PROJECT report / portfolio

Project name (as stated on LIFE website): Sports in International Politics

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1. Description

Sports in International Politics explores the links between major sports events and International Relations. The project aims to show how international politics affects our social life and how events in the world of sports can point to political issues. In this project, we explore the impact and circumstances of a select group of these occasions. Six teams have researched a sports event each of their choosing, and then produced an informative video that summarizes the history of their chosen event and the geo-political impact it had (or has still). The videos are based on academic research.

**Group 1** has chosen to analyze the importance of EURO 2012 co-hosting between Ukraine and Poland and their relations throughout the centuries. Football is a popular sport with a huge fan base around the world. The sport has a profound impact on culture and society, politics and international relations. It has the ability to bring different nations together, and it has a wide media following and attracts many viewers. It can help create a common ground for interaction and cooperation. Historically Ukraine-Poland relations were always tense, but it has been changing for the past decade. Today, Poland is considered to be Ukraine's closest partner, not only in the process of European integration, but also in political, economic and social terms.

**Group 2**- Team 2 chose to research the Winter Olympics 2022 in Beijing, by analyzing the issues relating to the Uyghur minority in China- the impact of Chinese policies on forced migration and human rights violations- and connecting it to an explanation on how the government attempted and failed at political “Sportswashing” during the Olympics 2022. These factors are analyzed in connection with decolonization as a process toward postcolonialism.

**Group 3-** Group 3 focuses on the 1976, summer Olympics. aka (Games of the xxx Olympiad) which were an international multi-sport competition held from July 17 to August 1, 1976, in Montreal. It was the first as well as the last Summer Olympics to be held in Canada to date. Following the game was an unexpected boycott that changed South Africa in a great way. But more than that is even a bigger effect of what some historians may call an economic sanction that ended The apartheid policy. The word APARTHEID was on the front page of almost all the newspapers in the whole world and many people were talking about the issue and questioning their individual governments.

**Group 4** - Group 4 has chosen to analyze the conquests of Mount Everest in 1953 by the British expedition team and in 1960 by the Chinese expedition team through the lens of neoliberalism and its connection to soft power. Our goal is to shed light on the significance of soft power in international relations, as exemplified by these historic events. Through our analysis, we aim to educate and inform others about this important relationship between neoliberalism and soft power.

**Group 5-** Group 5 chose to analyze the Munich Massacre during the 1972 Olympic Games. The general goal of the analysis was to shed light on the Munich Olympics massacre from a postcolonial perspective and explore the underlying power structures and ideologies that shaped the event and its aftermath. By applying postcolonial theory, we aimed to gain a deeper understanding of the complex dynamics and power relations between the colonizer and the colonized in the context of this tragic event.

**Group 6-** Group 6 chose to analyze Refugee Olympics in light of the International Relations theory of ‘Egalitarianism’. The goal of the research was to explore whether the inclusion of the Refugee Olympics team aligns with the theory of egalitarianism, and how. The research took into account the vision of the Olympics generally, the objectives behind creation of a Refugee Olympics team, the criteria used to include athletes in this team, and then followed the story of the Refugee Olympics Team’s (ROT) participation in the 2016 Olympics in Rio de Janeiro to analyze the impact it had and attention in received. All this was used to find alignment or misalignment between the event in question and the chosen IR theory.

2. Importance

The project outcomes are to produce a research summary and bibliography related to the chosen subject and to write and produce and promote an informative youtube video to explain the history of the event and its impact on international relations. The videos have been released as a series, which will potentially be continued in subsequent semesters.

The project has incorporated academic writing and script writing skills, video production and acting, and PR and promotion.

Different groups have used different sources for the basis of their research and here are some examples:

**Group 1:** The importance of this project lies in highlighting how neighboring countries can improve cooperation and partnership through large-scale sporting events at the international level. The main problem of the work was the question of how the joint hosting of Euro 2012 affected the subsequent relations between the two countries. The role of our group was to combine relevant knowledge and competences from different fields and apply them in practice to create a single product (video) that could have been used for further research as well as educational purposes.

Football as a team sport plays a significant role in international relations between the states. Social media, news and people daily speak about different sport events. The importance of this particular topic was to show that despite challenging relations between the states in the past it was still possible to cooperate and move forward. Sure, there were other factors playing a role (e.g., the mutual “enemy” Russia, which brought the two countries closer to each other).

The main resource of information for this project is secondary sources on the Internet. These include scholarly articles; official reports of Ukrainian and Polish governments, ministries, and agencies; interviews with government's representatives and other relevant structures; statistical reports of both state and international organizations; as well as various educational videos, social surveys, news items, etc. We do not limit ourselves to one type of resource, as we aim to show the situation from different angles and areas by exploring cause and effect relationships. Before starting our project, we carefully reviewed the content of previous works and made relevant conclusions about what might be interesting and understandable to the general public.

