

George Mason University
College of Education and Human Development
School of Recreation, Health, and Tourism

SPMT 420. DL 1 (Blackboard) – Economics and Finance in the Sport Industry
3 Credits, Spring 2017

Faculty

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Prerequisites/Corequisites

Completion of 60 hours, including SPMT 201 with D or higher, or permission of instructor

University Catalog Course Description

Examines the principles of economics, budgeting, and finance as it applies to the sport industry.

Course Overview

This course will introduce students to the economics and finance of sport today, while exploring the concepts and analysis of topics such as economic sport theories, economic motives of sport organizations, economic profits, economic sport models, etc. Additionally, students will be introduced to economic and financial issues and factors affecting the sport industry today such as demand and supply, economic market structure, sport industry delivery, sport economic trends, etc.

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 23, 2017.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face

class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on Monday morning at midnight, and **finish** on Sunday at 11:59 p.m.
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least **five** times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course prepares students to gain an appreciation and knowledge of the impact of economics and finance in sport today, while analyzing the strategies and concepts that are apparent within today's industry. Specifically, students will:

- Identify the different concepts and aspects that are apparent in today's sport economic and finance industry. This outcome will be assessed through writing assignment #1.
- Interpret and analyze the important characteristics and aspects within the industry today, i.e. collegiate vs. professional regulations, international economics, etc. This outcome will be assessed through assignment #2, along with chapter readings/group discussions.
- Create and develop a successful economic salary cap based on the aspects and concepts learned in class. This outcome will be assessed through the final group project.
- Discuss and analyze the differences of economic impact in the different sporting industries today. This outcome will be assessed through assignment #3.

Professional Standards

Upon completion of this course, students will have met the following professional standards:
National Flashes of Insight Association (NFIA)

8.21	Understanding of and the ability to analyze thought processes
8.22	Understanding of procedures and techniques for assessment

Required Texts

Blair, Roger. (2012). *Sports Economics*. Cambridge University Press.
SportsBusiness Journal – 12-Week Subscription

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor
This course will be graded on a point system, with a total of 1000 possible points.

Requirements	Points
Participation (Discussion Boards – 14 weeks x 20 points)	280
Article Critique – Economics and Finance in Sport	100
Individual Critique Presentation (PowerPoint)	100
Case Study Breakdown (Economics and Finance in Sport Industry)	100
SportsBusiness Journal Analysis Review	120
Group Final Project – Salary Cap (PP)	200
Midterm Exam	50
Final Exam	50

Evaluation of Assignments

Article Critique— For this *sport economic writing assignment*, I want you to read and analyze an economic and finance topic/issue within the sport economic industry today. We’ve discussed in class already many sport economic related topics/issues that are prevalent within the industry today. Feel free to critique more than one article, i.e. comparing and contrasting, however you only have to critique one.

Individual Critique Presentation (PP)- For this *sport analysis PowerPoint project*, I want you to pick an economic and finance topic related to the sport industry while analyzing it via PowerPoint. This can be a topic that interests you as a fan and consumer today, i.e. *paying student-athletes, Olympics, Super Bowl, March Madness, Nike’s economic impact, NFL, CBA breakdown in each sport*, etc.

Case Study Breakdown - For this *case study breakdown*, I want you to choose an article within sport economics and finance today dealing with a case study breakdown of specific economic decisions and analysis of sports brands/organizations, athletes, etc. today. I have attached a few article examples for you all to consider while writing your case study, however you can do it on any topic of your choice.

SportsBusiness Journal Analysis Review – For this sport economic writing assignment, I want you to read and analyze an economic and finance topic/issue on the SportsBusiness Journal website and within your current subscription dealing with topics we’ve discussed so far in class.

Group Final Project (Salary Cap PP) – For this group project, team members will select a professional sports team of their choice and throughout the semester build and maintain their salary cap. Each sport, as we all know, has a different and unique salary cap attached to it. For example, baseball doesn’t have one; however it has a luxury tax attached. In saying that, you can still take part in a baseball franchise. This gives you an opportunity to act as the “GM” for a semester, while managing the everyday functions of your team’s salary cap situations within their sport.

