

HSES 289
Introduction to Sport Management

Professor: **Dr. Angela Lumpkin**
Office: **146B Robinson**
Telephone: **864-0778**
E-mail: **alumpkin@ku.edu**
Office Hours: **Tuesdays and Thursdays 8:30-10:45 am; Tuesdays 2:00-4:00 pm; also by appointment**

Course Objectives

1. Students through an exploration of the fundamental content areas within sport management will make a reasoned, knowledgeable choice about whether sport management is an appropriate career path.
2. Students will identify careers of interest to them, investigate the chosen careers, and demonstrate through written assignments their knowledge about and understanding of how to advance in the chosen careers.
3. Students will be able to explain the principles of leadership and management as applied in sport settings.
4. Students will be able to describe, analyze, and apply the principles and issues in sport ethics, personnel management, financial management, sport law, facility and event management, strategic planning, and sport marketing.

Required Readings

Instead of a textbook, students are required to complete assigned readings. Each reading is available via Blackboard. You also can access each journal article by typing in the journal title using e-journals on the library web site and finding the specific issue using a database.

Course Requirements

1. Punctuality and class attendance are required in this course. Please be respectful by being on time for each class. If you are sick, it is your responsibility to tell the professor; no doctor's notes are required. For every unexcused absence over two classes, your final grade will be lowered one third of a letter grade (i.e., A- to B+ or B+ to B). If you miss six or more classes, you will receive an F in this course.
2. Reading assignments — Each assigned reading should be completed prior to the class in which it will be discussed to enable you to participate in discussions about the content of each reading. To encourage you to be prepared for class discussions, you are expected to complete an online quiz on Blackboard for each topical area. There are 8 quizzes, each worth up to 10 points. These quizzes count only 60 points in the final grade, so any total points you earn over 60 points count as **bonus points**. These quizzes will disappear from Blackboard at 11 am on the dates listed below, so you will no longer be able to access these quizzes. Should you get locked out of a quiz prior to this deadline, please send me an email message so you can be provided access to the quiz.

Topical Areas	Deadlines for Completing Online Quizzes
Leadership	11 am on Februar1 1
Management	11 am on February 3
Sport ethics	11 am on February 15
Personnel management	11 am on February 24
Sport marketing	11 am on March 17
Financial management and economics	11 am on April 19
Sport law and risk management	11 am on May 5
Facility and event planning and management	11 am on May 12

3. Written assignments — Four papers (for a total of 300 points) To assist in locating articles for these assignments Lea Currie in the University Libraries has developed a library guide for this course at <http://guides.lib.ku.edu/HSES289>. Below are the task descriptions and grading rubrics for each.

Written assignment #1 (60 points) (Due on February 17)

Task Description: Each student will identify a specific career aspiration within sport management, conduct an interview of a professional in the selected career (this person cannot be a student or an intern), and write a three- to four-page report of what you learned in this interview. These interviews can be conducted in person, by telephone, or electronically through email. When you submit this paper, attach a copy of the following grading rubric to the front along with your name on that page.

Grading Rubric for Written Assignment #1

	Exemplary Performance	Proficient Performance	Marginal Performance
Description of the Career and Responsibilities of the Person Interviewed (10 points)	The paper clearly and explicitly describes the position and responsibilities of the person interviewed.	The paper provides a general description of the responsibilities of the person interviewed.	The paper provides only a brief overview of the responsibilities of the person interviewed.
Knowledge and Understanding of their Career Preparation and Development (20 points)	The paper provides specific information about and several examples of the prerequisite preparation and lifelong career development of the person interviewed that shows an understanding of what is required to be successful in this career.	The paper provides some information and at least one example of the preparation and career development of the person interviewed that shows some understanding of what is required to be successful in this career.	The paper provides limited information and no examples of the preparation and career development of the person interviewed, thus showing a limited understanding of what is required to be successful in this career.
Critical Thinking about and Inquiry into the Career of the Person Interviewed (20 points)	The paper demonstrates clear evidence of having asked good inquiry questions, analyzed the responses, and made personal application of the information learned.	The paper demonstrates some evidence and analysis of responses to the questions asked; limited personal application of the information learned is included.	The paper uses a question-response format in reporting on the interview. No analysis of the responses or personal application of the information received is included.
Organization and Communication (10 points)	The paper is clearly organized in a logical and sequential manner and communicates effectively through proper language, grammar, and style.	The paper is mostly well-organized and includes minimal language, grammar and style mistakes that indicating insufficient editing and clarity.	The paper is poorly organized, lack editing, and includes numerous language, grammar, and style mistakes making communication less than effective.

