UNSW Course Outline

LAWS3352 International Relations and Sport - 2024

Published on the 25 Aug 2024

General Course Information

Course Code : LAWS3352
Year : 2024
Term : Term 3
Teaching Period : T3
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

<u>Useful Links</u>

<u>Handbook</u> <u>Class Timetable</u>

Course Details & Outcomes

Course Description

In the twentieth century sport was transformed from an amateur pastime to a global business and became an important tool for nations in the conduct international relations and diplomacy. This course will introduce students to the development of the international sports system and its

modes of governance. It will consider the notion of an international sports law. It will explore the use of sport in international relations and diplomacy from the rise of totalitarian regimes in the 1930s to the present day. Using a series of case studies, the course will consider themes such as sport as international diplomacy; international treaties related to sport; sporting boycotts, human rights; discrimination; violence; women in sport; sport as development aid; corruption in sport; among others. It will also examine international organisations such as the IOC, FIFA, the World Anti-Doping Agency and the Court of Arbitration for Sport.

Main Topics

Sport, Spectacle and Diplomacy in Early Modern Europe

Soft Power and International Relations

The Governance Structures of International Sport

Totalitarian Regimes and the use of Sport in international relations

The use of sporting boycotts in internationals relations

Human rights and sport

Sport as development Aid

The Politics of Sport and intellectual Property and Ambush Marketing

Sweatshops and the Sports Apparel Industry

Sport and International Treaties

Intersection of International Law and Sport

The Court of Arbitration for Sport and the World Anti-Doping Agency

Course Aims

The overall aim is to open up to students an understanding of the importance of (and role of over time) sport and law (and sport law as an independent entity) in the process of international diplomacy. More specifically the course aims at facilitating the student's ability to:

- Understand the political nature of sport

- Develop an understanding of international systems of sports governance
- Develop a basic understanding of international law
- Understand the historical development of sport as a tool in international diplomacy
- Appreciate and understand the importance of international law in the context of global sport
- Understand the role of sport and sport law in various international movements such as the battle against Apartheid in South Africa; the debate in the USA whether to boycott the 1936 Berlin Olympic Games; the almost global boycott of the 1980 Moscow Olympics and more recently the international battle over doping in sport - among many others.
- Appreciate the role of sport more generally in international diplomacy and the various laws and treaties that come into play.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Outline the key issues concerning the historical role of sport in international relations.
CLO2 : Respect and critique diverse arguments from a contemporary perspective.
CLO3 : Appreciate and enunciate the spectrum of similarities and differences of the use of sport as a tool in international relations and national projection.
CLO4 : Exercise analytical and comparative skills at a higher level.
CLO5 : Draw on knowledge from a number of related disciplines to understand the issues.
CLO6 : Articulate personal views based on a more profound understanding of the complexity of the world in which the students live and work.

Course Learning Outcomes	Assessment Item
CLO1 : Outline the key issues concerning the historical role of sport in international relations.	• Forum Participation • Essay (1500-2000 words) • Class Presentation • Weekly quizzes
CLO2 : Respect and critique diverse arguments from a contemporary perspective.	• Forum Participation • Essay (1500-2000 words) • Class Presentation • Weekly quizzes
CLO3 : Appreciate and enunciate the spectrum of similarities and differences of the use of sport as a tool in international relations and national projection.	• Forum Participation • Essay (1500-2000 words) • Class Presentation • Weekly quizzes
CLO4 : Exercise analytical and comparative skills at a higher level.	• Forum Participation • Essay (1500-2000 words) • Class Presentation • Weekly quizzes
CLO5 : Draw on knowledge from a number of related disciplines to understand the issues.	• Forum Participation • Essay (1500-2000 words) • Class Presentation • Weekly quizzes
CLO6 : Articulate personal views based on a more profound understanding of the complexity of the world in which the students live and work.	• Forum Participation • Essay (1500-2000 words) • Class Presentation • Weekly quizzes

Learning and Teaching Technologies

Moodle - Learning Management System

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Forum Participation Assessment Format: Individual Short Extension: Yes (2 days)	20%	Start Date: Not Applicable Due Date: Not Applicable
Essay (1500-2000 words) Assessment Format: Individual Short Extension: Yes (2 days)	40%	Start Date: Not Applicable Due Date: 15/11/2024 11:59 PM
Class Presentation Assessment Format: Individual	20%	Start Date: Not Applicable Due Date: Not Applicable
Weekly quizzes Assessment Format: Individual Short Extension: Yes (2 days)	20%	Start Date: Not Applicable Due Date: Not Applicable

Assessment Details

Forum Participation

Assessment Overview

The forum is based on a list of discussion topics that will be posted in the course outline and discussion should demonstrate ability to interact/respond to other's comments as well as analytical, reflective and writing skills.

