PROJECT report

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

Group name/number: Group 3

Supervisor(s): Benjamin Klasche, Terry McDonald

Participants : *Anton Ruben Maronier,Tierra Jenelle Thomas, Viswamithra Chennam,*

*Evert Bok, Igor Penkov,* *Vjatseslav Slizen*

1. Description   
Introduction: The research, titled "Profits and Exploitation for Non-Profit Sports," highlight the sometimes disregarded part of sports, which is the exploitation of the weak and the downtrodden. These federations may be profiting from the labor of the oppressed and exploited, even as they bring millions of people happiness and enjoyment. Our goal in creating a video to present our study is to increase awareness and poignancy of this problem.

Description of the Project: Our research into this issue is directed by World-Systems Theory, an International Relations (IR) theory. Developed in the late 1960s and early 1970s by academics including Giovanni Arrighi, Terence Hopkins, Samir Amin, Andre Gunder Frank, and Immanuel Wallerstein, this theory asserts that structuralized exploitation is what allows for the existence of an unequal structure in the world. This idea holds that capital will always go from the periphery to the core; this idea might very well apply to the financial operations of various sports federations. Our goal with this study is to advance equity and openness in sports administration and add to the current discussion about financial governance concerns in the sports industry.

Goals of the Project:

1. The project's goals are to investigate the chess rivalry. The project's principal purpose is to do extensive research on the Cold War chess rivalry, exploring its historical context, geopolitical relevance, and consequences for international affairs.
2. To Apply World-Systems Theory to Analysis: In our paper, we plan to use world-systems theory in order to better understand the dynamics of global inequality and exploitation, specifically in the context of labor exploitation during international sporting events. In order to fully understand how the World-Systems Theory relates to international sporting events, we need to explore the fundamental ideas of core-periphery relations and the processes that allow exploitation to flourish in this structure.
3. To Write a Research Paper: Our goal with this study is to advance equity and openness in sports administration and add to the current discussion about financial governance concerns in the sports industry.
4. To Create a YouTube Video: In addition to the research paper, the project's goal is to create an entertaining YouTube video that communicates significant results and ideas to a larger audience, using visual storytelling.

Division of Roles Within the Team:

* Viswamithra Chennam: Submitting of the mid term report and presentation. Introduction section in the research paper
* Anton Ruben Maronier: video production
* Tierra Jenelle Thomas: Mid-Term Report: make points 3,5 & 7, Applying theory to case
* Evert Bok: Submitting of the mid term report and presentation. Research topic (with sources) Research IR theory (with sources)
* Igor Penkov: video production
* Vjatseslav Slizen: video production

Expected Results:

* Comprehensive Research Paper: The paper found several problematic aspects with globally dominant sports federations’ indifference towards exploitation which, at minimum, is related to their events. The paper often used FIFA because it is the most well-known, but it also exemplifies the attitudes, actions and profiteering of most other major sports federations.
* Engaging YouTube Video: A visually compelling and informative video that communicates key findings and insights to a broader audience, fostering a deeper understanding of the topic.
* Contribution to Scholarship: By integrating insights from various disciplines and theoretical perspectives, the project aims to contribute to scholarship on international relations, ideological competition, and the role of culture in geopolitics.

In short, globally dominant sports federations, like FIFA and FIA’s complacency and indifference ensures the maintaining of the current state of exploitation of peripheral states, peoples and workers. Moreover, the large sports federations striving for financial growth and new markets keeps incentivising the organisations to maintain the status quo. Concluding, the sports federations might be non-profit in name, but their actions clearly illustrate a greed, practically making the formal non-profit a non-factor.

2. Importance  
Importance of the Problem: It is crucial to illustrate how these big federations benefit from the work of oppressed and exploited people. We also think that it is important to see ‘the exploited’, and help shed light on the situation. For this, we feel making a video will be best, because it is a very poignant way to showcase our research.

Description of the Problem: The aim of the project explores the profits made by large non-profit sports federations, such as FIFA, the FIA and the various major golf federations, like EGF and IGF. In this we will look at the profits made by non-profit sports federations; how do these supposed non-profit sports federations make so many profits and how does exploitation help that.

Choice of Methods:

1. Literature Review: In order to fully understand how the World-Systems Theory relates to international sporting events, we need to explore the fundamental ideas of core-periphery relations and the processes that allow exploitation to flourish in this structure.

