the impact sport has on global culture, while simultaneously examining the various approaches to the management of the sports industry across geographical context. By the conclusion of SM 350, students will be able to...

- Demonstrate knowledge and understanding of issues in domestic and foreign sport as they pertain to topics such as amateurism, commercialization, corruption, cultural norms, deviance, economics, ethnicity, gender, globalization, health and wellbeing, politics, race, religion, and identity (e.g., national identity);
- Explain the global interdependence of the sport industry using examples such as the labor market's expansion across state borders (e.g., Central American players in Major League Baseball, African players in English soccer) and diffusion of sports into new territories (e.g., British imperialism and the use of sport to transmit British values; NBA's current efforts to develop basketball in China);
- Convey a further appreciation for non-North American cultural norms and values, particularly as captured through sporting behaviors;

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- Intelligently debate established social structures, cultures, and existing norms within the international sporting landscape;
- Recognize the influence of the media on the globalization of sport;
- Distinguish differences and similarities of sport consumer behavior; and
- Articulate how governmental policies around sport impact the people within those societies.

Liberal studies objectives

In addition to course specific objectives described above, as a Liberal Studies P6 (World Cultures), this course's learning objectives include many of those promoted by the WCU Liberal Studies program. In particular, students in this course develop an ***Awareness of Others***. That is, "Students will examine critically various cultures through historical and contemporary contexts at the local, national, and/or global level" ([WCU Liberal Studies](#)); see Liberal Studies [rubric \(pdf\)](#) for more detail.

Learning tools

The Grading components section offers further details about many of these learning tools.

Required groundwork

Articles and other media (videos, podcasts, etc.) are to be completed prior to travel. Should students with to work ahead, these materials are made available during the Spring.

Mandatory group meetings are held during the Spring in advance of the trip in order to coordinate logistics and best prepare students to make the most from their time abroad. There are usually 5 meetings set at times intended to minimize disruption to students' other obligations.

Travel abroad

The primary learning experience is via travel through Japan (see itinerary). Full participation in the travel portion is a required component of the course

Post-trip assignments

Students have additional articles and other media (videos, podcasts, etc.) after the trip. The pre-trip work is focused on Japan, and these assignments address sport & culture in other parts of the world. Following the trip, students complete other assignments, including a paper that synthesizes their reflection of the trip with other course materials.

Course policies

Assignments

Students are expected to complete all assignments prior to their deadline. Full participation in preparation efforts is necessary to augment the travel experience.

Travel

This course is, at its core, an international experience. Travel to the designated sites is required to pass this course. Any student signed up for this class who does not travel will not receive a passing grade.

Interacting with hosts

We have guest presentations, tours, and special events during our overseas stay. Attendance at ALL scheduled class components is mandatory.

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Deductions on final grade for tardiness/absence

For every guest presentation and/or event where a student is not present, the student will have 7 points deducted from the final grade. For every guest presentation and/or event where a student is late, the student will have 5 points deducted from the final grade. A student is late for a guest presentation or event if a student arrives at any time following the scheduled commencement of the presentation or tour. That is, the student should be present at the specifically designated spot for the scheduled presentation or tour (not in the general area) prior to the time the event is set to begin.

Composure during interactions with hosts

At speaker sessions and events, students are expected to compose themselves in a way that positively represents themselves, Western Carolina University, and United States

DRESS CODE

When meeting with speakers, students must dress in a neat, professional manner – think of it as "business casual lite." This means collared shirts (or equivalent), no athletic sneakers or hats, etc. Detailed dress requirements are distributed in advance of travel.

ENGAGEMENT

These speakers are devoting their time to share their specialized knowledge – it is imperative that we take advantage of these opportunities. Active interaction and demonstrations of intellectual engagement are required during all speaker sessions. Students will be...

- Mentally alert
- Academically prepared (i.e., will have completed required preparation assignments)
- Vocally engaged during lessons (e.g., asking questions, responding to speaker comments)
- Respectful to speaker (e.g., maintaining eye contact, not using phones at all, not looking at watch, etc.)
- Taking thorough notes, most likely via pen and notepad

Interacting within the culture and within the group

Students will compose themselves appropriately during non-class time (i.e., free time). Students must be cognizant and respectful of local cultures and behaviors. They will be expected to act as adults and commendable representatives of their school and country.

Students will take the upmost care to be considerate of other group members. It is stressful to be in tight quarters with the same people for an extended time. Basing one's behaviors on what is best for the group will help mitigate that stress for everyone and result in a better overall experience.

In simpler terms...

Be responsible and make WCU proud.