Here are some of the sources we have used for our research:

1. Aleksiyevets L., Aleksiyevets M. & Ilchuk I. (2015). Trends and Problems of Cooperation between Ukraine and Poland in the economic sphere in modern conditions. *Scientific Notes of Ternopil National Pedagogical University named after Volodymyr Hnatiuk, iss.2, pt.4, pp. 109-123.*
2. Doyle, M. W. (1986). *Liberalism and World Politics.* The American Political Science Review, 80(4), p.1151–1169.
3. Kraliuk P. (2011, November 18). *Polish-Ukrainian relations:* *In the grip of stereotypes and mutual resentment*. ZN,UA.
4. Moravcsik A. (1997). Taking preferences seriously: A liberal theory of international politics. *International Organization*, vol. 51, no. 4, p. 513–553.
5. UA Info (2014, February 2). *All Polish TV channels simultaneously supported Ukraine with a song.*
6. UA Info (2014, February 2). *All Polish TV channels simultaneously supported Ukraine with a song.*
7. Unian (2007, April 18). *Euro 2012 to be held in Ukraine-Poland.*

**Group2:** Theoretical frameworks regarding the history of Uyghurs and an applied IR theory were provided in accordance with written academic sources. As available academic sources for the modern oppression of the Uyghur minority were scarce, due to the totalitarian regime of the country, various newspaper and non-academic journal articles were used to gather coherent information for the purpose of analyzing the current situation in the Xinjiang region, and its connection to the 2022 Winter Olympics. Through analyzing the correlation between the Uyghur Muslim situation and the Beijing Winter Olympics, where the Chinese government used the strategy of ‘sportswashing’ by selecting a Uyghur Muslim to be a torchbearer to improve China’s reputation within the international community, conclusions can be made on the effects that the sporting event had in relation to the Uyghur oppression.

The analysis has since concluded, and it will be demonstrated through the project, that the strategy of ‘sportswashing’ has since seemed to have taken the opposite effect, by advancing the Uyghur case within the UN and the international arena.

Source examples include journal articles, news articles, books and academic papers:

1. *GUUDLE, M. O. (2021). Postcolonialism in International Relations Theory: Ethics, Knowledge and Orientalism. AHBV Akdeniz Havzası ve Afrika Medeniyetleri Dergisi, 3(2),48-53.*
2. *Carey, H. F. (2002). The postcolonial state and the protection of human rights.*
3. <https://www.nytimes.com/2022/09/14/books/uyghur-novel-backstreets-perhat-tursun.html>
4. <https://www.rfa.org/english/news/uyghur/adil-abdurehim-02112022170759.html>
5. <https://www.npr.org/2023/02/28/1160009067/us-china-house-committee-uyghurs-xinjiang-gallagher-krishnamoorthi>
6. *McEwan, C. (2008). Postcolonialism and development. Routledge.*
7. *McGlinchey, S., & Nair, S. (2017). Introducing Postcolonialism in International Relations Theory. In C. Scheinpflug & R. Walters (Eds.), International relations theory (pp. 69–75). essay, E-International relations.*
8. *Ahluwalia, D. P. S., & Ahluwalia, P. (2001). Politics and post-colonial theory: African inflections. Psychology Press.*
9. <https://www.diva-portal.org/smash/get/diva2:1482609/FULLTEXT01.pdf>
10. [*https://acikerisim.erbakan.edu.tr/xmlui/bitstream/handle/20.500.12452/4725/632227.pdf?sequence=1&isAllowed=y*](https://acikerisim.erbakan.edu.tr/xmlui/bitstream/handle/20.500.12452/4725/632227.pdf?sequence=1&isAllowed=y)

**Group 3:** - Group 3 takes into view one of the more well-known IR controversies in the field of sports, analyzing the 1976 Summer Olympics. Although well documented, the discussions regarding racial discrimination and boycotts aimed towards oppressive regimes, are as prevalent today, as it has ever been. To understand how these conflicts come to be, it is important to realize first and foremost, how such situations have been reported in the past.

Some of the sources used for the project:

1. AUHRM Project Focus Area: The apartheid. AUHRM Project Focus Area: The Apartheid | African Union. (2016, December 13). https://au.int/en/auhrm-project-focus-area-apartheid#:~:text=The%20Apartheid%20(1948%20to%201994,contact%20between%20the%20two%20groups.
2. Baylis, J. (2020). The globalization of world politics: An introduction to international relations. Oxford university press, USA. https://moodle.edu.ee/pluginfile.php/6040320/mod\_resource/content/1/Baylis\_Smith\_Owens%2C%20eds\_The%20Globalization%20of%20World%20Politics\_%20An%20Introduction%20to%20IR\_2019.pdf.
3. Britannica, T. Editors of Encyclopaedia (2023, March 25). Montreal 1976 Olympic Games. Encyclopedia Britannica. https://www.britannica.com/event/Montreal-1976-Olympic-Games
4. Foisy, P. (2016). The Montréal Olympics. The Canadian Encyclopedia. https://www.thecanadianencyclopedia.ca/en/article/the-montreal-olympics
5. Frolic, B. M. (2022, February 16). Canada, China, and the Olympics. University of Toronto Press. https://utorontopress.com/blog/2022/02/18/canada-china-and-the-olympics/
6. Todd, J. (2016, July 6). The 40-Year hangover: How the 1976 Olympics nearly broke Montreal. The Guardian. https://www.theguardian.com/cities/2016/jul/06/40-year-hangover-1976-olympic-games-broke-montreal-canada

**Group 4:** Our research project focuses on the cultural and political importance of Mount Everest ascents, particularly in relation to China's relationship with the mountain. We decided to tackle our chosen topic using a combination of ideas after learning about them in various academic domains such as anthropology, political science, and cultural studies. Our core theoretical framework is based on cultural studies, which focuses on the interaction of culture, power, and identity. To comprehend the geopolitical framework in which Everest is located, we also draw on political science, notably international relations ideas.

We used a number of credible and academic sources, including scientific journals, research papers, and government websites, to successfully perform our research and assure objectivity. In addition, we used the autobiographies of Mount Everest summiteers to get insight into the mountain's personal experiences and cultural importance.

We approached our research in a comprehensive and well-rounded manner. Although some materials were available within the specific parameters of our search, we took a broader approach to get a more comprehensive picture. For example, we've studied the historical and cultural significance of Mount Everest in both China and Nepal, as well as the cultural and political relevance of mountain climbing in general. Our study also looks at the cultural contrasts and similarities between China and Nepal in terms of their relationship with the mountain.