Written assignment #2 (60 points) (Due on March 17)

Task Description: Each student will submit a three- to four-page research paper that describes in detail the roles and responsibilities of an individual in the position you eventually would like to have. If you wish to change to a different career choice from that of the person interviewed, you are free to do this for the future written assignments. This research paper must be based on reading a minimum of five articles from scholarly or sport-related journals (not from newspapers); plus you must read at least five career sketches provided on Blackboard or sport managers' career profiles available online. Online resources, other than online journal articles, may be used, but these must be in addition to the articles from scholarly or sport-related journals. Each resources used must be cited at the end of your paper using this format: for a book: Author. (date). *Title*. City, State: Publisher; for a journal article: Author. (date). *Title*. *Journal*, *Vol.*, page numbers; for an online citation other than an article in an electronic journal: provide the title of the item; author, if provided; the URL; for each career sketch: name of person; current position; and URL if appropriate. When you submit this paper, attach a copy of the following grading rubric to the front along with your name on that page.

Grading Rubric for Written Assignment #2

	Exemplary Performance	Proficient Performance	Marginal Performance
Description of the Selected Professional Position (10 points)	The paper describes in a comprehensive and detailed manner the responsibilities of a professional in the selected position.	The paper provides a general description of the responsibilities of a professional in the selected position.	The paper shows a lack of perspective about the responsibilities of a professional in the selected position.
Knowledge and Understanding about the Selected Professional Position (20 points)	The paper shows an in-depth and comprehensive knowledge about and understanding of the scope and significance of the responsibilities of a professional in the selected position.	The paper shows a general knowledge about and some understanding of the scope and significance of the responsibilities of a professional in the selected position.	The paper provides limited evidence of research into and knowledge about the scope and significance of the responsibilities of a professional in the selected position.
Critical Thinking and Inquiry about the Selected Professional Position (20 points)	The paper demonstrates critical thinking and detailed analysis into the scope and significance of the responsibilities of a professional in the selected position.	The paper demonstrates some critical thinking and analysis into the scope and significance of the responsibilities of a professional in the selected position.	The paper shows only a superficial inquiry into and analysis into the scope and significance of the responsibilities of a professional in the selected position.
Organization and Communication (10 points)	The paper is clearly organized in a logical and sequential manner and communicates effectively through proper language, grammar, and style.	The paper provides good information and organization overall but could use additional editing for clarity; there are some language, grammar, and style mistakes.	The paper is difficult to follow, shows considerable lack of editing, includes numerous language, grammar, and style mistakes, and fails to communicate clearly.

Written assignment #3 (60 points) (Due on April 14)

Task Description: Each student will write a three- or four-page research paper based on information from at least ten sources of information of the student’s choice but no more than five can be obtained electronically) about the interim positions or steps for advancing in or toward the selected career; plus, you must read at least five career sketches provided on Blackboard or sport managers’ career profiles available online. Use these formats for citations: for a book: Author. (date). *Title*. City, State: Publisher; for a journal article: Author. (date). *Title. Journal, Vol.*, page numbers; for an online citation other than an article in an electronic journal: provide the title of the item; author, if provided; as well as the URL; for each career sketch: name of person; current position; and URL if appropriate. When you submit this paper, attach a copy of the following grading rubric to the front along with your name on that page.

