

Course Last Updated 3/20/2024



Sport and Sustainability

Section I: Course Overview

Course Code: SOC311/ENV311

Subject Area(s): Sociology, Environmental Sciences

Prerequisites: None

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: None

Course Description

This course investigates the relationship between sport and sustainability. Students trace the multifaceted impacts of sports on the environment, economy, and society. They will analyze key concepts and theories, identify relevant literature, and devise the roles of various stakeholders in promoting sustainable practices within the sports industry. Throughout the course, students will contrast and compare case studies, to analyze and evaluate the effectiveness of sustainability initiatives in different sporting contexts.

The course aims to develop critical thinking skills as students synthesize information, isolate environmental and social challenges, and determine potential solutions. Through assignments, students will illustrate their understanding by tracing the historical development of sustainable practices in sports, distinguishing between different approaches, and articulating the ethical considerations involved.

Learning Objectives

Upon successful completion of this course, students are able to:

- Identify the core principles of sustainability within the context of sports.
- Articulate theoretical frameworks to predict the outcomes of sustainable strategies in sports.

- Compare different sustainability initiatives implemented by sports organizations.
- Develop a sustainable action plan for a hypothetical sports event, considering environmental, economic, and societal factors.

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: TBC

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Student Engagement - 20%

In-Class Exercise 1 - 10%

In-Class Exercise 2 - 10%

In-Class Exercise 3 - 10%

Field Studies - 10%

Midterm Exam - 15%

Final Project/Report 25%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

In-Class Exercise 1 (10%): This form of assessment evaluates students' understanding of key concepts and theories discussed in class through an in-class presentation related to environmental sustainability strategies in sport and sports event management.

In-Class Exercise 2 (10%): Students demonstrate their ability to apply theoretical knowledge to practical scenarios related to sustainability in sports during this in-class presentation on marketing sustainable sports merchandise.

In-Class Exercise 3 (10%): This form of assessment measures students' critical thinking skills as they analyze case studies and evaluate the effectiveness of sport for development and peace initiatives within the sports industry.

Field Studies (10%): Students will complete a reflective task after each activity.

Midterm Exam (15%): The short essay format midterm exam evaluates students' comprehension of course materials, including key concepts, theories, and case studies related to sport and sustainability. Students will be tested on their ability to apply this knowledge to various scenarios and demonstrate critical thinking skills.

Final Project/Report (25%): Students will develop a comprehensive sustainability strategy encompassing environmental, financial and social dimensions. The holistic approach integrates practices that reduce environmental impact and promote social responsibility all within the framework of long-term economic viability. Through careful analysis and strategic planning, the project seeks to address the triple bottom line by balancing profit, planet, and people.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- Guest Speaker: Understand how a European sports property is implementing sustainability.
- Field Study: local football club (FC Barcelona or RCD Espanyol)
- Field Study: Gasol Foundation.

