

DEREE COLLEGE SYLLABUS FOR: SM 2001 INTRODUCTION TO SPORT MANAGEMENT							
(Revised, Fall 2021)	UK LEVEL: 4 UK CREDITS: 15 US CREDITS: 3/0/3						
PREREQUISITES:	None						
CATALOG DESCRIPTION:	Introduction to sport management; definition and history of sport, the social and cultural dimension of sport, the sport industry including sport media and sports events, the main functions of sport management and legal and ethical issues in sport; professional, amateur and community sports.						
RATIONALE:	The module focuses on the theories and practice of sport management. By taking this module students develop a global understanding of the historical, social and cultural context of sport and acquire basic knowledge and understanding of the management process within the sport industry and its different segments.						
LEARNING OUTCOMES:	As a result of taking this module, the student should be able to: <ol style="list-style-type: none"> 1. Demonstrate an understanding of the nature, scope and structure of the sport industry, including the management, organization and governance of sport organizations and the role of various governing bodies within amateur, professional and community sports. 2. Demonstrate an understanding of the historical, social, political, economic and cultural meaning and diffusion of sport and their impact on sports participation and regulation. 3. Discuss ethical issues associated with sport and discuss their implications for the management of sport organizations. 						
METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> • Classes consist of lectures, discussions, collaborative in-class small projects and specialized video presentations. Throughout the lectures students develop knowledge and understanding related to the subject content. Discussions and collaborative in-class small projects reinforce students' cognitive and key transferable skills. Specialized video presentations familiarize students with professional skills and further develop their cognitive skills. • Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content. • Use of blackboard, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources. 						
ASSESSMENT:	<p>Summative:</p> <table border="1" style="width: 100%;"> <tr> <td>First Assessment: In-class written examination (One-hour closed-book, on core theoretical and practical issues)</td> <td style="text-align: center;">40%</td> </tr> <tr> <td>Final Assessment: In-class written examination (Two-hour, closed-book, on core theoretical and practical issues)</td> <td style="text-align: center;">60%</td> </tr> </table> <p>Formative:</p> <table border="1" style="width: 100%;"> <tr> <td>Mock exams</td> <td style="text-align: center;">0%</td> </tr> </table> <p>The formative and coursework assessments aim to prepare students for the summative assessments.</p>	First Assessment: In-class written examination (One-hour closed-book, on core theoretical and practical issues)	40%	Final Assessment: In-class written examination (Two-hour, closed-book, on core theoretical and practical issues)	60%	Mock exams	0%
First Assessment: In-class written examination (One-hour closed-book, on core theoretical and practical issues)	40%						
Final Assessment: In-class written examination (Two-hour, closed-book, on core theoretical and practical issues)	60%						
Mock exams	0%						

	<p>The first assessment tests Learning Outcomes 1 and 2. The final assessment tests Learning Outcomes 1, 2 and 3. The final assessment tests all learning outcomes of this module.</p> <p>The final grade for this module will be determined by averaging all summative assessment grades, based on the predetermined weights for each assessment. If students pass the comprehensive assessment that tests all Learning Outcomes for this module and the average grade for the module is 40 or higher, students are not required to resit any failed assessments.</p>
<p>INDICATIVE READING LIST:</p>	<p>REQUIRED MATERIAL:</p> <ul style="list-style-type: none"> • Masteralexis, L., Barr, C., & Hums, M (2018) <i>Principles and Practice of Sport Management</i> (6th ed.). Jones and Bartlett Publishers (ISBN-10: 1284142132, ISBN-13: 978-1284142136). <p>RECOMMENDED READING:</p> <p>A. BOOKS</p> <ul style="list-style-type: none"> • Beech, J., & Chadwick, S. (2013). <i>The business of sport management</i>. Essex, UK: Pearson. • Emery, P. (2011) <i>The sports management toolkit</i>, Oxon, UK: Routledge. • Hoyer, R., Smith, A., Nicholson, M., & Stewart, B. (2018). <i>Sport Management: Principles and Applications</i> (5th ed.). Oxon, UK: Routledge. • Taylor, T., Doherty, A., & McGraw, P. (2015). <i>Managing people in sport organizations</i> (2nd ed.). London, UK: Routledge. <p>B. ARTICLES</p> <ul style="list-style-type: none"> • Burgin, S., & Hardiman, N. (2012). Extreme sports in natural areas: looming disaster or a catalyst for a paradigm shift in land use planning?. <i>Journal of Environmental Planning & Management</i>, 55(7), 921–940. https://doi-org.acg.idm.oclc.org/10.1080/09640568.2011.634228 • Dorsey, J. M. (2018). Trouble in Sport Paradise: Can Qatar Overcome the Diplomatic Crisis?. <i>Revista Crítica de Ciências Sociais</i> (116), 179–196. https://doi-org.acg.idm.oclc.org/10.4000/rccs.7479 • Miragaia, D. A. M., & Soares, J. A. P. (2017). Higher education in sport management: A systematic review of research topics and trends. <i>Journal of Hospitality, Leisure, Sport & Tourism Education</i> (Elsevier Science), 21, 101–116. https://doi-org.acg.idm.oclc.org/10.1016/j.jhlste.2017.09.001 • Naess, H. E. (2019). Investment Ethics and the Global Economy of Sports: The Norwegian Oil Fund, Formula 1 and the 2014 Russian Grand Prix. <i>Journal of Business Ethics</i>, 158(2), 535–546. https://doi-org.acg.idm.oclc.org/10.1007/s10551-017-3751-8 • Pitts, B. & Shapiro, D. (2017). People with disabilities and sport: An exploration of topic inclusion in sport management. <i>Journal of Hospitality, Leisure, Sport & Tourism Education</i> (Elsevier Science),

	<p>21, 33–45. https://doi-org.acg.idm.oclc.org/10.1016/j.jhlste.2017.06.003</p> <ul style="list-style-type: none"> • Woratschek, H., Durchholz, C., Maier, C., & Ströbel, T. (2017). Innovations in sport management: The role of motivations and value cocreation at public viewing events. <i>Event Management</i>, 21(1), 1–12. https://doi-org.acg.idm.oclc.org/10.3727/152599516X14786350337262
COMMUNICATION REQUIREMENTS:	Use of appropriate academic conventions as applicable in oral and written communications.
SOFTWARE REQUIREMENTS:	
WWW RESOURCES:	<p>Students are expected to use the internet at their own discretion to select information on the module. Useful sources include:</p> <p>www.olympic.org/ioc www.olympic.org/greece www.nassm.org/ www.sportslaw.org/</p>
JOURNALS	<p>Journal of Sport Management Sport Management Review Sport Marketing Quarterly Journal of Business Ethics</p>
INDICATIVE CONTENT:	<ol style="list-style-type: none"> 1. Historical, social, political, economic and cultural dimension of sport 2. Overview of the sports business 3. Amateur, professional and community sports 4. Planning, management and delivery of sporting opportunities 5. Governance in sport 6. Sport marketing 7. Sport finance 8. Sport and the law 9. Sport event and facility management 10. Risk management in sport 11. Ethical issues in sport