



Department of Health and Human Performance
HESS-520: Sustainable Development in Sport
Spring Semester 2019
3 - Credit Hours

Instructor Doctor T (Stavros Triantafyllidis, Ph.D.), **email** striantaf@citadel.edu

Class Time Wednesday (W) from 6:00 pm - 9:00 pm, **location** Deas Hall 222

Office Deas Hall 218 - D, **office phone** (843) 953 – 4852, **cell phone** (843) 408 – 8625, **office hours** by appointment W 5:00 pm – 6:00 pm and M, T, R and F 2:00 pm – 4:00 pm

Pre-requisites/Co-requisites Graduate Status

About This Course

Description

This course examines the quality and status of contemporary sustainable development in sport research, knowledge, and practice. Master's degree candidates will investigate a variety of issues that exist in the modern world society, and they will be introduced with a sustainable development framework. Participants of the course will complete projects that explore aspects of sustainable development in the sport.

Goals

- Understand scientific perspectives and practical implications for addressing human activities threats on sustainability;
- Critically assess the existing literature, theories, and assumptions to the scientific evidence relevant to sustainable development;
- Provide knowledgeable and strategical plans for sustainable development through sport.

Objectives

Upon completion of this course, students are expected to successfully:

- Understand how human activities affect social, environmental, ethical and economic systems globally
- Recognize the distinct value of sustainable development research and practices in modern society
- Analyze the sport industry's impacts on the key aspects of sustainability
- Apply sustainable development techniques in sport business context
- Synthesize current literature and theoretical frameworks
- Evaluate critically and create judgments on current knowledge
- Produce and communicate a set of strategical plans

Reading Materials

Textbooks

1. **Sustainability Marketing: A Global Perspective** (Award-Winning Textbook) by Frank-Martin Belz and Ken Peattie Wiley, 2012.
Link: <https://www.wiley.com/WileyCDA/WileyTitle/productCd-1119966191,miniSiteCd-BSG.html>
2. **The Age of Sustainable Development**, Jeffrey Sachs 2015, Columbia University Press 2015.
Link: <https://cup.columbia.edu/book/the-age-of-sustainable-development/9780231173155>
3. **REQUIRED - Marketing Sustainability through Sport**, Galen Trail, 2015.
4. **Sport Management and the Natural Environment** by Jonathan Casper and Michael Pfahl, Routledge 2015.
Link: <https://www.taylorfrancis.com/books/9781134710102>
5. **REQUIRED - Routledge handbook for Sport and the Environment** by Brian McCullough and Timothy Kellison, Routledge 2018.
Link for (e-book): <https://www.routledge.com/Routledge-Handbook-of-Sport-and-the-Environment-1st-Edition/McCullough-Kellison/p/book/9781138666153>

Articles

1. Weekly readings to supplement class lecture and chapters from the textbooks.
2. Students will have to choose from the global "library" platform readings, articles, and other course and research interest related materials to find what they want to be, do, and think.
3. Sport Business Journal articles.

Course Evaluation

Participation and Preparation: **200 points** (20%)

Assignments: **200 points** (20%)

Research Collaborative Experience or Comprehensive Examination: **200 points** (20%)

Proposal for a Sustainable Development Framework in Sport management: **200 points** (20%)

Elevator Speeches: **200 points** (20%)

Grading Scale	Percentages	Points
A	90-100%	900-1000.00
B+	87-89.9%	870-899.99
B	80-86.9%	800-869.99
C+	77-79.9%	770-799.99
C	70-76.9%	700-769.99
F	69% and below	699 and below

Note: Final Grade = Calculated Total x PDM (professional demeanor)

Class Preparation and Participation (200 Points)

Objectives:

- Ensure that you gain a thorough understanding of key concepts, frameworks, issues, and processes of sustainable development
- Ensure that you can apply the higher cognitive skills associated with critical thinking to your academic and professional work in sustainable development
- Extend your knowledge beyond the core required materials for this class
- Engage in collaborative learning with other students to improve the quality of the learning experience for all students

In most weeks, I ask you to complete specific preparations for class. I usually ask that you post these preparatory materials on *CitLearn* so that we can all share our contributions more quickly and fluidly in class. In these cases, I will review what you post. I also assess preparation based on your demonstration in the classroom of how well you have prepared. I provide the specific kinds of evidence that I look for in the table below. I use these criteria to assess the degree to which your preparation has gone beyond simple "reading for general content" to include higher-level cognitive preparation. The latter provides evidence that you have read the material in detail (reading for comprehension, analytic reading, and critical reading) and that you have analyzed and synthesized the material. Think about how your area of interest is related to the required readings for each week and demonstrate that you have thought about critical linkages between the different components of a sustainable approach to community development.

