



## UNSW Course Outline

# GENL0251 Managers, Media, Players and Spectators - 2024

Published on the 12 May 2024

## General Course Information

**Course Code :** GENL0251

**Year :** 2024

**Term :** Term 2

**Teaching Period :** T2

**Is a multi-term course? :** No

**Faculty :** Faculty of Law and Justice

**Academic Unit :** School of Private and Commercial Law

**Delivery Mode :** In Person

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Undergraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

This course examines the business of sport from the perspectives of its various stakeholders, managers, media, players and spectators. Using Australian sport as its centrepiece and using a series of case studies, the course traces the development and spread of global sport and the

development of unique sporting cultures and institutions in many nations, particularly in Australia, the USA, Europe and the Pacific Rim. Australian sport is examined from its colonial roots to the present day. The course examines the transformation of amateur sport to professionalism and the bitter wars fought between owners, managers and players often played out in the courtroom and manifested by strikes and lockouts. It examines the phenomenon of the bidding for and the staging of mega events such as the Olympic Games and the FIFA World Cup; global sports politics; corruption and match fixing; the role of sports media; broadcast rights; sports marketing and intellectual property; violence on and off the field; athletes rights; athletes' health and wellbeing; sports apparel and sweatshops; fans and spectators in the digital age; sports slavery and trafficking in Africa; drugs and doping and the World Anti-Doping Agency; international sports law and the Court of Arbitration for Sport.

# Course Learning Outcomes

Course Learning Outcomes
CLO1 : Analyse the transformation of key roles and relationships within sport including owners, managers, and players, as well as the rights and role of the spectator and fan.
CLO2 : Investigate the role of sport in domestic and global politics especially with regards to major sporting events (e.g. World Cup, Olympics, etc...)
CLO3 : Examine the business of sport including areas such as industrial relations, marketing and sponsorship, intellectual property, apparel, and broadcast rights.
CLO4 : Discuss ethical and social issues associated with sport including human rights (slavery, trafficking, sweatshops, etc...), drugs, liquor and gambling, and violence amongst players and amongst spectators.
CLO5 : Understand the role and function of entities such as the Court of Arbitration for Sport and the World Anti-Doping Agency.

Course Learning Outcomes	Assessment Item
CLO1 : Analyse the transformation of key roles and relationships within sport including owners, managers, and players, as well as the rights and role of the spectator and fan.	<ul style="list-style-type: none"><li>• Research Essay</li><li>• Class Participation</li><li>• Class Presentation</li><li>• Assignment: Film Review</li></ul>
CLO2 : Investigate the role of sport in domestic and global politics especially with regards to major sporting events (e.g. World Cup, Olympics, etc...)	<ul style="list-style-type: none"><li>• Research Essay</li><li>• Class Participation</li><li>• Class Presentation</li><li>• Assignment: Film Review</li></ul>
CLO3 : Examine the business of sport including areas such as industrial relations, marketing and sponsorship, intellectual property, apparel, and broadcast rights.	<ul style="list-style-type: none"><li>• Research Essay</li><li>• Class Participation</li><li>• Class Presentation</li><li>• Assignment: Film Review</li></ul>
CLO4 : Discuss ethical and social issues associated with sport including human rights (slavery, trafficking, sweatshops, etc...), drugs, liquor and gambling, and violence amongst players and amongst spectators.	<ul style="list-style-type: none"><li>• Research Essay</li><li>• Class Participation</li><li>• Class Presentation</li><li>• Assignment: Film Review</li></ul>
CLO5 : Understand the role and function of entities such as the Court of Arbitration for Sport and the World Anti-Doping Agency.	<ul style="list-style-type: none"><li>• Research Essay</li><li>• Class Participation</li><li>• Class Presentation</li><li>• Assignment: Film Review</li></ul>

# Learning and Teaching Technologies

Moodle - Learning Management System

# Learning and Teaching in this course

The course will rely on active learning strategies involving a mixture of individual and collaborative tasks. The lecture periods will consist of a formal instructor element, the use of film media, and time allocated for interactions in the lecture period and after class presentation in the tutorial room. An interactive forum is linked to the Online Modules. In Week 1, individuals will choose a presentation topic that they will deliver in a class presentation. The instructor will also set aside time for individual discussion with the students on their main written project where each student is encouraged to develop their own essay thesis rather than being given a list of set questions.

