**module specification**

**for taught modules at all levels**

<table>
<thead>
<tr>
<th>Name of Module</th>
<th>Sport and Globalisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent School/Dept</td>
<td>School of Humanities</td>
</tr>
<tr>
<td>Programmes where module is offered</td>
<td>MA Leadership in Sport</td>
</tr>
<tr>
<td>Status (compulsory, optional, free choice)</td>
<td>Compulsory</td>
</tr>
<tr>
<td>Pre-Requisite Modules or Qualifications</td>
<td>None</td>
</tr>
<tr>
<td>FHEQ Level</td>
<td>7</td>
</tr>
<tr>
<td>Unit Value</td>
<td>20</td>
</tr>
<tr>
<td>Module Code (where applicable)</td>
<td></td>
</tr>
<tr>
<td>Module Coordinator</td>
<td>tbc</td>
</tr>
<tr>
<td>Terms Taught</td>
<td>Spring</td>
</tr>
</tbody>
</table>

Response to Student Evaluation: n/a (module has not yet run)

**Educational Aims of the Module**

The module aims to demonstrate effectively the extent to which modern sport relies on understanding the process of globalisation. Sport has not only benefitted from globalisation, it has also become a powerful agent of globalisation. Beyond this, there is hyper-globalisation relating to on-field sporting talent. The module aims to show that this is a phenomenon with important historical roots. The Green Pavilion, built in Rugby School in 1841, is the oldest surviving cricket pavilion in the world. It lists the names of the boys who played for the school 1st XI cricket. In their adult lives, many of those boys went on to export, organize and codify sports across the world in the second half of the nineteenth century: Australian Rules Football, gridiron in America, cricket in India. This was modern sport's first great globalisation following which a second wave of globalisation emerged with the ascent of television and the freer movement of labour in the late twentieth and early twenty-first centuries. In the present and near future, students also need to understand how and why the map of sporting consumption is changing so rapidly, as the expanding Asian middle class provides sport with its fastest growing market. The module aims to equip students to explore and discuss case studies in globalisation, and the relationship between money, talent, ideas and tactical innovation.

**Module Outline/Syllabus**

**Key Themes**

1. Money: talent: ideas: innovation
2. Globalisation: threat to communities or cosmopolitan catalyst?
3. Sport, identity and fandom
4. Sport and the tech-giants

**Events and Guest Lectures**

1. Joris Evers, Head of Communications at La Liga, ex-Netflix
2. In conversation at Google HQ, London: Vinai Venkatesham, Arsenal COO and Tomos Grace, Head of Sport, YouTube/Google
3. In conversation: Stefan Szymanski and Simon Kuper

**Student Engagement Hours**

<table>
<thead>
<tr>
<th>Type (Lectures, Tutorials, Seminars, Guided/Independent Learning Time, Other)</th>
<th>Number per term (e.g. 10)</th>
<th>Duration of each (e.g two hours)</th>
<th>Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evening seminars</td>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Evening lectures</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Evening dinner discussion</td>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Access Hours (1-to-1)</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Field Trip Google HQ</td>
<td>1</td>
<td>6</td>
<td>30</td>
</tr>
</tbody>
</table>

Total Guided/Independent Learning Hours e.g. MOODLE 90
### Module Outcomes

**Intended Learning Outcomes:** [re-ordered]

On successful completion of the module, students should be able to demonstrate

1. detailed knowledge of sport and of the sporting event in its business, societal and cultural aspects, both regionally and globally
2. analytical understanding of the pros and cons of globalisation in sport and the implications of the convergence of sport, entertainment and technology
3. critical understanding of how to develop and sustain historical arguments, formulating appropriate questions and utilising evidence
4. An ability to interrogate, read, analyse and reflect critically and contextually upon secondary evidence

**Transferable/Practical Skills and other attributes:** The three processes described and related above (the intended learning outcomes; the learning and teaching strategies designed to produce them; the assessment model designed to allow them to be demonstrated) are themselves intended to lead on to the following subset of transferable skills developed in those successfully completing the course:

1. Clarity, fluency, and coherence in written expression
2. Command of global comparative perspectives, including the ability to compare sports histories between different countries, societies, or cultures
3. Ability to produce written reports to professional standards of presentation and punctuality
4. Ability to communicate effectively through digital media

**Teaching/Learning Strategy:**

Explain the teaching and learning methods and strategies used to help students achieve each intended learning outcome

1. Detailed discussion in interactive seminars and access hours of a range of relevant historical and international case studies
2. Contextual teaching materials and reading tasks
3. Carefully chosen syllabus and programme of guest lectures/interviews/debates exploring key themes
4. Guided discussions focused around critical readings of the material analysed

**Assessment Strategy:** [re-ordered]

Explain the strategies used to assess the achievement of each intended learning outcome

1. Feedback on work in progress
2. Blog and comments demonstrate ILOs 1 & 2
3. Case Study embraces ILOs 1–4

**Assessment Method Summary**

<table>
<thead>
<tr>
<th>Type (Examination, Test, Coursework, Presentation, Practical, Other)</th>
<th>Number required</th>
<th>Duration (e.g. 1 hour, 4,000 words)</th>
<th>Weighting (e.g 20%)</th>
<th>Timing/Submission Deadline (e.g Week 8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Globalisation in Sport: Pros and Cons Case Study</td>
<td>1</td>
<td>2 – 2,500 words</td>
<td>60%</td>
<td>8</td>
</tr>
<tr>
<td>WordPress Blog on 1 or 2 Key Themes (different from Case Study)</td>
<td>1</td>
<td>Min. 4 Posts x 400 words; 8 comments x 100 words</td>
<td>40%</td>
<td>11</td>
</tr>
</tbody>
</table>

**Private study (reading and writing)** 80

**Total Engagement Hours** 200

**Assessment Strategy:**

1. Case Study allows students to demonstrate 1, 2 & 3
2. Blog and comments cover ILO 4
**Key Texts and/or other learning materials**

LINCOLN ALLISON & ALAN TOMLINSON: *Understanding International Sport Organizations*, Routledge, 2017

LINCOLN ALLISON, *Sport as Virtue…*, Liberales Institut, 2008

DAVID CARTER, *Money Games: profiting from the convergence of sport and entertainment*, Stanford, 2010


(See also detailed Reading List; postings on MOODLE).

**Please note:** This specification provides a concise summary of the main features of the module and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module and programme can be found in the departmental or programme handbook. The accuracy of the information contained in this document is reviewed annually by the University of Buckingham and may be checked by the Quality Assurance Agency.

**Date of Production:**

Date approved by School Learning and Teaching Committee

Date approved by School Board of Study

Date approved by University Learning and Teaching Committee

Date of Annual Review:

CONFIDENTIAL DRAFT. ENDS.