Grading Rubric for Written Assignment #3

	Exemplary Performance	Proficient Performance	Marginal Performance
Description of the Sequential Jobs and Responsibilities Needed to Prepare for the Selected Career (10 points)	The paper describes in a comprehensive manner the variety of jobs and responsibilities in a sequential career path leading to the selected career.	The paper provides general information about the jobs and responsibilities of a sequential career path leading to the selected career.	The paper fails to describe the prerequisite positions and duties of individuals seeking to advance in the selected career.
Knowledge and Understanding about the Sequential Jobs and Responsibilities to Prepare for the Selected Career (20 points)	The paper shows an in-depth and a comprehensive knowledge about and understanding of the sequential jobs and responsibilities of individuals seeking to advance toward the selected career.	The paper shows a general knowledge about and some understanding of the sequential jobs and responsibilities of individuals seeking to advance toward the selected career.	The paper provides limited evidence of research into and knowledge about the sequential jobs and responsibilities of individuals seeking to advance toward the selected career.
Critical Thinking and Inquiry about the Sequential Jobs and Responsibilities to Prepare for the Selected Career (20 points)	The paper demonstrates critical thinking and detailed analysis about the sequential jobs and responsibilities of individuals seeking to advance toward the selected career.	The paper demonstrates some critical thinking and analysis about the sequential jobs and responsibilities of individuals seeking to advance toward the selected career.	The paper shows only a superficial inquiry into and analysis of the sequential jobs and responsibilities of individuals seeking to advance toward the selected career.
Organization and Communication (10 points)	The paper is clearly organized in a logical and sequential manner and communicates effectively through proper language, grammar, and style.	The paper provides some good information and is generally organized and effectively presented, although some editing is needed for clarity; contains some language, grammar and style mistakes.	The paper is difficult to follow, fails to effectively inform the reader, requires more editing, and includes numerous language, grammar, and style mistakes making communication less than effective.

Written assignment #4 (60 points) (Due on May 5)

Task Description: Each student will write a three- or four-page reflective paper that makes personal application of what you have learned and how your thinking about and conceptualization of what it takes to be successful in the chosen position have expanded. Do not cut and paste sentences from your previous papers in making your points. This reflective paper should demonstrate critical and thoughtful consideration of what you learned from your interview, research into a potential career, and possible interim steps needed to advance into the chosen career. When you submit this paper, attach a copy of the following grading rubric to the front along with your name on that page.

Grading Rubric for Written Assignment #4

	Exemplary Performance	Proficient Performance	Marginal Performance
Reflection Showing Knowledge and Understanding (15 points)	The paper shows an in-depth and comprehensive reflection about what has been learned and what it takes to prepare to succeed in the selected career.	The paper shows some reflection about what has been learned and some understanding about what it takes to prepare to succeed in the selected career.	The paper provides limited evidence of what has been learned and what it takes to prepare for and succeed in the selected career.
Reflection Showing Critical Thinking and Inquiry (15 points)	The paper demonstrates reflective critical thinking and analysis of what has been learned and how to progress and succeed in the selected career.	The paper demonstrates some reflective critical thinking and analysis of what has been learned and how to progress and succeed in the selected career.	The paper shows superficial learning about what it takes to progress and succeed in the selected career.
Reflection on Personal Application of What Has Been Learned (20 points)	The paper describes definite and extensive personal application of what has been learned and how this could help shape career decisions and actions.	The paper makes some personal application of what has been learned and how this knowledge potentially could help shape career decisions and actions.	The paper fails to make specific personal application of what has been learned.
Organization and Communication (10 points)	The paper is clearly organized in a logical and sequential manner and communicates effectively through proper language, grammar, and style.	The paper provides some information and is generally organized although some editing is needed; there are some language, grammar and style mistakes.	The paper is difficult to follow, lacks sufficient editing, and includes numerous language, grammar, and style mistakes resulting in less than effective communication.