\*Examples of the sources we used:

Hunt, J. H. B. (1993). The Ascent of Everest Hodder Education.

New Zealand Ministry of Foreign Affairs and Trade. (n.d.). New Zealand Ministry of Foreign Affairs and Trade. https://www.mfat.govt.nz/en/countries-and-regions/asia/nepal/

About Sir Ed - The Himalayan Trust. (n.d.). https://himalayantrust.org/about/sir-edmund-hillary

Woodward, R. T. (2020). Sport and UK soft power: The case of Mount Everest. The British Journal of Politics and International Relations, 22(2), 274–292. https://doi.org/10.1177/1369148120908502

Stewart, G. (1980). The British Reaction to the Conquest of Everest. Journal of Sport History, 7(1), 43609 038.

\*All sources available on [the research paper](https://docs.google.com/document/d/1Mw4xjFI6P_V9e9v2M1gkgMCNeBygh9yWeYkbLngtbkI/edit?usp=sharing)

**Group 5:** The importance of this project lies in the fact that the Munich Massacre was a landmark event in the history of international relations and sports. It had far-reaching consequences for diplomatic relations between different countries. By analyzing the event from an interdisciplinary perspective, this project can provide insight into the complexities of the intersection of sport, international relations and politics, and help deepen our understanding of how sport can be used as a tool for international diplomacy.

For our research, we used different sources that included academic literature, articles, reports from international organizations, best practices from sports organizations and governments, media source and web.

Regarding IR theory we used postcolonialism. Postcolonialism examines how the power dynamics of colonialism continue to shape the relationships between former colonizers and colonized people, and how the legacy of colonialism can perpetuate inequality and oppression. From a postcolonial perspective, the Israeli-Palestinian conflict can be seen as a manifestation of the legacy of colonialism in the region.

Examples of sources:

“Postcolonial Theory” by J Daniel Elam

“Postcolonial Theory and the Arab-Israel Conflict” by Carl Salzman Philip &Donna Robinson Divine

"The Munich Olympics Massacre, 1972" by Joshua Sinai. Provides a detailed account of the events surrounding the Munich massacre, including the planning and execution of the terrorist attack.

"The Munich Massacre and its Impact on the Modern Olympics" by John E. Thomas. Examines the long-term impact of the Munich massacre on the Olympic Games and the broader world of sports.

"The 1972 Munich Massacre and Its Legacy in Israel" by David W. Lesch.

Media sources:

<https://www.youtube.com/watch?v=D3K9VJ6dhNQ>

Webs:

<https://www.britannica.com/event/Munich-Massacre>

<https://www.npr.org/2022/09/04/1116641214/munich-olympics-massacre-hostage-terrorism-israel-germany>

**Group 6:** Our research project explored the historical development of ‘egalitarianism’ as a theory, following Kant’s work and linked it effectively to the event of Olympics with respect to the inclusion of a Refugee Olympics Team (ROT).

On the surface, the issue appears to be straightforward in that the inclusion of the Olympics team in this prestigious event seems to align with the basic principles of social, political, and economic equality in egalitarianism, however it becomes complex when one explores what critics have to say. Some critics argue for example that the inclusion of the Refugee Olympic Team was a form of tokenism and that it did not address the root causes of the refugee crisis, and rather discounts it. Others argued that the team should have been allowed to compete under the flags of their respective countries, rather than as a separate team under the Olympics flag which reinforces the hegemony of the nation-state discourse within the institution while furthering its goal of materializing as a leader on the international stage.

Several diverse sources from academic journals and official Olympics documents were considered to analyze this issue and explore its different layers to answer the main question of whether the inclusion of ROT aligns with egalitarian principles. The following sources were used to analyze this question and create the video and research paper.

1. Angell, N. (1909). The great illusion. New York: G. P. Putnam's Sons.
2. Kant, I. (1795). Perpetual peace: A philosophical essay. Hackett Publishing.
3. International Olympic Committee. (03. June. 2016). Refugee Olympic Team to shine spotlight on worldwide refugee crisis. Retrieved from <https://olympics.com/ioc/news/refugee-olympic-team-to-shine-spotlight-on-worldwide-refugee-crisis>
4. International Olypmic Committee. (2021). IOC Refugee Olympic Team. Retrieved from <https://olympics.com/ioc/refugee-olympic-team>
5. International Olypmic committee. (2016). IOC Refugee Olympic Team RIO. Retrieved from <https://olympics.com/ioc/refugee-olympic-team-rio-2016>
6. The National. (20. March. 2016). Refugee team forming for Rio 2016 Olympics: ‘We want to send a message of hope’. Retrieved from <https://www.thenationalnews.com/sport/refugee-team-forming-for-rio-2016-olympics-we-want-to-send-a-message-of-hope-1.222117/#full>
7. Havard International Review. (22. Sep. 2016). Journey to Rio: An Analysis of the Success of the Refugee Olympic Team. Retrieved from <https://hir.harvard.edu/refugee-olympic-team/>
8. Heinrich, A. (2022, February 18). The power of recognition: The story of the Refugee Olympic Team. *IRIS*. https://www.iris-france.org/164716-the-power-of-recognition-the-story-of-the-refugee-olympic-team/
9. Rawls, J. (1999). The Law of Peoples. Harvard University Press.
10. Sypnowich, C. (Ed.). (2006). The Egalitarian Conscience: Essays in Honour of G. A. Cohen. Oxford University Press.
11. Young, I. M. (1990). Justice and the Politics of Difference. Princeton University Press.