Written feedback and a marking rubric based on the quantity and quality of the forum contribution (including the group wiki) will be provided online in the last week of the course

Course Learning Outcomes

- CLO1 : Outline the key issues concerning the historical role of sport in international relations.
- CLO2 : Respect and critique diverse arguments from a contemporary perspective.
- CLO3 : Appreciate and enunciate the spectrum of similarities and differences of the use of sport as a tool in international relations and national projection.
- CLO4 : Exercise analytical and comparative skills at a higher level.
- CLO5 : Draw on knowledge from a number of related disciplines to understand the issues.
- CLO6 : Articulate personal views based on a more profound understanding of the complexity of the world in which the students live and work.

Detailed Assessment Description

A new forum 'topic' will be posted each week to differentiate it from the previous discussion.

This is the heart of the course in terms of student involvement and contribution to the group. It is worth 20% of the final mark and your mark will be based on the quality of your contributions. A

grading rubric wil be provided on Moodle.

Each member of the group is expected to submit <u>at least one contribution per week</u>. Each contribution should be between:

1. (Approx. 100-200 words) There are two aspects:
   a. What did you find most striking or insightful in the material?
   b. What did you learn about the nature of international relations and sport and/or connections between the two?
2. (Approx. 100-200 words)

After a majority of the group have submitted their first contributions, you may wish respond to one or more of them according to your choice. You may wish to agree, disagree, reinforce, complement, clarify, expand etc ... .

Each time you submit, you should be mindful of what other students have said in the thread before you, demonstrating that you have read others' contributions is an assessable aspect of your contributions.

It is important that all forum conversations are <u>academic, objective and respectful in tone and content</u>. The aim of the course is not to judge whether attitudes, views and interpretations are 'right' or 'wrong', or to persuade others in the group to agree or disagree with our personal views.

These forums are asynchronous – meaning that students can contribute at any time within the time-window. Each forum 'topic' will be **open for One Week** from **9.00am Monday to 11.59 Sunday of the following week.**

TIP: Type out your contribution on a separate Word document first, edit and spell check, and then copy and paste it into the forum topic to save log-in time.

<u>Assessment Length</u>

100-200 words

<u>Assignment submission Turnitin type</u>

Not Applicable

<u>Generative AI Permission Level</u>

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

Essay (1500-2000 words)

Assessment Overview

The research essay should demonstrate analytical, reflective, writing and research skills.Students will devise their own topic in consultation with their lecturer.

Feedback will be provided via a hard copy essay being returned with a completed essay marking rubric and written comments from the marker. There will also be brief comments and suggested edits provided in the margin of the printed essay.

Course Learning Outcomes

- CLO1 : Outline the key issues concerning the historical role of sport in international relations.
- CLO2 : Respect and critique diverse arguments from a contemporary perspective.
- CLO3 : Appreciate and enunciate the spectrum of similarities and differences of the use of sport as a tool in international relations and national projection.
- CLO4 : Exercise analytical and comparative skills at a higher level.
- CLO5 : Draw on knowledge from a number of related disciplines to understand the issues.
- CLO6 : Articulate personal views based on a more profound understanding of the complexity of the world in which the students live and work.

Detailed Assessment Description

- The Research Essay is 40% of the total mark. It is due by **23.59 on Friday 15 November.** More information on the essay will be provided on Moodle including a video discussing style, referencing, content and research advice. This is complemented by a Style Guide PowerPoint presentation. A list of topics will be provided, though you are encouraged to design your own research topic in consultation with Dr Hughes.

Assessment Length

1500-2000 words

Submission notes

Submit via Turnitin

Assessment information

Topics and assistance with the research assessment are posted on the Moodle page. Dr Hughes

is available for an in-person consultation. Appointments to be made via email.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see here.

Class Presentation

Assessment Overview

Feedback will be provided on a marking rubric together with brief comments and made available via Moodle.

Course Learning Outcomes

- CLO1 : Outline the key issues concerning the historical role of sport in international relations.
- CLO2 : Respect and critique diverse arguments from a contemporary perspective.
- CLO3 : Appreciate and enunciate the spectrum of similarities and differences of the use of sport as a tool in international relations and national projection.
- CLO4 : Exercise analytical and comparative skills at a higher level.
- CLO5 : Draw on knowledge from a number of related disciplines to understand the issues.
- CLO6 : Articulate personal views based on a more profound understanding of the complexity of the world in which the students live and work.

Detailed Assessment Description

In Week 1 we will allocate a presentation topic to each student. Presentations will take place in class during Weeks 2-10 inclusive. Presentations will be no more than 15 mins with a PowerPoint Presentation. Your presentation should be uploaded to the Padlet app on your Moodle page by 11.am on the day of your presentation. Further advice on the presentation will be

provided in class and a Presentation Grading Rubric will be available on the Moodle page.

Assessment Length

15 mins oral

Assignment submission Turnitin type

Not Applicable

Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.
If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.
For more information on Generative AI and permitted use please see here.