4. Group project — Self-select into groups of three or four. There can be no groups of two or none of five or larger. If you do not join and work with a group, you will receive an F in this course. Meet as a group and select one of the projects listed below:
 - Option 1 — Sport Ethics: Conduct an ethical analysis of the conduct of players, coaches, and fans at any two youth, high school, and intercollegiate competitions (total of six games/events) in any sports of your choice. As a group, attend each of the competitions and identify a minimum of one ethical and/or unethical action at each game/event on the part of players, coaches, and/or fans. Following

each competition, interview at least one individual other than a member of your group to determine whether this person agrees or disagrees with your categorization of the identified action as ethical or unethical. Using any two ethical theories, such as consequential or non-consequential, as a framework, analyze the actions you selected on the part of these groups.

- Option 2 — Personnel Management: Interview as a group two individuals, each from a different institution or organization, who hold different types of management positions in college athletics (other than at KU), professional sports, or fitness, health or sport clubs. Each of these persons should have management responsibility for other employees. Describe and compare the scope of their responsibilities relative to personnel management, such as hiring, supervision, and evaluation. Describe the key issues associated with all aspects of managing personnel for these two individuals and their organizations.
- Option 3 — Marketing Plan: Meet with the head coach (other than in football or basketball) of a high school team or the manager of a fitness, health, or sport club (other than at KU) to learn specific information about the team or organization. Develop a marketing plan for this sport or organization. In this plan, provide specific strategies for increasing attendance (for a team) or memberships (for a club) and how these should be implemented. Be sure to describe the anticipated outcomes or goals to be achieved through the implementation of this marketing plan.
- Option 4 — Financial Management: Meet as a group with athletic directors at two high schools or two colleges (other than at KU) to obtain and discuss each institution's athletic program budget. In your analysis, describe the similarities and differences of their budgets. Provide copies of the overall budgets along with the specific budgets for at least three teams per institution and discuss why each budgetary item is included at the budgeted amount.
- Option 5 — Risk Management: Conduct as a group a safety and risk management analysis of a sport facility or venue (other than at KU) in comparison to national and/or industry standards. In this analysis, describe at least three examples of effective risk management and at least three examples of problems or safety issues in this sport facility. For the safety issues, describe how you recommend addressing these problems.
- Option 6 — Sport Facility Management: Meet as a group with the sport facility manager for a college athletic program (other than at KU) or professional sport team. Based on what you learned, develop a detailed plan for managing this facility. Be sure to describe in your report the personnel, anticipated revenues and expenses, and risk management activities along with other important aspects of sport facility management the person interviewed recommended.
- Option 7 — Sporting Event Management: Meet as a group with the sporting event manager for a college athletic program (other than at KU) or professional sport team. Based on what you learned, develop a detailed plan for all aspects of managing a specific sporting event. Be sure to describe personnel, anticipated revenues and expenses, and risk management activities along with other aspects of sporting event management the person interviewed recommended.
- Option 8 — A group can choose to design a project other than options 1-7 associated with some aspect of sport management. The group must develop a one-page prospectus (by February 3) that describes exactly what is planned, the scope of the planned work, and the anticipated outcomes of the project. Members of the group must discuss the prospectus with the professor to receive prior approval to proceed with the planning.

Each group must submit (electronically via email) by **February 22** the members of the group, the option chosen, and a bibliography with a minimum of ten resources (individuals to be interviewed can be included in this list) to be used for this group project. Assigned readings can be used in the group project but cannot be included in this minimum of ten resources to be used. If you changed resources after working on your group project, this is fine as long as your final group project includes at least ten

resources used. Use these formats for citations. Book: Author. (date). *Title*. City, State: Publisher; for a journal article: Author. (date). *Title. Journal, Vol.*, page numbers; for an online citation other than an article in an electronic journal: provide the title of the item; author, if provided; as well as the URL. There are examples on Blackboard of past group projects. One paper copy of the group project (which counts 100 points) must be submitted (typed and double-spaced) and **not included in a binder** during class on **April 7**. Each person is expected to contribute approximately the same to the completion of the group project so he or she can receive the same grade as long as there is not a significant disparity in the contributions of each group member. If there is a problem within a group relative to lack of participation or other issues, please bring this to the attention of the professor immediately. If a group member does not contribute his or her share, the professor reserves the right to lower this student's grade. The grading rubric for the group project is as follows:

90 – 100 points	<ul style="list-style-type: none"> • Group members, option selected, and a minimum of ten resources submitted by February 22 • Final group project includes all of the specified components and meets the requirements for the chosen project as listed in syllabus (or in the approved group-designed project) • Analysis is thorough and insightful showing a clear understanding of content • Is written in a clear and understandable manner appropriate for college-level writing with few or no grammatical or spelling errors
80 - 89 points	<ul style="list-style-type: none"> • Group members, option selected, and less than ten resources submitted by February 22 • Final group project includes most but not all of the requirements for the chosen project as listed in syllabus (or in the approved group-designed project) • Analysis provides a general description showing a broad understanding • Lacks clarity in the presentation of the information and contains several grammatical and spelling errors
70 – 79 points	<ul style="list-style-type: none"> • Group members, option selected, and less than five resources submitted after February 22 • Final group project includes a brief overview with limited explanation of the importance of what is presented • Analysis of information is difficult to follow, lacks clarity, and contains numerous grammatical or spelling errors
0 - 69 points	<ul style="list-style-type: none"> • Group failed to inform professor of group members and option selected; no resources were submitted by the deadline of February 22 • Final group project includes limited information indicating minimal understanding • Provides mostly copies of information collected with limited analysis • The extensive grammatical or spelling errors show a failure to edit the report

5. Examinations — Each examination will count 100 points. The final examination will be comprehensive. Examinations may have both objective and subjective questions; the format for each exam will be announced in advance.

Grading: The grading scale is based on a total of 700 points (grades are not curved):

A = 651-700 points	B- = 560-580 points	D+ = 469-489 points
A- = 630-650 points	C+ = 539-559 points	D = 441-468 points
B+ = 609-629 points	C = 511-538 points	D- = 420-440 points
B = 581-608 points	C- = 490-510 points	F = below 419 points

Additional Information

1. You are not required to go the KU Writing Center at least once during the semester to get help with your writing on your papers, although you are encouraged to go there for assistance as often as you choose. To verify that you went, use your cell phone and take a picture of you with the person who helped you and

send this picture to me via email (alumpkin@ku.edu). If your cell phone cannot be used to take pictures, send me an email message with an attached copy (pdf or Word) of the draft of the paper you got assistance with at the Writing Center. If it is verified that you go to the Writing Center, this can substitute for one absence in the class.

2. Please place your name tent on your desk each class so the professor can more easily learn your name.
3. No wearing of caps is allowed class. Please remove (not just turn it backwards) caps during class.
4. Cell phones and pagers must be turned off during class. No instant messaging is permitted during class. If you are using or even holding your cell phone during class, it will be taken from you (and returned after class). Computers are permitted as long as they are used to facilitate your learning.
5. Please do not sit in the same seat during each class. Please do not sit beside the same classmates on a regular basis. In many classes, you will be asked to work with other students, so sitting in various seats will automatically change those with whom you work.
6. This class will be organized to combine lectures using PowerPoint slides as an outline, class discussions, small group work during class, written assignments, and a group project.
7. Students are expected to adhere to the highest standards of academic honesty, with academic integrity a requirement of this class. All student work must be completed individually, unless specified otherwise. Plagiarism occurs when a student uses or purchases papers or reports written by someone else, including downloading from the Internet. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. Any time you quote from another person, you must give credit to this person by providing a complete citation for the source from which you quoted. If plagiarism or another act of academic dishonesty occurs, such as cheating on an examination, you will receive an F in this course.
8. If you have an identified disability, please talk with the professor privately about any needed accommodations.