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required

- Amann, J., & Doidge, M. (2023). "I Hadn't Realised That Change Is Not a Difficult Thing": Mobilising Football Fans on Climate Change. *Sociology*, 57(6), 003803852211422. <https://doi.org/10.1177/00380385221142211>
- BBC Sport (February 20, 2024) Hector Bellerin at Real Betis: Championing sustainability and tackling social issues. <https://www.bbc.co.uk/sport/football/68286028>
- Chen, C. Y., & Lin, Y. H. (2021). Social entrepreneurship in professional sports: antecedents and outcomes from the consumer perspective. *Sustainability*, 13(3), 1045
- Clarkson, B., & Philippou, C. (2022). Gender diversity and financial sustainability in professional football: a competitive strategy and proposed interdisciplinary research agenda. *Managing Sport and Leisure*, 1–5. <https://doi.org/10.1080/23750472.2022.2089204>
- Greenfield, P. (2023, January 18). *Revealed: more than 90% of rainforest carbon offsets by biggest provider are worthless, analysis shows*. The Guardian. <https://www.theguardian.com/environment/2023/jan/18/revealed-forest-carbon-offsets-biggest-provider-worthless-verra-aoe>
- IUCN Sports for Nature (2022) "Mitigating biodiversity impacts of sports events". <https://portals.iucn.org/library/sites/library/files/documents/2020-007-En.pdf>
- Johnson, S.C., *Liverpool Football Club and SC Johnson Take on Plastic Waste*. (2022, March 13). <https://www.scjohnson.com/en/a-more-sustainable-world/liverpool-football-club-and-sc-johnson-take-on-plastic-waste>
- LFC - The Red Way. *Liverpool FC*. <https://www.liverpoolfc.com/theredway>
- Mallen, C., Dingle, G., & McRoberts, S. (2023). Climate impacts in sport: extreme heat as a climate hazard and adaptation options. *Managing Sport and Leisure*, 1-18. <https://doi.org/10.1080/23750472.2023.2166574>
- Orłowski, J. (2017). *Chasing coral*. Netflix. (documentary)
- Orr, M. (2020). On the potential impacts of climate change on baseball and cross-country skiing. *Managing Sport and Leisure*, 1-14, 307-320. <https://www.tandfonline.com/doi/abs/10.1080/23750472.2020.1723436>
- *Our Legacy and Sustainability plan*. (2021, September 1). Paris 2024. <https://www.paris2024.org/en/the-legacy-and-sustainability-plan/>
- Reuters (2024, March 6). *UEFA launches Carbon Footprint calculator for clubs*. <https://www.reuters.com/sustainability/uefa-launches-carbon-footprint-calculator-clubs-2024-03-06/>
- Ross, W. J., & Orr, M. (2022). Predicting climate impacts to the Olympic Games and FIFA Men's World Cups from 2022 to 2032. *Sport in Society*, 25(4), 867-888. <https://www.tandfonline.com/doi/full/10.1080/17430437.2021.1984426>
- Sim, J. (2024, February 23). *NFL averages highest per-game carbon footprint of major US sports leagues*. SportsPro. <https://www.sportspromedia.com/news/nfl-mls-nba-nhl-mlb-sustainability-carbon-footprint-study-payless-power/>
- Sports for Nature (2022) "Mitigating biodiversity impacts of sports events". IUCN. <https://portals.iucn.org/library/sites/library/files/documents/2020-007-En.pdf>
- *The Foundation | Barça Foundation*. (n.d.). Foundation FC Barcelona. <https://foundation.fcbarcelona.com/the-foundation>

- *The Sustainability Disconnect Between Consumers & Retail Executives*. (January 2022). First Insight. <https://www.firstinsight.com/white-papers-posts/the-sustainability-disconnect-between-consumers-and-retail-executives>
- Trail, G. T., & McCullough, B. P. (2020). Marketing sustainability through sport: Testing the sport sustainability campaign evaluation model. *European Sport Management Quarterly*, 20(2), 109-129.
- Trendafilova, S., & McCullough, B. P. (2018). Environmental sustainability scholarship and the efforts of the sport sector: A rapid review of literature. *Cogent Social Sciences*, 4(1). <https://doi.org/10.1080/23311886.2018.1467256>
- UK Sport (2023, August 8). New research shows British public support athletes speaking out and driving social change". <https://www.uk sport.gov.uk/news/2023/03/08/new-research-shows-british-public-support-athletes-speaking-out-and-driving-social-change>
- UNICEF Sport for Development <https://www.unicef-irc.org/research/sport-for-development/>
- UN Sports for Climate Action. UNFCCC. https://unfccc.int/climate-action/sectoral-engagement/sports-for-climate-action?gclid=Cj0KCQjwuZGnBhD1ARIsACxbAVi3OsHon8wwSHUH2MZVDL2CyQYsgUbPbXSoD40i3SwPZjNILhwguyYaAs_bEALw_wcB
- United Nations (2022). Sustainable Sport Management: Running an Environmentally, Socially and Economically Responsible Organization. *Unep.org*. <https://doi.org/92-807-2072-4>
- *Vegan footballers: Diets, health benefits & players who have cut meat out of the menu*. (2019, January 14). Goal.com. <https://www.goal.com/en/news/vegan-footballers-diets-health-benefits--players-who-have-cut-meat-out-of-the-menu/l2z310of3pl71kixn3aive0nn>
- Walker, R. (2024, February 2). *Premier League profit and sustainability regulations explained: What restrictions are there on clubs spending what they want?* Sky Sports. <https://www.skysports.com/football/news/11095/13041990/premier-league-financial-fair-play-rules-explained-what-restrictions-are-there-on-clubs-spending-what-they-want>