Weekly quizzes

Assessment Overview

A quiz based on the texts and the video. The weekly quiz should demonstrate analytical, reflective and writing skills.

The teacher will provide general feedback on quiz answers to the entire class, after the deadline (when all students should have completed their quiz).

Course Learning Outcomes

- CLO1 : Outline the key issues concerning the historical role of sport in international relations.
- CLO2 : Respect and critique diverse arguments from a contemporary perspective.
- CLO3 : Appreciate and enunciate the spectrum of similarities and differences of the use of sport as a tool in international relations and national projection.
- CLO4 : Exercise analytical and comparative skills at a higher level.
- CLO5 : Draw on knowledge from a number of related disciplines to understand the issues.
- CLO6 : Articulate personal views based on a more profound understanding of the complexity of the world in which the students live and work.

Detailed Assessment Description

- There is a weekly Quiz in Weeks 2-9. The Quiz is designed to demonstrate your interaction with select (designated) readings from the course reading list and how well you have understood the material. Each week from Week 2 a particular reading from the list will be nominated as a Quiz Item and highlighted in RED. The Quiz content will be based on this rrading.

  The total mark for these quizzes is 20%.

  Each quiz consists of 10 questions with a mixture of multiple-choice and True/False questions.

  You will be able to attempt the each quiz twice and the highest grade achieved will be take as the fina grade.

  The order of questions is shuffled automatically by the Quiz tool so they will not follow the same order if a second attempt is made.

  Each week the relevant quiz will be open **from 9.00am Thursday to 11.59pm on the following Tuesday**. So you must take it at some time during that 5-day window.

  Correct answers with feedback will be available once you have submitted your quiz answers. I

Assignment submission Turnitin type

Not Applicable

Generative AI Permission Level

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see here.

General Assessment Information

For further information on generative AI use in the Faculty of Law & Justice, please review the section titled 'Academic Honesty and Plagiarism' under the 'Other Useful Information' tab.

<u>Grading Basis</u>

Standard

<u>Requirements to pass course</u>

Students must attempt each assessment task and achive a grade in each assessment. UNSW attendance rules apply

Course Schedule

Attendance Requirements

Please see information about attendance requirements in **Law & Justice Assessment Procedure and Student Information** located in the Other Useful Information tab in the Academic Information field.

Please be advised there will be no classes on public holidays. If your class falls on a public holiday, alternative arrangements will be made by the course convenor to make up the missed class.

General Schedule Information

Classes are 1.00pm-400.pm from Week 1 to Week 10 inclusive. A program of the Lecture series will be provided on Moodle.

Course Resources

Prescribed Resources

A list of prescribed resources for the course will be porvided on Moodle. These resources will be available as PDF files, links to media and/or available via Leganto.

Recommended Resources

A list of recommended resources for the course will be provided on Moodle. These resources will be available as PDF files, links to media and/or available via Leganto.

Course Evaluation and Development

Student feedback will be gathered via the MyExperience tool available via thr Moodle page. Dr Hughes will also discuss course progress and illicit feedback in class.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Lecturer	Anthony Hughes					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 Plagarism

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.

Generative AI

Using generative AI to conduct research or to organise your argument is not prohibited but is not encouraged. We note that the output from generative AI tools is often incorrect and almost always more superficial than is required to achieve a passing grade. Moreover, any substantive errors in the assessment, such as inappropriate references or incorrect statements, will be regarded negatively by the marker, just as they would if not generated by AI. You should limit your use of AI to simple editorial assistance, such as standard editing and referencing functions in word processing software in the creation of your submission. You must not use any functions that generate or paraphrase passages of text, whether based on your own work or not. If your marker or Turnitin identify the wrongful use of generative AI in the text of your assessment submission, including the use of paraphrasing software, your assessment may be referred to the Student Integrity team for investigation. Please go to the link for further information about [referencing and acknowledging the use of artificial intelligence tools](#).

Prohibition on use of translation apps

With limited exceptions for language study, the course of study and assessment in Australian universities must be in English (Higher Education Standard Framework (Threshold Standards) 2021 1.5 6(c)).

In Law & Justice many classes have assessable class participation. This must be in English. **Use of a translation device to assist with contributions to class discussion is not allowed.** Marks for class participation may be reduced where use of translation devices is detected. Similar

prohibitions apply to use of any other generative text app that is not specifically permitted by the class teacher. However, use of translation software to assist a student to understand material outside of class, or to assist with preparation for assessment is generally permitted.

Further considerations apply to LLB and JD students. International lawyers who seek to be admitted in NSW must satisfy an English proficiency test. That test is expressed as equivalent to IELTS scores of 7.0 -8.0 across the tests. It is assumed that UNSW graduates are at or above those levels of English proficiency. Use of translation apps can impede the attainment of that level of proficiency. Students should avoid behaviours that put them at risk of breach of legal requirements which can have significant consequences, including potential consequences for your admission as a lawyer.

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.