3. Activities & Stakeholders

**The goals of the project have been fulfilled in three steps:**

The first step was research - in which we engaged in historical analysis, international relations theory research and application, academic writing, and of course language skills. It produced a research summary and bibliography related to an event in which sport and international relations have come together in dramatic fashion, using literature from the field of International Relations.

The second stage was production - in which we engaged in video and audio recording, editing using advanced software, script writing, interviewing techniques, and citation skills.

The third stage was promotion. This was based on the fields of marketing, public relations, psychology, and required skills in visual arts, visual editing, graphic design, and copy writing.

**Stakeholders:**

The two fields most impacted are sports and international relations. The Ministry of Foreign Affairs, Tallinn University studies of Sports, International Relations and History can contribute from the results of our project. The project has an informative goal for the general public, to raise awareness on how international relations affect sports and vice versa.

5. Sustainability

The project outcome videos are uploaded and shared on YouTube. The ownership of the channel will be transferred to project supervisors. The underlying expectation is that the project can be continued in the following semesters.

6. Results and annexes

The groups have finished their academic research and have submitted their written papers on their chosen subject.

Based on the research and written paper each group wrote a shorter video script, taped the video, produced it and uploaded it to Youtube and shared with interested parties (different Facebook groups etc).

Written papers are added as annexes.

7 . Project Action Plan.

Group 1

| Tasks | Deadline | Student(s) responsible | Status |
| --- | --- | --- | --- |
| Choice of the primary topic | 22.02.2023 | Viacheslav |  |
| Choice of the backup topic | 22.02.2023 | Valerija |  |
| Confirmation of the primary topic | 02.03.2023 | Group |  |
| Confirmation of the action plan and dividing the tasks between the members | 05.03.2023 | Group |  |
| Research of the EURO2012 event | 17.03.2023 | Viacheslav |  |
| Research of the IR theory (Republican Liberalism) | 17.03.2023 | Valerija |  |
| Fill the mid-term report | 17.03.2023 | Group |  |
| Send the report to supervisors | 17.03.2023 | Group |  |
| Have video idea | 19.03.2023 | Kateryna |  |
| Have marketing strategy | 19.03.2023 | Mai |  |
| Create presentation for mid term report | 24.03.2023 | Mai |  |
| Analyze feedback | 02.04.2023 | Group |  |
| Write script of the video | 23.04.2023 | Artem, Kateryna |  |
| Finish the final paper with academic sources | 23.04.2023 | Slava, Artem, Valerija |  |
| Edit the video clips | 30.04.2023 | Kateryna, Artem |  |
| Finish the video and upload | 01.05.2023 | Kateryna |  |
| Promotion of the video (social media, youtube) | 12.05.2023 | Mai |  |
| Submit the Self-reflection task | 12.05.2023 | Group |  |
| Finish portfolio of the work | 20.05.2023 | Group |  |
| Final presentation | 25.05.2023 | Group |  |

Group 2

| Tasks | Deadline | Student(s) responsible | Status |
| --- | --- | --- | --- |
| Discussing topics | 18.02.2023 | All members | ✔ |
| Choosing the topic and methodology | 20.02.2023 | All members | ✔ |
| Selection of IR theory and analysis | 20.02..2023 | Mariia, Jonah | ✔ |
| Research and gathering general info about the sport event | 25.02.2023 | Janete, Jonah, Selim, Mariia | ✔ |
| IR analysis, applying the methodology to the event | 25.02.2023 | Janete, Mariia, Selim,Jonah | ✔ |
| General case overview | 25.02.2023 | All members | ✔ |
| Creating the action plan | 02.03.2023-09.03.2023 | All members | ✔ |
| Completing the mid-term report | 21.03.2023 | All members | ✔ |
| Creating mid-term presentation | 26.03.2023 | Mariia | ✔ |
| Presenting the mid-term report | 28.03.2023 | Selim, Mariia | ✔ |
| Feedback session | 28.03.2023 | All members | ✔ |
| Feedback analysis | 28.03.2023 | All members | ✔ |
| Academic paper 5-9 pages | 30.03.2023 | Janete, Selim | ✔ |
| Writing the script for the video   * discussing style of the script * writing the draft | 30.03-7.04 | Abdul, Selim, Deniz, Mariia | ✔ |
| Recording of the video | 07.04-12.04 | Abdul, Deniz | ✔ |
| Video editing | 14.04.2023 | Abdul, Deniz | ✔ |
| Video release | 17.04.2023 | Abdul, Deniz | ✔ |
| Creating of portfolio | 3.04-1.05 | All members | ✔ |
| PR (through social media) | 17.04-1.05 | Abdul, Mariia | ✔ |
| Final presentation | 05.05.2023 | All members | ✔ |
| Self-Reflective Reports | 17.05.2023 | All members | ✔ |

Group 3

| Tasks | Deadline | Student(s) responsible | Status |
| --- | --- | --- | --- |
| Deciding on the subject(s) | 28/02 | everyone | ✔ |
| Searching for sources | 13/03 | Grete, Lawrence | ✔ |
| Mid-term report | 18/03 | everyone | ✔ |
| Theoretical part | 02/04 | Grete, Lawrence | ✔ |
| Implementing IR theory (finishing the paper) | 10/04 | Rhett | ✔ |
| Writing the Script | 15/04 | Kaur | ✔ |
| Gathering pictures/videos | 20/04 | everyone | ✔ |
| Recording Narration | 20/04 | Tanbir | ✔ |
| Audio Mixing | 22/04 | Kaur | ✔ |
| Making/editing the video | 01/05 | Andreas | ✔ |
| Uploading the video | 09/05 | Andreas | ✔ |
| Marketing our video | 12/05 | everyone | ✔ |
| Self-Reflection | 12/05 | everyone | ✔ |
| Final Presentation | 25/05 | everyone | ✔ |

