



THE GLOBAL EDUCATION NETWORK

SDNY BUSN /COMM 3318

Sports as Soft Power

CAPA Sydney Program

Summer 2019

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Class times	:	Tuesday and Thursdays 9:30-13:00
Classroom location	:	TBD
Office Hours	:	TBD

Course Description

This course examines sports as soft power (persuasion, influence, and attraction) in the attempt to bridge communities and cultures and on the local, national, and global stages. Case studies demonstrate the attraction and effectiveness of sports as a communication strategy utilized by local, national, and international governments and NGOs as part of a strategic communication plan, as well as its role in spontaneous grass roots movements. Critical to our studies is the appreciation that sport may challenge/ reinforce social and cultural values at the local, national, and international levels. Complementing readings and discussions, the course may also include guest lectures from individuals in the sports fields so that students are provided with a first-hand understanding of the challenges faced by those participating and working in the field

Course Aims

This course will introduce students to the interactions between sports and global politics. It will also examine the often-symbiotic relationship between sports and media and how that interrelationship reinforces social, cultural and political values, but also challenges social and political norms. It addresses the role of globalized sports in international relations, global and domestic politics, and provides an introduction to central issues, institutions and conflicts of modern global politics through the lens of globalized sports. Issues include: global sport events and celebrity athletes as soft power tools of international diplomacy; global sports and the global public sphere; global sports, race and gender; sports and institutions of global governance; sports and the politics of national and cosmopolitan identity. Drawing on theories of cultural studies, public diplomacy, and political communication, we will examine the government and media's role in telling the story and shaping the narrative of sports and, in telling that story, shaping, reinforcing and sometimes challenging cultural and political values.

Learning Outcomes

Specific Outcomes Include: 1) Demonstrate proficiency in examining sports and global politics critically; 2) Become conversant in the language of sports research and theory; 3) Understand the evolution of sports media in the United States and internationally, and its impact on global culture; 4) Recognize new and recurrent trends in sports and global politics; 5) Become conversant in the language of sports media, and its intersection with politics

Class Methodology

ONE-PAGE SPORTS AS SOFT POWER (10%), Due Week 2 (5/30).

This is a one-page paper that demonstrates your ability to express and define, citing relevant examples from the reading, and class, hard and soft power AND how sports is a soft power. You may choose to focus on one (or several) events/games, teams, or individuals as prime examples of sports as a soft power. Further detailed instructions will be provided in class.

FINAL PAPER (30%, Due Final Week of Class)

By the time you draft a final paper, you will have conducted research on a popular Australian sport (e.g. Cricket, Australian Rules Football, Rugby, Football (soccer), Netball, etc.) and presented it to the class. Informed by this presentation, you will extend your research findings to write a final paper to address: the history of the sport, and what led to its popularity; how does the sport reflect Australian culture, identity, history and even politics? What are the most prominent controversies surrounding the sport? What are the major differences between Australian sports culture reflected in the sport, versus American sports culture? Finally, address how the sport is or can be utilized as a form of soft power?

Olympics as a Soft Power Presentation (20%)

- You will research and present on one of two recent Olympic events (either Summer 2016 in Brazil or Winter 2018 in Korea; NO OTHER OLYMPICS).
- The focus of your presentation must be on how the 2016 OR 2018 Olympic events had a significant impact on culture, politics and society both domestically and internationally.
 - Some issues to address: how did the nation, through one of more events, features, activities, or individual personalities use the Olympic mega-event as a form of soft power, to either change, or reinforce their image or standing in the world? How did the Olympics affect policies domestically and abroad? What themes did the nation employ and why?
 - Areas to examine: IOC, USOC, Mass Media, Athletes, Teams, local and national governments; you may want to focus on the media campaign for the Olympics or certain sporting events, or examine novel partnerships during the games, or how the nation used individual athletes.
- **RESEARCH TOPICS DUE: First Class Meeting of Week 2.** You must provide a ½ page summary of your Olympics event focus AND include a **ONE-page reference** page that contains the **7 references** (2 must be academic sources: academic journals, articles, scholarly books)
- **Write a 1-2 page** (single-spaced) **Research Summary and Turn in a Hard Copy to me at the START of your Presentation (Week 3)**
 - Each research summary should have a **bare minimum** of 7 cited references (you should easily find far more than this in news reports alone); 2 must be academic sources. Research summaries must follow APA guidelines for research paper writing. Summaries will be graded on quality of writing, clarity of argument, depth of analysis, and quality of insights. While you will need to perform only limited *academic* research for this assignment (few journal articles), you will need to complete a full study of one story and your works cited page should note references to a complete cycle of reports.
- Present this research to the class during a **20-minute, in-class presentation.** **Use MULTIMEDIA (e.g. PREZI, Power Point, videos, images, etc.) for your presentation.**
- **Grading:** will be based on your research, content, design and performance
- **Follow the Schedule and Deadlines:** Failure to follow instructions will cost you half a grade.
- **Attendance and Class Participation** (10%)

*Your attendance and participation in class discussion is expected and required. Attendance in class cannot be counted as participation. Students will receive participation grades based on the quality and quantity of their participation in class throughout the semester. I will keep track of daily attendance as well as the frequency (or lack thereof) of your participation. Mobile phones must be turned off during class. Leaving class to answer a cell phone will be counted as an absence. **No eating in class.***

You must attend every class; if you are unable to attend class due a health emergency, you must provide documentation as proof that your absence was necessary. **Each unexcused** absence will result in an automatic 5% deduction from your **final class grade** . Also, remember that, when you are absent, you cannot participate in class. So, excessive absences will also impact your participation grade. **Being tardy or leaving class early will be counted as half an absence.** Finally, don't rely on a friend to sign you in; if you are found to be absent on a day that you are signed in, you will be counted as absent and reported to student conduct.