This is part of critical thinking – your ability to synthesize and see the connections between different concepts and approaches and to bring your own expertise and experience to bear.

I also assess this portion of your grade based on the degree to which you play an active role in-class activities, including discussions. Class activities will build upon and extend your competence in each topical area, not cover the basics. **My lectures will be limited to covering material or concepts that are not covered in the required readings.** I will ask you to participate in several kinds of class activities. Many will require your active participation in class discussions. Each of you will probably have different kinds of interests and will explore different aspects of the literature about sustainable community development. I want you to share what you are learning through your individual work with the class.

Assignments (200 Points)

Objectives:

- Develop your ideas about the role of sport in sustainable development aspects (social, environmental, economic, technological, and political).

Assignments will be provided in order students to understand, analyze, apply, synthesize, and evaluate the role of sustainable development. There are two basic types of analyses, explanatory and argumentative. An **explanatory analysis** provides a thorough, well-organized discussion of a topic. The purpose of an explanatory analysis is to provide the reader with a good understanding of the range of perspectives, explanations, viewpoints, kinds of research, research results, etc. about a topic. The purpose of the **argumentative analysis**, on the other hand, is for you to present your own point of view, supported by relevant facts published in reliable sources. An argumentative analysis has a thesis that is debatable – that is, someone equally knowledgeable as the writer and using the same information could disagree with the writer's thesis and other experts could develop different, even opposing theses. For the assignments, one will be the development of an argumentative analysis.

Collaborative Research Experience or Comprehensive Examination (200 Points)

Students can choose either **the collaborative research experience** or *a comprehensive examination*.

Objectives:

- Learn by example, how a scientific article is constructed. This includes the entire process: identify the problem, develop the purpose, research questions, and hypotheses, data collection, analysis, results, discussion, and submission to a scientific journal.
- The instructor will lead to a scientific project where students will act as the co-authors. The experience will provide them with an understanding of the crucial role of research and learn how and why research is conducted.

Proposal for a Sustainable Development Framework in Sport Management (Individual Final Paper) (200 Points)

Objectives:

- Students will develop their sustainability framework through the class discussions and the guidance of the instructor. Specific instructions will be provided in class. I want students to have the opportunity to submit their final work to an academic journal for publication.
- Instructions and guidance will be provided only by the instructor and the supportive reading (e.g., Marketing Sustainability through Sport).

Elevator Speeches (200 Points)

Objective:

Students will be able to:

- practice their skills in communication;
- learn how to convince and inspire their audience;
- gain confidence for public speaking appearances;
- Enhance the ability to inform and motivate people about hot topics that have a 50/50 argumentative response (e.g., global warming-those who believe that the problem exists and those who don't believe).
- Learn how to utilize the paradigm that "less is more" and avoid mentioning points that are not significant importance.

Elevator speeches will take place every week. Students will prepare short presentations about a topic of their interest. This can be anything related to sustainability, sustainable development, environmental issues-initiatives-actions-planning-marketing, and policies. The topic can relate to the sports industry, but I strongly encourage you to look on environmental sustainability and sustainable development from the lenses of other fields as well. Presentations should be 1-3 minutes max. More detailed discussion about the topic will follow after the student's short presentation. Students will find their topics through the web. This means that every available information out there is acceptable, from articles, newspapers (online), journals, and academic work.

<p><u>IMPORTANT:</u> All assignment, exercises, exams, activities, and a final paper(s) are <u>due</u> the <u>deadlines</u> are assigned by the instructor.</p>

Course Resources

Academic support: The Citadel's Academic Support Center assists students in making their experience successful. The ASC coordinates a number of services. Please do not hesitate to reach and contact ascenter@citadel.edu or (843) 953-5350 or stop by 117 Thomson Hall. Information can be found on the following link: <http://www.citadel.edu/root/asc>

- The ASC provides **writing** and **tutoring** assistance to all undergraduate and graduate students.

Note: I strongly encourage you to visit the Writing Lab and Tutoring Center (in the Academic Support Center in Thompson Hall), which offers one-on-one and group tutoring and consultations for students working on writing assignments.

CitLearn /Citadel's Approved Learning Management System: Over the course of the semester, I will post reading notes, lesson plans, discussion prompts, self-guided lectures, grades, and other administrative information on the course CitLearn site. Students must check CitLearn each lesson for pertinent updates and other critical information.

Turnitin.com: Turnitin.com is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet material.