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Research Essay Assessment Format: Individual	50%	Due Date: Week 9: 22 July - 28 July
Class Participation Assessment Format: Individual	10%	
Class Presentation Assessment Format: Individual	20%	Start Date: Week 1
Assignment: Film Review Assessment Format: Individual	20%	Due Date: Week 10: 29 July - 04 August

## Assessment Details

### Research Essay

#### Assessment Overview

This assessment requires you to write a research essay.

#### Course Learning Outcomes

- CLO1 : Analyse the transformation of key roles and relationships within sport including owners, managers, and players, as well as the rights and role of the spectator and fan.
- CLO2 : Investigate the role of sport in domestic and global politics especially with regards to major sporting events (e.g. World Cup, Olympics, etc...)
- CLO3 : Examine the business of sport including areas such as industrial relations, marketing and sponsorship, intellectual property, apparel, and broadcast rights.
- CLO4 : Discuss ethical and social issues associated with sport including human rights (slavery, trafficking, sweatshops, etc...), drugs, liquor and gambling, and violence amongst players and amongst spectators.
- CLO5 : Understand the role and function of entities such as the Court of Arbitration for Sport

and the World Anti-Doping Agency.

#### Detailed Assessment Description

**First written Assignment 50% – RESEARCH Essay: 1500-2000 words.** A list of research topics will be provided on Moodle. However, the preferred option is to devise your own topic in consultation with your lecturer. You should submit your proposed essay topic to your lecturer by the end of Week 3. This is a *RESEARCH* essay and you are expected to go beyond the readings provided. Research does not include emailing your tutor asking for sources. Due Week 9, Midnight Friday 26 July

#### **Class Participation**

##### Assessment Overview

This assessment requires you to prepare for and actively engage in class-based and online activities.

##### Course Learning Outcomes

- CLO1 : Analyse the transformation of key roles and relationships within sport including owners, managers, and players, as well as the rights and role of the spectator and fan.
- CLO2 : Investigate the role of sport in domestic and global politics especially with regards to major sporting events (e.g. World Cup, Olympics, etc...)
- CLO3 : Examine the business of sport including areas such as industrial relations, marketing and sponsorship, intellectual property, apparel, and broadcast rights.
- CLO4 : Discuss ethical and social issues associated with sport including human rights (slavery, trafficking, sweatshops, etc...), drugs, liquor and gambling, and violence amongst players and amongst spectators.
- CLO5 : Understand the role and function of entities such as the Court of Arbitration for Sport and the World Anti-Doping Agency.

##### Detailed Assessment Description

**Class participation 10%:** Based on Response to Online Modules and contribution in tutorials. Students **must attend a minimum of 80% of classes** to be eligible to undertake assessment in this course. Assessable class participation is designed to:

- encourage preparation for class
- encourage students to learn, think, analyse, reflect and evaluate material prior to covering that content in class
- assist students to develop the capacity to think clearly and to present oral arguments

It is also believed that as students will necessarily put much effort into class preparation, it is fair that they receive some reward for this work.

Attendance and active participation demonstrates that the student is engaging with the course material. By attending and especially participating in discussions, students can showcase their understanding of the issues as well as developing their skills in discussion and argument. You are expected to keep up with the weekly readings. (Individual contributions are noted each week and the grade determined at the end of the semester)

## Class Presentation

### Assessment Overview

This assessment requires you to deliver a presentation in class.

### Course Learning Outcomes

- CLO1 : Analyse the transformation of key roles and relationships within sport including owners, managers, and players, as well as the rights and role of the spectator and fan.
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- CLO4 : Discuss ethical and social issues associated with sport including human rights (slavery, trafficking, sweatshops, etc...), drugs, liquor and gambling, and violence amongst players and amongst spectators.
- CLO5 : Understand the role and function of entities such as the Court of Arbitration for Sport and the World Anti-Doping Agency.