Assessment/Grading Policy

Descriptor	Alpha	UK	US	GPA
Excellent	A	75+	93+	4.0
	A-	70-74	90-92	3.7
Good	B+	66-69	87-89	3.3
	B	63-65	83-86	3.0
	B-	60-62	80-82	2.7
Average	C+	56-59	77-79	2.3
	C	53-55	73-76	2.0
Below Average / Poor	C-	50-52	70-72	1.7
	D+	46-49	67-69	1.3
	D	40-45	60-66	0.7
Fail	F	<40	<60	0

Grade Breakdown and Assessment of Learning Outcomes

ONE-PAGE “Sports as a Soft Power” (10%)	100 points
AUSSIE SPORTS AND SOFT POWER (20%)	200 points
OLYMPICS AS SOFT POWER (20%)	200 points SYDNEY
SWANS AFL TRIP (6/9) & ASSIGNMENT (10%)	100 points PARTICI-
PATION & ATTENDANCE (10%)	100 points
FINAL PAPER (30%)	<u>300 points</u>
Total:	1000 points

Required Readings:

The bulk of the course readings will be on *Emerson’s Canvas online site* and will include scholarly articles, journals, reports of sporting events, editorials on sport, and critical analyses of sports films and television shows. There will also be articles and book chapters on larger social issues that have both impacted and been impacted by sports and the communication complex that creates the story of sport. Thus, you have readings on a variety of sports communication, public diplomacy, and political communication issues, including several published articles authored by me. Therefore, it is important that you read them (and, come one, they are a lot more fun than reading for your other courses!). They will give you a much stronger sense of how sports and politics intersect, and how this intersection reflects culture, identity, and nationalism, but also how such an intersection can be an agent of change.

SUNY-Oswego On-line Library Resources

Students are advised to review assignments and readings. If you do not have access to sufficient additional resources from your home institution to complete the coursework for this class, you may request access to the on-line library resources of SUNY-Oswego: <http://libraryguides.oswego.edu/c.php?g=500670>. To access this resource, you must request access during the first week of the program.

Weekly Course Schedule

Weekly Course Schedule			
Week 1 5/21- 5/23	Introduction to Course; review of course assignments and syllabus. Soft Power and Hard Power: An Introduction. Why study sports and how is sports a soft power?	NO CLASS (5/21)	Introduction; course expectations and schedule review. “Getting Smart: Combining Hard and Soft Power” (Nye) “General Introduction: Sport-The Game and the Field” (Karen & Washington). *Visit to Parliament House
Week 2 5/28- 5/30	Sports Diplomacy; Sports as Soft Power in the age of celebrity Sports as a Soft Power: Mega-events like the Olympics and World Cup as Soft Power *Visit to Sydney Opera House or Rocks (Tentative)	“Mapping the relationship between international sport and diplomacy” (Stuart & Pigman) “Moving Beyond the Ping- Pong” (Murray, S) “Long Shot: The Prospects and Limitations of Sports and Celebrity Athlete Diplomacy” (Park) Screening: “Breaking the Ice: Chasing Peace on the Korean Peninsula” (20 min)	One-page Sports as Soft Power Paper DUE. “The Contested Terrain of Sport Diplomacy in a Globalized World” (Jackson, S). “Sports Mega-Events as Part of a Nation’s Soft Power Strategy: The Cases of Germany (2006) and the UK (2012)” (Grix & Houlihan). *Guest Speaker (tentative)
Week 3 6/4- 6/6	Olympics as Soft Power Presentations.	*Olympic Legacy Visit to Sydney Olympic Park	Olympics as Soft Power In-Class Presentations
Week 4 6/11- 6/13	Australian Football League Experience (June 9); Comparative Analysis Politics, Culture, and Identity in Global Sport.	June 9: AFL Sydney Swans Game (Comparative Analysis) Comparative Analysis Paper DUE	“Politics, culture, identity make Les Bleus' place in France complicated.” (Krasnoff, Lindsay), 2016. Sports Illustrated. 24 June. 2018. “France's Ghosts Return for the World Cup.” (Dubois, Laurent), The Atlantic. Screening: SALUTE (2008), featuring Peter Norman, Australian sprinter.

Week 5 6/18-6/20	Politics, Culture, and Identity in Global Sport, cont'd. Australian Sports as Soft Power Presentation	“Race, Hegemonic Masculinity and the Linpossible” (Park) “Will Naomi Osaka Pick Japanese Citizenship or American?” (NYT) *Guest Speaker (tentative)	Aussie Sports as Soft Power In-Class Presentations
Week 6 6/25-6/27	Sports Diplomacy Strategies Final Week	TBD	FINAL PAPER

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unless otherwise expressed by your instructor, the first time a student has an unexcused absence for a class, his/her grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become an B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program.

Excused Absences: Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact excused.absence@capa.org ahead of time and provide evidence (e.g. a doctor's note) of the reason for his/her absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class.

In addition to contacting excused.absence@capa.org, it is the responsibility of the student to contact his/her instructor and make up any missed assignments.

Class Participation: Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

Any student who feels s/he may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the director of academic affairs privately to discuss your specific needs.

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program.

Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving an "0" for any assignments in which they have duplicated their own work.

All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

Sexual Misconduct, Required Reporting, and Title IX: CAPA The Global Education Network is committed to encouraging a safe and healthy environment at our seven CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination.

CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages students to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect students with appropriate resources. Because students may not understand the implications of Title IX abroad, CAPA will work to advise students about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis

Use of electronic equipment in class: All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Associate Director of Academic Affairs at the beginning of Term.

Use of Electronic Translators: In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

Behaviour during Examinations: During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.