2. Theoretical Framework: For our research, we apply the International Relations (IR) theory: World-Systems Theory. This theory was developed in the late sixties and early seventies, by amongst others: Immanuel Wallerstein, Terence Hopkins, Samir Amin, Andre Gunder Frank, and Giovanni Arrighi. The core principle of this IR theory is that the world has a structure of inequality, which is allowed and enabled by structuralized exploitation. Because of this world structure, capital will always flow from the periphery to the core.

3. Data Collection: Gathering data from relevant studies, statistics, and development plans to provide empirical evidence supporting the project's findings and conclusions.

Activities to resolve the problem:

1. Research and Analysis:  Advance equity and openness in sports administration and add to the current discussion about financial governance concerns in the sports industry.

2. Theoretical Application: The core principle of this IR theory is that the world has a structure of inequality, which is allowed and enabled by structuralized exploitation. Because of this world structure, capital will always flow from the periphery to the core.

3. Creative Expression: Translating research findings into a research paper and YouTube video, utilizing visual storytelling and engaging narration to communicate key insights to a broader audience.

4. Promotion and Dissemination: Developing a promotion strategy to ensure the research paper and video reach a wide audience, leveraging social media platforms and collaboration with relevant influencers to maximize visibility and impact.

Suitability of Methods:

It aims to address financial governance issues within the sports sector, promoting transparency and fairness in sports administration, despite their classification as non-profit organizations. The use of visual storytelling in the YouTube video improves accessibility and engagement, making the project's findings available to a larger audience outside of academia.

3. Activities & Stakeholders

Description of Activities and Reaching Stakeholders:

Activities:

1. Creative Expression: Producing a research paper and YouTube video to communicate key insights and findings to a wider audience.

2. Promotion and Dissemination: Developing a promotion strategy to ensure the research paper and video reach a diverse range of stakeholders.

Direct Stakeholders:

1. Students, lecturers, and anyone with an interest in FIFA, FIA, EGF and IGF

Indirect Stakeholders:

1. Media Outlets: Journalists and media organizations interested in covering topics related to FIFA, FIA, EGF and IGF.

Reaching the Stakeholders:

1. Social Media: Utilizing platforms like Twitter, Instagram, and YouTube to promote the project's research paper and video.

2. Academic Conferences: Presenting findings at academic conferences and seminars to engage directly with scholars and researchers.

3. Football Communities: Engaging with online chess forums, clubs, and tournaments to share insights and spark discussions about the FIFA, FIA, EGF and IGF.

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4. Educational Institutions: Collaborating with universities and schools to incorporate the project's materials into curriculum and educational programs.

Targeted Approach:

The initiative engages a diverse range of stakeholders, including members of the academic community, enthusiasts of chess, students, educators, and the general populace. The primary goal of the initiative is to maximize its influence and engage individuals from various origins and interests through a targeted promotion and dissemination strategy. By engaging stakeholders strategically and disseminating critical discoveries effectively, the initiative seeks to contribute to broader discussions on historical comprehension, cultural diplomacy, and international relations.

5. Sustainablity

Description:

Project sustainability is ensured through strategic planning and collaboration with supervisors.

Planned sustainability measures:

1. Active collaboration: Collaborate with academic supervisors to maintain the right direction of work.

2. Integration: uploading this material to the Internet for educational and informational purposes.

3. Engagement: promoting ongoing discussion and knowledge sharing through social media and creating interest among the viewers.

4. Ownership and Responsibility: ownership of project deliverables will reside with the project team and supervisors, ensuring shared responsibility for maintaining the impact of the project.

Responsibility for implementation:

The project team will oversee the execution of the plans, procedures, and systems developed as a result of the project. We developed continuous monitoring and evaluation to assess the effectiveness of sustainability activities and make necessary revisions to tactics to ensure long-lasting participation and impact.

6. Results and annexes

The team completed their academic research and submitted written articles on selected topics.

Using research and written content, each team member articulated the information into documents. One of the team members then edited and uploaded the video to YouTube, sharing it with various stakeholders.