### Detailed Assessment Description

**Class Presentation (oral) 20%:** Each student will deliver a seminar paper of not more than fifteen (15) minutes duration. Topics are to be chosen from the weekly list of tutorial questions published in the course guide. Please choose only **ONE** question in your allocated week and deal with it in some depth. You must show a familiarity with the set readings for your topic. Be prepared to take questions upon completion. **You must submit by email a one-page summary of the paper (so as it can be copied for distribution to your classmates) on the day before your presentation. Please ensure that you add your name to the page.** In some cases, where students deliver a joint presentation with a fellow student the presentation time should be no more than thirty five (35) minutes. **PresentationTopics will be allocated on Day 1 of the course in the first Tutorial period.**

## Assignment: Film Review

### Assessment Overview

This assessment requires you to prepare a written response to stimulus material presented in

the course.

### **Course Learning Outcomes**

- CLO1 : Analyse the transformation of key roles and relationships within sport including owners, managers, and players, as well as the rights and role of the spectator and fan.
- CLO2 : Investigate the role of sport in domestic and global politics especially with regards to major sporting events (e.g. World Cup, Olympics, etc...)
- CLO3 : Examine the business of sport including areas such as industrial relations, marketing and sponsorship, intellectual property, apparel, and broadcast rights.
- CLO4 : Discuss ethical and social issues associated with sport including human rights (slavery, trafficking, sweatshops, etc...), drugs, liquor and gambling, and violence amongst players and amongst spectators.
- CLO5 : Understand the role and function of entities such as the Court of Arbitration for Sport and the World Anti-Doping Agency.

### **Detailed Assessment Description**

**Second written Assignment: 20%: Film Review 800-1000 words.**

Due Week 10, Midnight Friday 2 August, by Midnight.

### **Documentary Analysis Requirements**

You have three choices as to how to complete this task. In 800-1000 words:

- 1) Write a critical review analysing two of the films from the documentary series. You may review these as separate entities (that is, a two part review) or compare and contrast two documentaries.
- 2) Write a critical review analysing a particular issue or theme highlighted by the entire documentary series. You should refer to at least two films.
- 3) Write a critical review of the entire documentary series highlighting how it contributed to your understanding of the course.

**What is expected in the documentary analysis?** Analysis (noun) A detailed examination of the elements or structure of something, typically as a basis for discussion or interpretation – the process of separating something into its constituent elements.

**What is meant by critical?** At university, to be critical does not mean to criticise in a negative manner. Rather it requires you to question the information and opinions in a text (in this case documentary film) and present your evaluation or judgment of the text. To do this well, you

should attempt to understand the topic from different perspectives and in relation to the theories, approaches and frameworks in your course.

**What is meant by evaluation or judgment?** Here you decide the strengths and weaknesses of a text (in this case documentary film). Evaluating requires an understanding of not just the content of the text, but also an understanding of a text's purpose, the intended audience and why it is structured the way it is.

**How do you analyse?** Analysing requires separating the content and concepts of a text (in this case documentary film) into its/their main components and then understanding how these interrelate, connect and possibly influence each other. **It is important that you critically analyse the *object of your analysis*, what it was about, how it dealt with the topic and so on and not what you think it *should* have been about, what it *should* have covered and how it *should* have been directed.**

For further assistance you can consult the UNSW Learning Centre Website at <http://www.lc.unsw.edu.au/onlib/critrev.html>

#### Assessment Length

800-1000 words

## General Assessment Information

### Assessment Descriptions

**Students must complete each assessment task**

**Class participation 10%:** Based on Response to Online Modules and contribution in tutorials. **Students must attend a minimum of 80% of classes** to be eligible to undertake assessment in this course. Assessable class participation is designed to:

- encourage preparation for class
- encourage students to learn, think, analyse, reflect and evaluate material prior to covering that content in class
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It is also believed that as students will necessarily put much effort into class preparation, it is fair that they receive some reward for this work.