Group 4

| Tasks | Deadline | Student(s) responsible | Status |
| --- | --- | --- | --- |
| Research on the IR theory | 29.3 | Ilja |  |
| History of mountain climbing | 29.3 | Ali |  |
| New Zealand specifics | 29.3 | Shilanda |  |
| China specifics | 29.3 | Roosa |  |
| Combine everything in a project report | 2.4 | Ilja, Shilanda, Roosa, Ali |  |
| Mid-term report + submission | **17.3** | Group |  |
| Mid-term presentation | **23.3** | Group |  |
| Analyze feedback | 1.4 | Group |  |
| Script for the video | 16.4 | Shilanda, Roosa |  |
| Film the video | 19.4 | (Group) - Lala, Bilal |  |
| Editing | 1-7.5 | Lala, Bilal |  |
| Upload the video | **12.5** | Lala, Bilal |  |
| Create portfolio | 15.4-13.5 | Group |  |
| Promotion plan for the video | 12-19.5 | Lala, Bilal |  |
| Final presentation | 25.05 | Group |  |
| Self-reflective report | **31.5** | Group |  |

Group 5

| Tasks | Deadline | Student(s) responsible | Status |
| --- | --- | --- | --- |
| Choosing the topic and theory | 02.03 | Everyone | ✔ |
| Action plan ready | 09.03 | Everyone | ✔ |
| Gathering and writing basic info about the event | 22.03 | Ida Leivo | ✔ |
| Mid-Term Presentation | 24.3 | Everyone | ✔ |
| Theoretical outline, IR Analysis (applying the theory to the event) | 15.04 | Geraldine Wen & Viktoriia Chasnyk | ✔ |
| Written paper with academic sources deadline | 25.4 | Everyone | ✔ |
| Script for the Video | 30.4 | Everyone | ✔ |
| Video production (deadline) | 12.05 | Alim Al Razi | ✔ |
| Making the portfolio | 12.05 | Everyone | ✔ |
| Video release | 16.5 | Alim Al Razi | ✔ |
| Final Presentation | 25.05 | Everyone | ✔ |
| Self-Reflection | 31.05 | Everyone | ✔ |

Group 6

| Tasks | Deadline | Student(s) responsible | Status |
| --- | --- | --- | --- |
| Defining team and main communication channels | 23.03 | Team | ✅ |
| Choose topic and back up topic | 2.03 | Team | ✅ |
| Define action plan | 2.03 | Andrea | ✅ |
| Divide tasks | 5.03 | Team | ✅ |
| Choose IR theory | 5.03 | Fawad | ✅ |
| Complete research | 12.03 | Laetitia/Saleh | ✅ |
| Write research paper with sources | 19.03 | Team | ✅ |
| Mid-Term report | 26.03 | Team | ✅ |
| Mid-Term Report slides | 26.03 | Laetitia/Andrea | ✅ |
| Mid-Term Report Presentation | 26.03 | Team | ✅ |
| Feedback Session | 27.03 | Team | ✅ |
| Feedback implementation | 8.04 | Fawad | ✅ |
| Scriptwriting | 16.04 | Wasma + Andrea | ✅ |
| Set up all technical aspects: location scouting and defining video elements | 16.04 | Andrea | ✅ |
| Shooting | 23.04 | Team | ✅ |
| Editing | 30.04 | Andrea | ✅ |
| Video upload | TBC | Andrea | ✅ |
| Diffusion and promotion strategy | 7.05 | Fawad | ✅ |
| Strategy implementation | 14.05 | Alexander | ✅ |
| Portfolio | 14.05 | Wasma | ✅ |
| Final presentation slides |  | Laetitia/Andrea | ✅ |
| Final presentation | 25.05 | Team | ✅ |
| Self-reflective report | 31.05 | Team | ✅ |

8. Media coverage

Sports In International Politics Youtube channel can be found here: <https://www.youtube.com/channel/UCGWC9wsa6nQEod_28kHUMMw>

1. [Episode 9](https://www.youtube.com/watch?v=_VswsZ6kxNg&t=53s) was uploaded on 28.04.2023 by Group 1
2. [Episode 13](https://www.youtube.com/watch?v=gtbU29v_vHU&ab_channel=SportsinInternationalPolitics) was uploaded on 16.05.2023 by Group 5
3. Episode 3 was uploaded on 09.05.23 by group 3.
4. [Episode 4](https://www.youtube.com/watch?v=GOvOXRFEG5o) was uploaded on 12.5.2023
5. [Episode 14](https://www.youtube.com/watch?v=958-xe7QWFE&t=177s) by group 6 was uploaded on 19.05.2023
6. [Episode 10](https://www.youtube.com/watch?v=1WpdN2iaDng&t=205s) by group 2 premiered on 09.05.2023

The videos and channel have been shared by the project members on social media (Facebook, Instagram), also in different Facebook groups and Facebook pages.

9. Learning experience

**Group 1**

**Kateryna Hantseva:** In the group, I contributed as a video maker. I recorded voice-overs using equipment and the sound studio at the university. Additionally, I searched for videos, pictures, and sounds, edited the video, did sound design and titles, and participated in writing the script.

Experience: I developed my editing skills using DaVinci Resolve software. Working in the sound studio for the first time was a useful experience for my future projects. I encountered a problem when posting the video on YouTube: one fragment was blocked due to copyright issues. However, I managed to solve the problem by replacing the blocked material with other content.

**Mai Endo:** I contributed to the video promotion. I contacted several media teams of TLU and got approval from the TLU newsletter. The protect and our video were introduced in the TLU weekly letter. By the efforts of team members distributing the video to diverse targets and communities, the video has got 421 views in the first 2 weeks. Also, I created presentation slides for both of the report sessions.