Recommended

- *10 ways the world of sport is tackling plastic pollution*. (2018, May 7). UNEP. <https://www.unep.org/news-and-stories/story/10-ways-world-sport-tackling-plastic-pollution>
- E1 Series <https://www.e1series.com>
- Grace Influential <https://www.graceinfluential.com/>
- Nike. (2023). *Nike Sustainability. Move to Zero*. Nike.com. <https://www.nike.com/gb/sustainability>
- O'Connell, B. (2023, May 16). *Nike Is Being Sued for a Disturbing Reason*. TheStreet. <https://www.thestreet.com/retail/nike-is-being-sued-for-a-disturbing-reason>
- Sport for Development <https://www.sport-for-development.com/home>

Course Calendar

Session 1	
Topics	What is 'sustainability'? Definitions, history and application in sport. How sports interact with environmental and social issues. Introduction to the sports industry including stakeholder mapping.
Activity	Lecture and Discussion
Readings & Assignments	<ul style="list-style-type: none"> • United Nations (2022) "Sustainable Sport Management: Running an Environmentally, Socially and Economically Responsible Organization". • LFC – The Red Way. • UN Sports for Climate Action signatories.

Session 2	
Topics	Sport and Environment: a bidirectional relationship. Climate impact response: from vulnerability to adaptability.
Activity	Lecture and Group Discussion
Readings & Assignments	<ul style="list-style-type: none"> • Orr, M. (2020). On the potential impacts of climate change on baseball and cross-country skiing. • Mallen, C., Dingle, G., & McRoberts, S. (2023). Climate impacts in sport: extreme heat as a climate hazard and adaptation options. <i>Managing Sport and Leisure</i>, 1-18. • Orłowski, J. (2017). <i>Chasing coral</i>. Netflix.

Session 3	
Topics	Sports teams and carbon emissions: energy sourcing and energy efficient systems in sports stadia. How can sports clubs work with sponsors, partners and suppliers to reduce their environmental impact? Plastic reduction strategies, water efficiency techniques, and waste management planning.
Activity	Lecture
Readings & Assignments	<ul style="list-style-type: none"> • Trendafilova, S., & McCullough, B. P. (2018). Environmental sustainability scholarship and the efforts of the sport sector: A rapid review of literature. • Sim, J. (2024, February 23). <i>NFL averages highest per-game carbon footprint of major US sports leagues</i>.

Session 4	
Topics	Sports, Flora and Fauna Plant-Based Menu Planning, Biodiversity Conservation and Sport for Nature Campaigns.
Activity	Group discussion
Readings & Assignments	<ul style="list-style-type: none"> • Greenfield, P (2023). "Revealed: Forest Carbon Offsets' Biggest Provider Worthless - Verra AOE."

	<ul style="list-style-type: none"> ● “Vegan footballers: Diets, health benefits & players who have cut meat out of the menu”. ● Amann, J., & Doidge, M. (2023). ‘I Hadn’t Realised That Change Is Not a Difficult Thing’: Mobilising Football Fans on Climate Change. ● IUCN Sports for Nature (2022) “Mitigating biodiversity impacts of sports events”.
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Session 5	
Topics	How to market an effective CSR campaign
Activity	Lecture and Class Discussion. Evaluate multiple CSR campaigns in sport. Assess the underlying framework that dictates their success. Field Study 1
Readings & Assignments	<ul style="list-style-type: none"> ● Trail, G. T., & McCullough, B. P. (2020). Marketing sustainability through sport: Testing the sport sustainability campaign evaluation model. ● <i>Liverpool Football Club and SC Johnson Take on Plastic Waste</i>. (2022, March 13).