Physical fitness requirement – Lots of fast walking

There will be considerable walking required during the trip, often at a brisk pace (e.g., through airports & train stations, from appointment to appointment, etc.). It is reasonable to expect several miles of total walking per day. Students will also be expected to take staircases in several venues, barring a physical attribute that would require alternative plans.

Students are expected to keep up with the instructor and/or host during course times, and to do so with alacrity. During free time, students are welcome to walk at their own pace.

You also must be able to move your luggage on your own without any carts or other aids. This includes bringing the luggage up/down stairs, loading it on/off vehicles or trains, and navigating crowded city streets with bags. Your

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instructor can offer some guidance about how to best pack to minimize the amount you need to transport as all students can bring only one medium rolling bag or backpack and one carry-on sized bag.

Evaluation

Grading scale

A+	100 - 96.5%	A	96.49 - 92.5%	A-	92.49 - 89.5%
B+	89.49 - 86.5%	B	86.49 - 82.5%	B-	82.49 - 79.5%
C+	79.49 - 76.5%	C	76.49 - 72.5%	C-	72.49 - 69.5%
D+	69.49 - 66.5%	D	66.49 - 62.5%	D-	62.49 - 59.5%
F	less than 59.5%				

For info on calculating your GPA, go to <http://www.wcu.edu/academics/campus-academic-resources/advising-center/current-students-and-advising/calculate-your-gpa.asp>

Grading components

Trip engagement & composure	40%
Reflection & synthesis paper	18%
Groundwork assignments	18%
Post-trip materials test	13%
Post-trip assignments	9%

Each of the course components are detailed below. Changes are necessary pending confirmation of speakers and/or events, which are announced as far in advance as possible. If any expected unit of this course or assignment cannot be fulfilled, the grading weight shifts to other activity units and assignments.

Trip engagement & composure

Students are expected to actively participate in all course components as per the Course Policies section above.

Groundwork assignments

The groundwork assignments relate to the preparatory assignments completed in advance of travel abroad. There are three main components of the groundwork: Meetings, Speaker questions, and other preparation work.

MEETINGS

The class meets a few times during the spring (usually 4-5 times). As will any class, students are expected to attend the meetings and actively engage in the lesson, discussion, or other meeting activity. Meetings cover travel and course logistics, academic groundwork necessary for understanding course experiences, and preparation for meetings and activities abroad.

SPEAKER QUESTIONS

The course provides the very rare opportunity for an intimate audience with professionals in the global sport industry. Students want to take full advantage of this chance, and thus use the time prior to travel to best prepare themselves. One way is through developing questions for the speakers in advance. Students conduct research on their own about the organizations and the speakers write questions based on the areas they find most interesting. These questions are due during the first two days of the course, but students are encouraged to conduct their own research during the spring to develop better questions.

OTHER PREPARATION ACTIVITIES AND DELIVERABLES

Other required activities/assignments are detailed during the spring. These are customized based on the itinerary for that year; past activities included research presentations on specific aspects of the visit, interaction with foreign hosts

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via video call, and local cultural activities related to the travel destination. As with the meetings and speaker questions, the purpose of these assignments is to best prepare students.

Reflection and synthesis paper

The reflection paper is a necessary part of the learning process for international study trips. Debriefing and self-reflection during and after short term group travel are critical components to deepening individuals' understanding of cultural variations (Fairley & Tyler, 2009).

Additional readings & videos are assigned following the conclusion of the travel portion of the course. These assignments expose students to sport in other parts of the world, as well as provide additional details on Japanese sport. Students will be expected to synthesize these materials with the content knowledge from the travel experiences. Details of the assignment are provided during the course period.

Post-trip course materials test

During the summer after returning from travel, students read/watch additional materials relating to Global Sport & Culture, particularly within non-Japanese regions. Students demonstrate their comprehension of this material through an open-book/note Blackboard test.

Post-trip assignments

In addition to the reflection & synthesis paper, and its related academic materials, students complete additional "wrap-up" assignments upon the conclusion of the course (e.g., writing advice letters to future students). Details of these are provided upon the conclusion of the travel. **Extra Credit**

No extra credit is available for individual students in this course. All students have every possibility to do each class assignment to the best of their ability.

Content applying to all syllabi (with instructor edits in *italics*)

Communicating

The quality of your writing and speaking will be a major component to your grade on each assignment. Good communicating conveys your message, engages your audience, and lends credibility to your abilities.

You can have great things to say, but if you don't communicate effectively, people aren't going to hear/read your ideas. Further, you will be judged by the way in which you communicate – if you misuse "good" and "well", or put an apostrophe in "its" when used as a possessive, or commit other such atrocities, others will discount the value of your ideas because they will think less of your abilities. Don't give people reason to doubt you: communicate in a way that's commensurate with your education level! I can forgive the occasional typo, but not poor speech or writing.