Attendance and active participation demonstrates that the student is engaging with the course

material. By attending and especially participating in discussions, students can showcase their understanding of the issues as well as developing their skills in discussion and argument. You are expected to keep up with the weekly readings. (Individual contributions are noted each week and the grade determined at the end of the semester)

**Class Presentation (oral) 20%:** Each student will deliver a seminar paper of not more than fifteen (15) minutes duration. Topics are to be chosen from the weekly list of tutorial questions published in the course guide. Please choose only **ONE** question in your allocated week and deal with it in some depth. You must show a familiarity with the set readings for your topic. Be prepared to take questions upon completion. **You must submit by email a one-page summary of the paper (so as it can be copied for distribution to your classmates) on the day before your presentation.** Please ensure that you **add your name** to the page. In some cases, where students deliver a joint presentation with a fellow student the presentation time should be no more than thirty five (35) minutes. **PresentationTopics will be allocated on Day 1 of the course in the first Tutorial period on Wednesday 29 May.**

**First written Assignment 50%— RESEARCH Essay: 1500-2000 words.** A list of research topics will be provided on Moodle. However, the preferred option is to devise your own topic in consultation with your lecturer. **You should submit your proposed essay topic to your lecturer by the end of Week 3.** This is a **RESEARCH essay** and you are expected to go beyond the readings provided. Research does not include emailing your tutor asking for sources. Due Week 9, Midnight Friday 26 July

**Second written Assignment: 20%: Film Review 800-1000 words.**

Due Week 10, Midnight Friday 2 August, by Midnight.

### **Documentary Analysis Requirements**

You have three choices as to how to complete this task. In 800-1000 words:

- 1) Write a critical review analysing two of the films from the documentary series. You may review these as separate entities (that is, a two part review) or compare and contrast two documentaries.
- 2) Write a critical review analysing a particular issue or theme highlighted by the entire documentary series. You should refer to at least two films.

3) Write a critical review of the entire documentary series highlighting how it contributed to your understanding of the course.

**What is expected in the documentary analysis?** Analysis (noun) A detailed examination of the elements or structure of something, typically as a basis for discussion or interpretation – the process of separating something into its constituent elements.

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**What is meant by evaluation or judgment?** Here you decide the strengths and weaknesses of a text (in this case documentary film). Evaluating requires an understanding of not just the content of the text, but also an understanding of a text's purpose, the intended audience and why it is structured the way it is.

**How do you analyse?** Analysing requires separating the content and concepts of a text (in this case documentary film) into its/their main components and then understanding how these interrelate, connect and possibly influence each other. It is important that you critically analyse the *object of your analysis*, what it was about, how it dealt with the topic and so on and not what you think it *should* have been about, what it *should* have covered and how it *should* have been directed.

For further assistance you can consult the UNSW Learning Centre Website at <http://www.lc.unsw.edu.au/onlib/critrev.html>

#### Grading Basis

Standard

#### Requirements to pass course

The student must complete each assessment task and achieve a combined total of at least 50%.

## Course Schedule

### Attendance Requirements

Please note that lecture recordings are not available for this course. Students are strongly

encouraged to attend all classes and contact the Course Authority to make alternative arrangements for classes missed.

## General Schedule Information

A lecture on Wednesday from 1.00-3.00pm. A tutorial from eorth 3.00pm-4.00pm Or 4.00pm-5.00pm. See the Course Moodle Page for detailed explanation of the schedule.

## Course Resources

### Prescribed Resources

Prescribed resources for students are available on the course Moodle page.

### Recommended Resources

Prescribed resources for students, including readings and film, are available on the course Moodle page.

## Course Evaluation and Development

Feedback on this course is available via the MyExperience tool and is also welcomed in individual and class discussions. The course was last taught in Term 3, 2019. In the information collected by MyExperience, the instructor was rated above the School, Faculty and all of university benchmarks and feedback returns for the Term. Suggestions for improvement were to add more flexibility in the realease of the Online Modules and to make slight adjustments to the sructure. Bithe of these suggestion have been incopporated in to this Term's course. Examples of feedback on the instructor's performance were:

He is very inclusive in his teaching and enables class discussions, taking into account everyone's opinions. He was very fun and easy to talk to – you felt like you could say your true opinion and he wouldn't judge.

He had in-depth knowledge about the course and conducted the course in an engaging way.

His knowledge of both the intricacies of various sports and their histories

His outstanding knowledge of everything about sports

# Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Lecturer	Dr Anthony Hughes		Room 307 Law building		Appointments arranged via email a.hughes@unsw.edu.au	Yes	Yes

## Other Useful Information

### Academic Information

Upon your enrolment at UNSW, you share responsibility with us for maintaining a safe, harmonious and tolerant University environment.