Daniel Library: The Citadel's library provides all the necessary resources to all students. You can find all the information on the following link: <https://library.citadel.edu/home>

APA (American Psychological Association) Style: All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below. Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor). Arial 11 or 12-point font or Times New Roman styles. Page margins Top, Bottom, Left Side, and Right Side = 1 inch, with reasonable accommodation made for special situations and online submission variances.

- **Citations and References Style (IMPORTANT):** Students will follow the APA Style Manual, 6th Edition as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation used in the APA Style Manual, 6th Edition.
- **Useful Link:** The following links provide all the necessary information that the APA style requires:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
http://www.muhsenberg.edu/library/reshelp/apa_example.pdf

- **APA Style Textbook:** The 6th Edition of the Publication Manual of the American Psychological Association (APA).
- **Note:** It is not required to purchase it, but I strongly recommend it for the successful completion of your academic journey.
-

Course Policies and Expectations

Disability Policy: The Citadel complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek accommodations must make their request through Student Disability Services in the Academic Support Center (117 Thompson Hall, 843-953-1820) to verify their eligibility and to identify appropriate accommodations. Students should speak to his/her professor and also make requests for academic accommodations to Student Disability Services during the first three weeks of the semester, except for unusual circumstances, so we can ensure these accommodations and facilitate student success.

Code of Conduct: Responsibility for professional conduct rests with students as adult individuals and as members of The Citadel community. CGC students and cadets are expected to conduct themselves as responsible adults. All members of the campus community are expected to use reasonable judgment in all aspects of campus life and activity and to show due concern for the welfare and rights of others. Students are expected to adhere to all federal, state, and local laws. The Citadel protects freedom of action and speech, so long as the exercise of this freedom is not of an inflammatory or demeaning nature and does not interfere with the operation of the College. The Citadel's Conduct Policy prohibits the possession of drugs, destruction of property, making false statements of emergency situations, physical or verbal abuse, or harassment of any sort. Students who violate the rules and regulations of The Citadel are subject to expulsion or lesser sanctions.

Academic Integrity Statement: Students will submit only their own work for evaluation in this course, except as appropriately documented. All rules and stipulations of The Citadel's Honor Manual and Honor Code apply to this course, including its definitions and policies related to cheating, lying, stealing, and non-toleration. Cheating or evidence of academic dishonesty on any work submitted for evaluation will result in an "F" for both the assignment and the course. To ensure academic integrity, you must abide by both the letter and spirit of all honor, documentation, and citation requirements. Plagiarism in any form is unacceptable, as it fails to meet any standard of academic work. It is your responsibility to read and understand what constitutes intentional and negligent plagiarism. Plagiarism, intentional or negligent, will, in almost all cases, will result in a 0-point F for the assignment, and may be referred to as an honor violation. The complete Honor Manual may be found at <http://citadel.edu/r3/honor/manual.shtml>, and the Honor Code can be found in the Course Catalog: <http://www.citadel.edu/root/images/cgc/cgc-academic-catalog.pdf>

Technology: We will have a class discussion on **Day 1** (Syllabus Day) to get a sense of the balance of opinion on preferences for the use of technology in class. I will be open to several suggestions. However, so technological equipment are only here to disturb your attention and focus, and these will be determined. As well as activities other than the purpose of the class. Examples:

- No earphones;
- Sound on laptops off;
- No talking on the phone;
- Phone sound off;
- No games;
- No other social media platforms that are not assigned;

Do you want this situation happen to you?



IT'S IN THE SYLLABUS

WWW.PHDCOMICS.COM

ATTENTION: The instructor reserves the right to amend the tentative schedule as deemed necessary

Tentative Schedule for Spring Semester 2019

***The schedule will be updated in a weekly base on CitLearn**

Week	Date	Topic	Assignments & Mandatory Readings
1	JAN 9	Syllabus Day/Introduction	Syllabus Study and Review
2	JAN 16	Sustainability vs. Sustainable Development	Elevator Speech 1
3	JAN 23	Sustainability Aspects	Elevator Speech 2
4	JAN 30	Marketing Sustainability	Elevator Speech 3; Study chapters assigned on CitLearn
5	FEB 6		Study chapters assigned on CitLearn
6	FEB 13		Study chapters assigned on CitLearn
7	FEB 20		
8	FEB 27		
9	MAR 6		
10	MAR 13	SPRING BREAK	NO-CLASS
11	MAR 20		
12	MAR 27		
13	APR 3		
14	APR 10		
15	APR 17		
16	APR 24		
17	MAY 1		

Note: The instructor reserves the right to amend the tentative schedule as deemed necessary