Academic integrity (plagiarism, cheating, etc.)

Cheating of any kind is completely unacceptable and will not be tolerated. The purpose of college courses is to help expand how you think about problems and to prepare you for your future life and career. Cheating achieves neither of those goals - it only hinders the development of the student. The work you submit must be your own work unless expressly directed otherwise by the professor. All university rules governing academic honesty apply in this class and students will be expected to fully know and understand the [university's policy](#).

This policy addresses academic integrity violations of undergraduate and graduate students. Graduate students should read inside the parenthesis below to identify the appropriate entities in charge of that step of the process.

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Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see Article VII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE). Instructors have the right to determine the appropriate academic sanctions for violations of the Academic Integrity Policy within their courses, up to an including a final grade of "F" in the course in which the violation occurs.

Examples of possible academic integrity violations in that will result in a referral to the DSCE:

- Cheating - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
 - *E.g., cheat sheets, phones, etc.*
 - *This also includes other using other students as resources during tests or quizzes. E.g.,*
 - *Looking at someone else's test/quiz*
 - *Communicating with another student during a test/quiz*
 - *Looking at another student's clicker (see "Technology requirements" above) while taking a test.*
- Fabrication – Creating and/or falsifying information or citation in any academic exercise.
- Plagiarism - Representing the words or ideas of someone else as one's own in any academic exercise.
 - *Any words or ideas that are not your own must be properly cited. Even if you meant to cite a quote or idea but forgot, it will be considered plagiarism – there is no way for me to know what your intentions truly were at the time you were writing the assignment.*
 - *Plagiarism discovered in a group assignment will result in all members of the group being considered in violation of the academic integrity policy.*
 - *It is expected that ideas taken from articles, books, journals, etc. will be properly noted assignments submitted. Copying or paraphrasing someone else's work without proper plagiarism. Where necessary, please read and become familiar with the proper referencing any material used in your work (Publication Manual of the American Association, 6th Ed., call number BF76.7 .P83 2010).*
 - WCU instructors reserve the right to use plagiarism prevention software (such as SafeAssignment.com) as well as Google, Yahoo, and/or other Internet search engines to determine whether or not student papers have been plagiarized. With plagiarism prevention software, instructors may upload student papers into a searchable database or teach students how to upload their own work as part of the course requirements.
- Facilitation - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g., allowing another to copy information during an examination). This also includes...
 - *holding your clicker in a way that others can see it during a test/quiz.*
 - *submitting answers for another student, including using another student's clicker at any point during class*
 - *putting a student's name on an assignment toward which that student did not contribute. E.g., if a group member is absent and does not contribute to the completion of an in-class project, his/her name cannot be included on the submission.*
 - *evaluating a student as contributing more to the class than he/she actually did. E.g., giving a peer undeservingly high marks during a peer evaluation.*



in all reference is guidelines for Psychological

Learning from one's classmates is part of the goal of group-based education. Working together allows students to solidify issues discussed in class and possibly obtain a different perspective on course topics. In some cases, a classmate may be able to explain something in a way that resonates or makes more sense than the approach used by the professor. Working together is often valuable, appropriate, and is highly encouraged for many parts of this course. Copying from another's work is unacceptable. The assignments you submit must reflect your own efforts. If you are unsure about the degree to which you may work with a classmate, it is your responsibility to check with the professor for clarification prior to working together on the assignment.

Additional information is available on the Student Success website under Student Community Ethics:

<http://www.wcu.edu/experience/dean-of-students/academic-integrity.aspx>

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Academic support (Writing help, Tutoring, etc.)

The [WaLC](#), located in Belk 207, provides free [small-group course tutoring](#), one-on-one [writing tutoring](#) and [academic skills consultations](#), and online [writing](#) and [learning](#) resources for all students. All tutoring sessions take place in the WaLC or in designated classrooms on campus. To schedule tutoring appointments, log in to GradesFirst from the WaLC homepage (walc.wcu.edu) or call 828-227-2274.

Accommodations for students with disabilities

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Office of Accessibility Resources. All information is confidential. Please contact the Office of Accessibility Resources at (828) 227-3886 or come by Suite 135 Killian Annex for an appointment.

Student support services

Student Support Services provides support to students who are either first-generation, low-income or those who have disclosed a disability with: academic advising, mentoring, one-on-one tutorial support, and workshops focused on career, financial aid and graduate school preparation. You may contact SSS at (828) 227-7127 or email sssprogram@wcu.edu for more information. SSS is located in the Killian Annex, room 138.

Academic calendar

This includes dates for all breaks, university closures, final exams, etc. The academic calendar can be found at <http://www.wcu.edu/learn/academic-calendar.asp>