Experience: I learned communication skills as I reached out to several responsible persons for the TLU media. Also I got experience to use logical thinking while creating presentation slides that I considered what could be logical and the best design and information coordination for the audience.

**Artem Tkachenko:** I participated in the group as the author of the idea, including writing the script for the video. Analyzed the most significant historical facts and events in relations between states to demonstrate this information in a video. Participated in the search for video content.

Experience: I have developed skills in scripting and extracting the most important information from large volumes of data. The most difficult task for me was to combine the theory of international relations with historical facts and events between states.

**Viacheslav Yasynskyi:** Together with Artem, I developed the plan and structure of the project, acted as a coordinator to distribute tasks among the group members, and reported on the group's results at presentations (mid-term, final); I was also responsible for writing the academic paper (except for the part on IR theory) and the mid-term report.

Experience: First of all, I improved my public speaking skills, organizational skills, and ability to listen and highlight the strengths of each participant to achieve the common goal of the project, as well as to cope with possible misunderstandings. The work itself taught me how to plan and structure a project, analyze international events, and relate them to relevant international relations theory.

**Valerija Gorlatš:** My task was to put the action plan together, analyze the IR theory for the paper and find the relative material. Later, based on the paper and the written script, I was responsible for the audio. At the end of the course, it was my responsibility to finalize the portfolio of the project.

Experience: First of all, I learned about the EURO2012 event. Secondly, as I have never been recorded for the video, it was a good experience and I got good tips to remember in the future. It was a little challenging to analyze the event in the IR theory perspective, even though Artem was responsible for that part.

**Group 2**

**Gül Deniz Abanuz:** Since I have no interest and passion for sport events, this project gave me much deeper insight into how international ones, like the Olympics, have often been intertwined with politics throughout history. This particular project allowed me to combine IR theory and an international sport event for a deeper understanding of the role of sports in international politics. By examining the Olympics in Beijing 2022 through the lenses of IR, my previous skills outside of my major were enhanced. I had a chance to listen and learn different new ideas, meet new people from different majors, and conduct a research project. I also believe that we did a good job on raising awareness for Uyghur Turks.

**Mariia Makarenko:** Since I am majoring in international relations and China is the country I try to write about in my essays as well as thesis, I really enjoyed working on the topic connected to China. We rarely talk about sport events at our classes and to be honest, I am not a big fan of sport events, so it was very cognitive for me to work in this sphere as I realized a lot of new things. As a part of a team, I think I was mostly responsible for dividing the tasks, writing reports, making presentations, the theoretical part of the project and video promotion. I also agreed with one of my previous Professors back in Ukraine that the video would be shared with the students of the Institute of International Relations in Kyiv. I think that each member of our group did really a great job in delivering the information about human rights violations of the Uyghur minority.

**Elujah Ndagi Jonah:** In this project, I learned how political leaders may utilize sports as a means of oppression or as a means of promoting peace. I gained knowledge on how to spot the signs of persecution, and oppression with a particular emphasis on our case study, (The Case of the Uyghur Minority), and how to successfully fight for the rights of marginalized people. Through this research, I was introduced to a variety of IR theories and it is incredible to connect these ideas to sports in international politics by using the Olympic Games in Beijing in 2022 as a case study. Finally, I was able to use this initiative to make a difference in the world and use my voice which is one of the goals of our project, i.e., to create awareness. I also have the good fortune to work with students from many disciplines, which enables me to collaborate, and view things from various perspectives.

**Abdul Rehman**: Throughout my involvement in this project, where I took on the role of video producer and editor, I learned valuable skills in scripting, editing, and production. By working on the video, I was able to effectively convey the research findings and raise awareness about the human rights violations of the Uyghur minority. Collaborating with students from different disciplines allowed me to incorporate diverse perspectives, enhancing the overall analysis. Through this experience, I not only improved my technical abilities but also deepened my understanding of the intersection between international relations, politics, and sports. I am grateful for the opportunity to make a difference and utilize my skills to create a meaningful impact in the world.

**Janete Regina Aasmaa**: Although I was previously aware of the issues regarding the Uyghur minority in China, the work on our project enabled a far deeper insight into human rights abuse issues in China and how they have been reflected in the international arena through the 2022 Winter Olympics.

In addition to the valuable knowledge gained while conducting the research for our topic and laying out the groundwork; I am also grateful for the new acquaintances I found and the lessons on communication that this project has provided me with.

**Selim Rahim**: As a person directly involved in this kind of crisis through ethnic affiliation, I have reflected many of my objective and subjective thoughts during this research. Media is a powerful tool and I have seen how it reflects certain information in a more skewed manner. By looking at many resources from both perspectives, I have learned that the process ongoing is a matter of capital interest and Chinese politicians have ultimate power to keep many influential nations and people silent. While researching I have also revisioned upon myself once again that haste is not helpful. A more in depth research allowed me to learn more about Turkic nations while also seeing the ethnic crimes being done under authoritarian rule.

**Group 3**

**Grete-Getryn Stern:** First of all I learned better ways to search for academic sources. Secondly I learned a lot about our specific topic while doing research, specifically learning about the apartheid system that was in place in South Africa for a long time was a thing that was completely new to me.

**Kaur Järve**: On one hand, I got to practice more of my mixing knowledge, but besides that, this entire project has been a great exercise in planning and team management, especially regarding how and what jobs get done by whom and when. Keeping an eye on deadlines, whilst knowing when to let people work on their own stuff, without interfering too much with their process, is something that will certainly be useful in any project yet to come.