Course Outline

Date	Topics	Assigned Readings	Due Dates for Assignments
January 25	Course overview		
January 27	Leadership theories; Leadership model of values, people, and teamwork	<ul style="list-style-type: none"> • Staudohar, P. D. (2006). So you want to be a sports agent. <i>Labor Law Journal</i>, 57(4), 246-256. • Buhler, P. M. (1988). What kind of leader are you, anyway? <i>SuperVision</i>, 49(10), 3-5. • Spears, L. C. (2004). Practicing servant-leadership. <i>Leader to Leader</i>, 34, 7-11. 	
February 1	Leadership styles; Four frames of organizations	<ul style="list-style-type: none"> • Goleman, D. (2000). Leadership that gets results. <i>Harvard Business Review</i>, 78(2), 78-90. • Bolman, L. G., & Deal, T. E. (1991). Leadership and management effectiveness: A multi-frame, multi-sector analysis. <i>Human Resource Management</i>, 30(4), 509-534. 	Leadership quiz
February 3	Management functions and styles; Competencies of sport managers	<ul style="list-style-type: none"> • Katz, N. (2001). Sports teams as a model for workplace teams: Lessons and liabilities. <i>The Academy of Management Executive</i>, 15(3), 56-67. • Whisenant, W. A., & Pedersen, P. M. (2004). The influence of managerial activities on the success of intercollegiate athletic directors. <i>American Business Review</i>, 22(1), 21-26. 	Management quiz
February 8	Sport ethics principles	<ul style="list-style-type: none"> • Lumpkin, A. (2008). Teaching values through youth and adolescent sports. <i>Strategies: A Journal for Physical and Sport Educators</i>, 21(4), 19-23. 	
February 10	Moral reasoning in sport	<ul style="list-style-type: none"> • Dixon, N. (2007). Trash talking, respect for opponents and good competition. <i>Sport Ethics and Philosophy</i>, 1(1), 96-106. 	
February 15	Application of ethical decision making in sport management	<ul style="list-style-type: none"> • Sauser, W. I., Jr. (2005). Ethics in business: Answering the call. <i>Journal of Business Ethics</i>, 58(4), 345-357. 	Sport ethics quiz Bring a typed draft of paper #1 to class
February 17	Principles of human resource management	<ul style="list-style-type: none"> • Terborg, J. R., & Burton, R. (2002). Making business a game. <i>Marketing Management</i>, 11(5), 40-45. 	Paper #1 due
February 22	Motivation theories	<ul style="list-style-type: none"> • Ulrich, D. O., & Parkhouse, B. L. (1979). The application of motivation theory in management to the sport arena. <i>Quest</i>, 31(2), 302-311. 	Plan for group project due
February 24	Developing human resources; Time management; Stress management	<ul style="list-style-type: none"> • Wolfe, R., Wright, P. W., & Smart, D. L. (2006). Radical HRM innovation and competitive advantage: The <i>Moneyball</i> story. <i>Human Resource Management</i>, 45(1), 111-126. • Stanley, T. L. (2004). The most valuable commodity in 	Personnel management quiz