You are required to:

- Comply with the University's conditions of enrolment.
- Act responsibly, ethically, safely and with integrity.
- Observe standards of equity and respect in dealing with every member of the UNSW community.
- Engage in lawful behaviour.
- Use and care for University resources in a responsible and appropriate manner.
- Maintain the University's reputation and good standing.

For more information, visit the [UNSW Student Code of Conduct Website](#).

### UNSW Law & Justice Assessment Policy

It is essential that all students undertaking this course read and abide by the [UNSW Law & Justice Assessment Policy & Student Information](#). This document includes information on Class Attendance, Late Work, Word Limits, Marking, Special Consideration, Workload, and Academic Misconduct & Plagiarism. More information can also be found at [Assessment & Exam Information](#).

Information regarding Course Outlines are subject to change and students are advised to check updates. If there is a discrepancy between the information posted here and the handbook or the UNSW Law & Justice website, please contact [Student Services via The Nucleus Hub](#) for advice. UNSW Law & Justice reserves the right to discontinue or vary such courses or staff allocations at any time. If your course is not here, please visit [Handbook](#) for information.

## Academic Honesty and Plagiarism

As a student at UNSW you are expected to display [academic integrity](#) in your work and interactions. Where a student breaches the [UNSW Student Code](#) with respect to academic integrity, the University may take disciplinary action under the Student Misconduct Procedure. To assure academic integrity, you may be required to demonstrate reasoning, research and the process of constructing work submitted for assessment.

To assist you in understanding what academic integrity means, and how to ensure that you do comply with the UNSW Student Code, it is strongly recommended that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task. It is a free, online self-paced Moodle module that should take about one hour to complete.

## Submission of Assessment Tasks

Before submitting assessment items all students must read and abide by the [UNSW Law & Justice Assessment Policy & Student Information](#).

### Special consideration

Special consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable. To apply, and for further information, see Special Consideration on the UNSW [Current Students](#) page.

### Feedback

UNSW Law & Justice appreciates the need for students to have feedback on their progress prior to the last date for withdrawal without failure. All courses will therefore provide feedback to students prior to this date, as well as throughout the course. However, students should note that feedback does not take the form only of formal grades and written comments on written assessments. Rather, formative feedback, which helps students to self-assess, to identify misunderstandings, and to identify areas requiring further work, will occur during class and possibly online. For example, where a teacher asks the class a question, all students should think about how they might answer. Even though not all students will necessarily be able to respond orally, everyone can reflect on their tentative answer in light of the teacher's response and subsequent class discussion. If you are struggling to understand what is being asked in class, or if your tentative answers prove incorrect and subsequent discussion does not clear things up,

then you should continue to ask questions (of yourself, your peers or your teacher). Similarly, you can get a sense of your ability in a course through peer feedback during group work, your teacher's responses to your in-class contributions, and your own response to in-class problems and examples (whether or not you are called on to relay your answer to the class) and also your online activities and responses by others to those activities. Students enrolled in this course may check their Moodle course page for details on the specific feedback used in this course.

## Faculty-specific Information

### Additional support for students

- Student support: <https://www.student.unsw.edu.au/support>
- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>
- Student Wellbeing, Health and Safety: <https://student.unsw.edu.au/wellbeing>
- Equitable Learning Services: <https://student.unsw.edu.au/els>
- UNSW IT Service Centre: <https://www.myit.unsw.edu.au>

### Course improvement

Student feedback is very important to continual course improvement. This is demonstrated within the Faculty of Law & Justice by the implementation of the UNSW online student survey myExperience, which allows students to evaluate their learning experiences in an anonymous way. myExperience survey reports are produced from each survey. They are released to staff after all student assessment results are finalised and released to students. Course convenors will use the feedback to make ongoing improvements to the course. Students enrolled in this course may check their Moodle course page for details on the actions taken in response to evaluation feedback in Student Survey.

## School Contact Information

Please contact [Nucleus Student Hub](#) for all enquiries. The Nucleus acts as a central communications hub for UNSW and will distribute your enquiry to the best person to respond.