**Tanbir Mahmud Sarif**: It was an opportunity for me to acquire insights into international theory. Through this project, I developed an understanding of how international relations and politics influence and shape sports events. In addition to developing my research skills, I improved my writing skills, gained proficiency with multimedia creation, and developed my teamwork and collaboration abilities. It has been a valuable experience for me not only to gain a deeper understanding of the boycott of the Montreal Olympics in 1976 but also to acquire valuable transferable skills that I can apply in the future. We have accomplished a lot and I am grateful for this opportunity to grow

**Andreas Nygren**: I had a very busy semester and a lot of very tight deadlines, so the thing I got to practice most was how to finish a project when there is very little time to do it in. I ended up working very late nights on this, but still managed to keep a fairly healthy schedule for most of the semester. I got to practice video editing, which was good practice for me since my studies revolve mostly around working with lights and camera, so I have been falling behind on practice with editing. I also got to learn about sports history, which was an entirely new field to me, so that was nice.

**Lawrence I. Attah:** As a Law student, searching for academic and legal sources has always been part of my study from my first year in the university and although it had not been so much a big problem for me, I learned an easier way of getting my hands on these materials during the research of this project from just a random text on Google and YouTube videos as well. It was a very insightful project and I have never felt the importance of teamwork more than I did throughout the work of this project and above all, I will always remember the power of unity.

**Rhett Kütsen:** As an IR student, I enjoyed learning about sports history in the 20 century, and it was eye-widening to relate the Olympics with international relations. It gave me a new perspective on how sports can affect politics. A YouTube channel of videos about many different cases of sports influencing politics is a valuable learning experience in itself.

**Group 4**

**Ali Hussein:**

The LIFE project has been a positive experience for me. This positive experience comes from the knowledge that I have gained about our subject, and at the same time, I have had the opportunity to work with my teammates. The group work worked really well, since everyone contributed with knowledge and with the more physical assignments of making our video. The most difficult but also the most learning part for me was the filming of the video. All in all, I feel like I gained a lot of new knowledge and had a good experience with this project.

**Bilal Bashir:**

During this project, I have gained a lot of valuable experience that has helped me improve my skills and knowledge in many ways. Working on my own, I got better at being able to communicate well, deal with problems, and make good choices. I looked into new technologies, methods, and ways to improve my technical skills and ability to solve problems. I was able to improve my project management skills by planning, organizing, and dividing resources better because of this project. By completing my project goals, I feel very proud of myself and have a strong sense of accomplishment. This experience has not only helped me feel better about myself, but it has also given me a solid foundation for future projects as I continue to grow as a person and take on new tasks.

Also, my team has been very helpful and has worked well together, for which I am very thankful. Their knowledge, different points of view, and unwavering commitment were key to our success as a group. Together, we did more than I could have expected, and this experience shows again how important teamwork is for getting great results.

**Ilja Truhhanov:** I’ve had the opportunity to work in big groups before, but not to such an extent. This was the first time I ever had to help with making videos as well, which was nice. In terms of the project, everyone pulled their weight, nobody was left out, and everyone knew what they were doing at any given moment. Deadlines were followed, responsibilities were agreed upon, and the general consensus was adhered to.

**Lala Mehdiyeva:** I gained knowledge of how sports play a part in global politics during this course, as well as how to collaborate with people from different academic disciplines. First of all, being from different ages and different programs with my teammates showed itself in our decision making. I believe that as a team, we have been effective in upholding our uniqueness and respecting one another's opinions. We were able to complete this course more quickly because of our supervisors, who assisted us with all of our questions. Because of my educational and professional background, I was more suited for the job's creative aspects. With my friends' help, the shooting process, editing, and decision-making all became simpler. I learned about climbing sports and how soft power influences how nations are perceived because of this LIFE - course. I am thrilled to be a part of such a wonderful effort.

**Roosa Mustamäki**: Overall, the LIFE project has been a great experience for the future. A successful outcome of this project required close collaboration, responsibility and proactiveness from all members of the team. We managed to divide our roles in the team fairly, to keep everyone engaged to our goals and to achieve all the objectives we agreed upon. Personally, I am very happy to have had the opportunity to learn about scriptwriting and filmmaking while researching topics related to my field. Therefore, I would say that the interdisciplinary aspect of LIFE is one of the best parts of it! It was also interesting to create something completely unique together with a motivated team. There is always something to learn from each other in group work.

**Shilanda Sirakova**: During this LIFE project, I gained a deeper understanding of teamwork in an interdisciplinary context. From the beginning of this project, our group was quite strong with scheduling meetings, getting all our tasks done on time, and we were a very communicative team. Whenever there appeared to be issues with the agenda, we were quick to resolve and work together to complete what was necessary. Our project goal was to produce an educational video in a podcast format, which I feel we delivered. Our film and editing team did an exceptional job at putting all the pieces together, but it couldn’t have all happened without the background work from the rest of the of the team. All together, it was an enjoyable experience and I think it makes the world of a difference when you have great people to work with.

**Group 5**

**Alim Al Razi:** Got to learn about a different aspect regarding sports events and its relation with politics. I did have some knowledge about the never ending rage between Syria and Palestine, but had no idea about the clashes that reached the stage of the 1972 Olympics in Munich, Germany. Looking at the event through the lens of postcolonialism definitely gave some clarity to me to assess the event with a very strong perspective. Apart from the content itself, the best part of the project was individuals with different backgrounds coming together and offering their best attribute to finish the end line working hand in hand. I enjoyed the part of making the video as I got to learn even more about the event while finding proper content. I believe that projects like this should always be welcomed to grow as an individual and also as a community.