		the world. <i>The American Salesman</i> , 49(4), 13-18.	
March 1	Examination #1		
March 3	Marketing principles	<ul style="list-style-type: none"> Dick, R., & Sack, A. L. (2003). NBA marketing directors' perceptions of effective marketing techniques: A longitudinal perspective. <i>International Sports Journal</i>, 7(1), 88-99. 	
March 8	Market research and applications	<ul style="list-style-type: none"> Lee, J. W., Miloch, K. S., Kraft, P., & Tatum, L. (2008). Building the brand: A case study of Troy University. <i>Sport Marketing Quarterly</i>, 17, 178-182. 	
March 10	Advertising; Sponsorships	<ul style="list-style-type: none"> Maxwell, H., & Lough, N. (2009). Signage vs. no signage: an analysis of sponsorship recognition in women's college basketball. <i>Sport Marketing Quarterly</i>, 18, 188-198. 	
March 15	Marketing and promotions	<ul style="list-style-type: none"> Boyd, T. C., & Krehbiel, T. C. (2006). An analysis of the effects of specific promotion types on attendance at Major League Baseball games. <i>Mid-American Journal of Business</i>, 21(2), 21-31. 	Bring a typed draft of paper #2 to class
March 17	Public relations and media relations	<ul style="list-style-type: none"> Burton, R. (2003). Olympic Games host city marketing: An exploration of expectations and outcomes. <i>Sport Marketing Quarterly</i>, 12(1), 37-47. 	Marketing quiz
March 29		<ul style="list-style-type: none"> Class will not meet due to professor attending a professional conference; students are provided time to work on their group projects or visit the Writing Center. 	Paper #2 due
March 31		<ul style="list-style-type: none"> Class will not meet due to professor attending a professional conference; students are provided time to work on their group projects or visit the Writing Center. 	
April 5	Strategic planning	<ul style="list-style-type: none"> Karadakis, K., Kaplanidou, K., & Karlis, G. (2010). Event leveraging of mega sport events: A SWOT analysis approach. <i>International Journal of Event and Festival Management</i>, 1, 170-185. 	
April 7	Accounting fundamentals	<ul style="list-style-type: none"> Knight Commission on Intercollegiate Athletics (2009). College sports 101: A primer on money, athletics, and higher education in the 21st century, pp. 1-25. 	Group project due
April 12	Financial management principles	<ul style="list-style-type: none"> Fulks, D. L. (2010). Revenues and expenses 2004-2009, NCAA Division I intercollegiate athletics programs report, pp. 7-15 only. 	Bring a typed draft of paper #3 to class
April 14	Economic principles	<ul style="list-style-type: none"> Roy, D. P. (2008). Impact of new minor league baseball stadiums on game attendance. <i>Sport Marketing Quarterly</i>, 17, 146-153. 	Paper #3 due
April 19	Applications of economics to professional sports	<ul style="list-style-type: none"> Siegfried, J., & Zimbalist, A. (2000). The economics of sports facilities and their communities. <i>The Journal of Economic Perspectives</i>, 14(3), 95-114. 	Financial management and economics quiz
April 21	Examination #2		
April 26	Sport law	<ul style="list-style-type: none"> Harrison, J. L., & Harrison, C. C. (2009). The law and 	

	principles	economics of the NCAA's claim to monopsony rights. <i>Antitrust Bulletin</i> , 54, 923-949.	
April 28	Sport law principles	<ul style="list-style-type: none"> • Masteralexis, L. P. (2010). American Needle v. National Football League and the future of collective licensing agreements in sport. <i>Sport Marketing Quarterly</i>, 19, 166-169. 	
May 3	Title IX and athletics	<ul style="list-style-type: none"> • Lumpkin, A. Title IX and financing intercollegiate athletics 	Bring a typed draft of paper #4 to class
May 5	Risk management	<ul style="list-style-type: none"> • Misinec, M. (2005). When the game ends, the pandemonium begins: University liability for field-rushing injuries. <i>Sports Lawyers Journal</i>, 12(1), 181-219. (read only the first 15 pages since the remaining pages are endnotes) 	Sport law and risk management quiz Paper #4 due
May 10	Facility planning and management	<ul style="list-style-type: none"> • Sawyer, T. H. (2006). Financing facilities 101. <i>Journal of Physical Education, Recreation and Dance</i>, 77(4), 23-28. 	
May 12	Event planning and management	<ul style="list-style-type: none"> • Wolf, R. (2005). Quarterbacking the Super Bowl. <i>Security Management</i>, 49(9), 102-109. 	Facility and event planning and management quiz
May 18	Final Examination 10:30 am -1:00 pm		