Midterm and Final Exam – The midterm and final exam will consist of questions we’ve discussed in class based on the chapters and supplemental materials. Both exams will be essay format.

TOTAL

1000

Grading Scale

A = 94 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A- = 90 – 93	B = 84 – 87	C = 74 – 77	F = 0 – 59
	B- = 80 – 83	C- = 70 – 73	

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Participation/Attendance (Discussion Boards)

Because of the structure of this online class, it is important for you to come prepared to participate in class activities and assignments. Although this isn’t a face-to-face class, it’s still highly important for

you to treat attendance as an impact on your final grade and overall performance in the course. Group work is also important as we will take time every class and go over assigned readings with the activity that we are currently working on.

Discussion Boards: Each week, students will take part in discussion board responses to **five** specific questions worth two points apiece, while engaging in other discussions with students (at least five) throughout that week. This portion will be worth two points for each question for a total of **10** points.

Students will be required to have **one** “thoughtful” response to each of the **five** weekly discussion questions by Wednesday at midnight, while engaging in a minimum of **five** other “thoughtful” responses to other students’ responses by Sunday at midnight. However, it is recommended that students take part in more than **five** responses to get the full online interaction between students. This portion of students’ responses will also be worth two points for each question response for a total of **10** points, which equals **20** points for each discussion board over the 14 weeks, which adds up to a total of **280** points throughout the semester.

The responses should be a paragraph long and in full sentence form. The idea of discussion boards is to highlight with other students the discussion question and any other ideas/concepts that may come up from other students. Keep in mind that I stress quality rather than quantity when it comes to the discussion boards and students should provide their insight and analysis on the assigned topic of choice in a comfortable and confident manner.

Class Schedule

DATE (MONDAY-SUNDAY)		TOPIC	READINGS/ASSIGNMENT DUE
w. 1	Jan. 23 - 29	Introduction to Sports Economics	Chapter One/None
w. 2	Jan. 30 – Fe. 5	The Business of Sports	Chapter Two/None
w. 3	Feb. 6 - 12	Sports Leagues and Organizations; Competitive Balance	Chapters Three and Four/None
w. 4	Feb. 13 - 19	Pricing Decisions	Chapter Five/ Article critique due Feb. 19th by 11 :59 p.m.
w. 5	Feb. 20 - 26	Advertising in the Sports Industry	Chapter Six/None
w. 6	Feb. 27 – Mar. 5	The Market for Sports Broadcasting Rights	Chapter Seven / Midterm due Mar. 5th by 11 :59 p.m.

DATE (MONDAY-SUNDAY)		TOPIC	READINGS/ASSIGNMENT DUE
w. 7	Mar. 6 – Mar. 12	Insuring Player Talent; Sports Leagues and Antitrust Policy	Chapters Eight and Nine/ Case study due (March 12th by 11 :59 p.m.)
	Mar. 13 – 19	Spring Break: No Class	None
w. 9	Mar. 20 - 26	Sports Gambling; Cheating in Sports	Chapters 10 and 11/ None
w. 10	Mar. 27 – Apr. 2	Misconduct and Discipline; Steroids and Other Performance-Enhancing Drugs	Chapters 12 and 13/ Individual PP project due (April 2nd by 11 :59 p.m.)
w. 11	Apr. 3 - 9	Competing for Sports Franchises and Events	Chapter 14/None
w. 12	Apr. 10 - 16	Economic Impact of Sports Events	Chapter 15/ SBJ critique due April 16th by 11 :59 p.m.
w. 13	Apr. 17 - 23	Financing Sports Facilities	Chapter 16/None
w. 14	Apr. 24 - 30	Salary Determination; Competition and Monopsony	Chapters 17 and 19/None
w. 15	May 1 - 6 (Mon – Sat)	Players’ Unions and Collective Bargaining; The Role of Sports Agents	Chapters 22 and 23/ Group Final Project due (May 6th by 11 :59 p.m.)
	Finals Week (May 10 – 17 (Wed - Wed)	None	None/ Final Exam due (May 17th by 11 :59 p.m.)

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express

concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.