Session 6	
Topics	Sustainable kit and merchandise production and marketing.
Activity	Lecture and in-class group work and presentation (Exercise 1). <ul style="list-style-type: none"> - Design a kit and equipment donation/upcycle initiative at a sports property of your choice (e.g. local sports club; international competitions; resorts/stadiums/venues; a sports equipment store; a sports apparel brand).
Readings & Assignments	<ul style="list-style-type: none"> ● The Sustainability Disconnect Between Consumers & Retail Executives ● Chen, C. Y., & Lin, Y. H. (2021). Social entrepreneurship in professional sports: antecedents and outcomes from the consumer perspective. <i>Sustainability</i>, 13(3), 1045.

Session 7	
Topics	Sustainability Planning for Mega-Events. Legacy Planning, Event Management.
Activity	Group discussions on challenges faced in sustainability planning for mega-events and strategies to overcome them.

	Interactive workshops on event management, focusing on sustainable practices.
Readings & Assignments	<ul style="list-style-type: none"> • “Our Legacy and Sustainability Plan” - Paris Olympics • Ross, W. J., & Orr, M. (2022). Predicting climate impacts to the Olympic Games and FIFA Men’s World Cups from 2022 to 2032. <i>Sport in Society</i>, 25(4), 867-888.

Session 8
Mid-term Exam.

Session 9	
Topics	Athletes as Ambassadors: how athletes can effectively communicate and advocate for sustainability causes. What obstacles lie in the way of athletes being more vocal on sustainability issues? How powerful are their voices?
Activity	Lecture and group activities, with students working on advocacy & communication skills and personal branding.
Readings & Assignments	<ul style="list-style-type: none"> • “New research shows British public support athletes speaking out and driving social change” - UK Sport • Hector Bellerin at Real Betis: Championing sustainability and tackling social issues - BBC Sport

Session 10	
Topics	Financial Sustainability in Sport
Activity	Lecture and class discussion. Exercise 2.
Readings & Assignments	<ul style="list-style-type: none"> • Clarkson, B., & Philippou, C. (2022). Gender diversity and financial sustainability in professional football.

Session 11	
Topics	Social Sustainability in Sport: Equality and Inclusion.
Activity	Group discussions on the challenges faced by marginalized groups in sports. Analyzing case studies of successful inclusive sports programs.

	Field Study 2
Readings & Assignments	<ul style="list-style-type: none"> FC Barcelona Foundation https://foundation.fcbarcelona.com/the-foundation

Session 12	
Topics	Sport for Development: Beyond the Playing Field
Activity	Project Planning: Develop a sport-for-development initiative for a hypothetical community. Evaluate the potential drawbacks of sport-for-development programs.
Readings & Assignments	<ul style="list-style-type: none"> UNICEF Sport for Development

Session 13	
Topics	Innovation in Sport and Sustainability. Business models and technologies.
Activity	Group presentations on innovative technologies and business models in sports sustainability (Exercise 3). Panel discussion with industry experts or entrepreneurs in sustainable sports innovation (Guest Speaker session).
Readings & Assignments	<ul style="list-style-type: none"> UEFA Carbon Footprint Calculator https://www.reuters.com/sustainability/uefa-launches-carbon-footprint-calculator-clubs-2024-03-06/

Session 14	
Topics	Sport and Sustainability: an ongoing journey.
Activity	Group discussion and final conclusions.
Readings & Assignments	<ul style="list-style-type: none"> Mitiga Climate Risk Calculator https://www.mitigasolutions.com/

Session 15 - Final Project	
Students present their final projects.	

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration. These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it in a larger learning context.