7. Project Action Plan

| Objective | Deadline | Who does it | Status |
| --- | --- | --- | --- |
| **Create action plan** | 26.2 | Group | * ticked |
| Settle on definitive IR theory | 26.2 | Group | * ticked |
| **Put together content report A4** | 29.2 | Evert | * ticked |
| Research topic (with sources) | 29.2 | Evert | * ticked |
| Research IR theory (with sources) | 29.2 | Evert | * ticked |
| **Submit mid-term report and presentation** | 19.3 | Viswamithra, Igor, Tierra & Evert | * ticked |
| Expand on legal and finance aspects of feedback and add to content A4 and | 19.3 | Viswamithra | * ticked |
| Mid-Term Report: make points 1, 2, 4, 6 & 8 | 19.3 | Evert | * ticked |
| Mid-Term Report: make points 3,5 & 7 | 19.3 | Tierra | * ticked |
| Make PowerPoint presentation | 19.3 | Igor | * ticked |
| **Mid-term presentation** | 26.3 | Group | * ticked |
| **Incorporate feedback** | 5.4 | Group | * ticked |
| **Submit final paper** | 25.4 | Viswamithra, Tierra & Evert | * ticked |
| Introduction | 18.4 | Viswamithra | * ticked |
| Section on theory | 22.4 | Tierra | * ticked |
| Section on case | 22.4 | Evert | * ticked |
| Applying theory to case | 24.4 | Tierra & Evert | * ticked |
| Quality control | 25.4 | Viswamithra | * ticked |
| Write script for the video | 30.03-07.04 | Igor & Slava | * ticked |
| Film the video. | 07.04-14.04 | Igor & Slava | * ticked |
| Editing | 14.04-01.05 | Anton | * ticked |
| Quality  control | 01.05 | Igor & Slava | * ticked |
| **Submit video** | 02.05 | Igor, Slava & Anton | ticked |
| **Finalise and upload complete portfolio** | 14.5 | Group | * ticked |
| **Promotion plan for the video** | 15.4-14.5 | Group | * ticked |
| **Final presentation** | 14.05 | Group | * ticked |
| **Self-reflective report** | 4.5 | All individual | * ticked |

8. Media coverage

The group members have disseminated the video across the social media platform,.

[Sports in International Politics Group 3.mp4](https://drive.google.com/file/d/19QNeq26BBwgOz4MqJxiJc1OTNCIxTh0Z/view?usp=share_link)

9. Learning experience  
  
Viswamithra Chennam: By engaging in comprehensive research, rigorous analysis, and fruitful collaboration with my peers, I acquired a heightened understanding of the intricate nature of geopolitics and refined my capacity for critical thought. My active participation in the portfolio paper enhanced my academic writing and communication proficiencies. Not only did this immersion experience increase the applicability of academic frameworks to real-world situations, but it also fostered a profound comprehension of the interdependence of global politics.

*Anton Ruben Maronier:* My personal objective for this project was to create a quality video that would function well. However due to time constraints I wasn't able to put in the required time to fullfill this wish. I did a lot of study and discovered a lot about creating more effective YouTube videos that maintain viewer interest. To make our film more interesting I added a mascot so that there is a clear "speaker", I felt this helps the viewer to concentrate. Working with so little time was an interesting experience and a valuable one for sure. Taking into account I have edited only once before 6 years ago I believe I did my part for the team. All the same, I am rather pleased with the outcome we got.

*Tierra Jenelle Thomas*

*Evert Bok : Within the team, I was generally responsible for the research and writing aspects of our project; in other words, handling the case and theory in the writing pieces. The biggest take-aways come from working with a diverse group of people coming from different countries and education fields, which did provide different and unique approaches. I believe that I did my part adequately within the team, moreover, I am pleased with the final result products we provided.*

*Igor Penkov : My main tasks in the project were preparing and filming video, writing script, and preparing presentations. In addition to that, general assistance in teamwork. Despite the well filmed material and the overall length of the video itself, we resorted to using off-the-shelf materials due to the complexity of the process. During this project it was interesting to work in a team again and learn a new sport while working as a videographer. The whole team coped with the assignment and showed a good level of competence when completing the tasks.*

*Vjatseslav Slizen : My main responsibilities in the project consisted of quality assurance, assisting in script writing, and filming of the video materials. We initially envisioned the video to have a narrator being live in the video - like in the classic documentaries, we have even filmed the majority of the material. However, it proved to be too complicated to continue with this format, considering the required length of the video and targeted audience - so we decided to stick to the voice over video type of narration, which I have voiced. From this course, I have learned the importance of team cooperation and quite a lot of new information from the research that my team members did.*