**Kaspar Oskar Tali:** Overall, I really enjoyed working on this project, as I got to know more about international relations in general and its theories. Furthermore, I got to know how video production works, what are the different parts that go into a video and approximately how long does it take to make a video end to end. The project helped practice teamwork with different people from various fields of studies. Also, I would like to thank my team and our supervisors who made the project a lot more interesting and fun. If I were to summarize the project, I’d say that our team was well balanced and handled the project very well.

**Geraldine Wen:** I really enjoyed this project, it was very challenging and useful for me, it was a good exercise for me, first of all I was able to use my professional knowledge to look at the project, then I learned more about how sports affects politics and how to turn ideas into facts, overall I really enjoyed it. Overall, I really enjoyed this project. I was able to translate my ideas into something that exists, and I was able to express my ideas in a way. Finally, I would like to thank my team members for their dedication and care in this project, from the beginning when we were confused, to the end when we solved the puzzle step by step.

**Viktoriia Chasnyk:** Participating in the Sports in International Politics project has been a valuable learning experience for me as an individual. Throughout the project, we focused on analyzing a specific sport event, applying international relations theory to gain insights into the intersection of sports and international politics. The project helped me to enhance my research and analytical skills, as well as my ability to apply theoretical frameworks to real-world events. I gained some seriously valuable skills in research and analysis that I can use in my future academic and professional pursuits. The project not only allowed me to delve into the fascinating world of sports and international politics but also provided an incredible opportunity to collaborate with a diverse group of individuals. Collaborating with others who had different backgrounds and expertise enhanced the overall learning experience. Also, his project provided me with a unique chance to explore the process of video production, which was something completely unfamiliar to me.

**Ida Leivo:** During the project, I learned the importance of effective communication and collaboration. We had to work together to brainstorm ideas, assign roles, and coordinate our efforts. Through this process, I realized that clear and regular communication is vital to ensure everyone is on the same page and that tasks are being completed on time. I learned about the significance of time management and organization. We had to set deadlines for each milestone and allocate sufficient time for research and making the video. This experience taught me how to prioritize tasks, manage my time effectively, and meet project deadlines. I gained a deeper appreciation for the power of teamwork and the synergy it can create. Each member of the group brought unique skills and perspectives, and by leveraging our strengths and collaborating effectively, we were able to produce a cohesive and engaging video.

**Group 6**

(Laetitia Sedello)I learned a lot about International Relations, research methods and our special Topic. Our project was about the 2016 Olympic refugee team. As a result, I dealt very intensively with the Olympic Games and their organizers. I now know a lot more about how the Olympic Games are organized, which organization is behind them and their global impact. The intense dealing makes me look more critically at the Olympic Games. I also learned how to apply a specific theory to a specific subject, which turned out to be more challenging than he expected.

Andrea Montanaro: My main takeaway from this project is how my perception of international events — such as sports — has changed, and hence gained a much more critical eye when encountering any; because if one comes to think about these on a much deeper level, it’s now easily understandable that this could be part of something much bigger underlying there, as in the case of International Relations theories. For the particular case of the Refugee Olympic team in Rio de Janeiro 2016, it gave me a lot of insight on the refugee crisis and topic as a whole, and in the global participation of nations and more importantly: individuals, in such an iconic event as the Olympics.

Fawad Khan:

Through the exploration of the Refugee Olympic Team's participation in the 2016 Summer Olympics, I have learned about the power of inclusion and representation, the complexities surrounding the initiative, and the influence of media narratives. While the ROT's inclusion can be seen as an example of egalitarianism, it is also subject to debate and criticism. This project has deepened my understanding of the refugee crisis, the role of sports in promoting social change, and the need for critical analysis of such initiatives in the pursuit of equality and fair play.

Muhammad Saleh

In terms of what I learned, I think Sports in IR was a great opportunity for me to see myself working in a group effectively. I can say that with time I have learned to work along with others to some extent. In the past, I had preferred to work individually than in group (s). I guess this has changed. I enjoyed the company of others. We did not have any kind of conflict during the project.

I am satisfied with the production and quality of the video. We were certainly able to analyze a Refugee Olympic Team of 2016 through the lens of Egalitarianism and create a YouTube video that explains the link between the 2016 Olympic event and International Relations.

Sports in IR aims to examine the impact of sporting events on world affairs which was interesting. Learning how sports impact world affairs and vice-versa was also something new to learn.

During the project I was also writing a master’s thesis on Syrian and Ukrainian war refugees in Estonia. I expected to broaden my knowledge about the refugee discourse at its highest peak, which was in 2015-2016 so I did. I can say at the end that, the ROT athletes (refugees) demonstrated that sport can be a powerful tool for promoting social change and understanding and that even in the face of great adversity, athletes (refugees) can inspire and unite people around the world. Their participation in the 2016 Olympic Games sent a powerful message of hope, solidarity, and respect, and paved the way for future refugee athletes to compete at the Olympic level.

Wasma Imran

I think my biggest learning was to think critically and creatively, as we researched

and connected our theory to our event. Not only did we research about how the IR

theory is reinforced by the event, but also thought, discussed and researched the

negative aspects of it- such as the perspective of linking the Olympics’ refugee team

idea to a PR stunt, and learning about how gigantic organizations such as the IOC

reinforce the hegemony of nation-state discourse.

I think me writing the script of the video helped me condense the information in a

manner that was not only simple to understand for others but for myself as well.

I became interested in the issue a lot too, and watched The Swimmers on Netflix after

researching on the refugee Olympics team. As a critique of egalitarianism, I also

realized how athletes like Yusra Mardini did not want to be united under the Olympic

flag to begin with, but they wanted to represent their own country. This again helped

me think more critically about the issue.