

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

SPMT 420--Economics and Finance in the Sport Industry (3)
Spring 2016

DAY/TIME:	Distance Learning, Asynchronous	LOCATION:	Distance Learning
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PREREQUISITES Undergraduate level SPMT 201 Minimum Grade of D

COURSE DESCRIPTION

Examines principles of economics, budgeting, and finance as they apply to the sport industry.

COURSE OBJECTIVES

The student will be able to:

1. Apply principles of valuation through relevant accounting, economic, and finance theory
2. Interpret financial statements and perform basic ratio analysis
3. Understand how ownership and capital structure affect value
4. Analyze how well enterprises have identified and developed sources of revenue (media rights, tickets, sponsorships, etc.) and managed expenses
5. Understand how broad trends in facility design, financing, and operation have affected revenues
6. Analyze how enterprises have responded to changes in demand through pricing and branding strategies
7. Understand the role case law, the courts, league or organization management, and government policy affect sports operations
8. Assess risks involved in capital budgeting decisions, from talent acquisition and retention to facility construction and management

COURSE OVERVIEW

The learning experiences in this course are afforded through assignments, discussions inside and outside class, film and video material.

NATURE OF COURSE DELIVERY

Online

STUDENT SUPPORT

Any eligible student with an exceptionality documented through George Mason University's Disability Resource Center must notify the instructor so that suitable accommodations can be implemented.

EXPECTATIONS

1. All assigned reading for each class is to be completed.
2. Regular participation online or via email is expected.
3. Students must abide by the Mason Honor Code, guided by the spirit of academic integrity.

REQUIRED TEXTS

Sports Economics, by Rodney Fort

Hardcover: 544 pages

Publisher: Prentice Hall, 3rd Edition (August 13, 2010)

Language: English

ISBN-10: 013606602X
ISBN-13: 978-0136066026

Available at George Mason bookstore and:

http://www.amazon.com/Sports-Economics-3rd-Rodney-Fort/dp/013606602X/ref=asap_bc?ie=UTF8

This book retails for \$220.92 new. It is available at a significant discount used (e.g., \$33.90). It is highly unlikely that even the most heavily used copies would be unsuitable for your use. Please shop accordingly. **Make certain if you buy a book you buy the third edition.** This is critical; you will NOT be able to use prior editions.

Other readings as assigned via email.

ASSESSMENT

You have two options (described in detail below) for your assessment in the course.

Option A:

Problem sets	50%
Take home exam	50%

Option B:

Take home exam	100%
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The class will be conducted entirely online. The expectation is that you will have read all 13 chapters in our textbook over the course of the semester (there are 14 weeks in the semester, not including Spring Break, so the suggested pacing is relatively straightforward at one chapter per week).

Problem Sets:

Following each chapter, there are three sets of questions: review, thought, and advanced. The review questions are relatively straightforward references back to the chapter and are useful for your own learning.

The other two problems sets are more difficult, with the advanced questions requiring a deeper level of analysis and a more fulsome response. There are 15 thought problems and 10 advanced problems per chapter.

Half of your grade (if you choose Option A above) requires the completion of problem sets (one "set" is answering all of the questions in that problem list for a given chapter).

The course offers you the option of completing eight sets of thought problems, with answers of 100-250 words each, or four sets of advanced problems, requiring a deeper analysis and answers of 500 words each. (You can mix and match---think of it this way---each set of advanced problems counts the same as two thought problem sets.)

INSTRUCTIONS FOR SUBMISSION ON PROBLEM SETS (not following these precisely will result in a lower grade):

For sets from chapters 1-7, all problem sets are due Friday, March 4th at noon.

For sets from chapters 8-13, all problem sets are due Monday, May 2nd at noon.

Please combine all of your problem sets into one email submission for each half of the semester on or slightly before the due date. Email them to my email address with the subject line SPMT 420 [LASTNAME]; e.g., SPMT 420 Smith.

I expect a separate word or pdf file for each set, labeled clearly "SPMT 420 [LASTNAME] Chpt [Chapter #] [Problem Type]"; e.g., SPMT 420 Smith Chpt 2 Thought.docx.

Final Exam:

The final exam will have eight essay questions requiring thoughtful analysis of 500 words length. If you have chosen Option A above, you must answer four of the questions. If you have chosen Option B above, you must answer all eight questions.

The exam will be distributed in mid-April and is due at the end of the exam period. I expect one word or pdf file for your final exam, labeled clearly "SPMT 420 [LASTNAME] Final Exam"; e.g. SPMT 420 Smith Final Exam.docx.

CLASS PARTICIPATION:

We will interact as a class in two ways: conference calls and message board posts.

I will open a message board on the class's Blackboard site, and will periodically post articles and questions and encourage you to do the same.

Approximately once per month, I will schedule a conference call (giving at least one week notice) via email. During the conference call, I'm happy to answer any and all questions about the course materials---specific questions about problem set issues should be emailed at least 48 hours in advance to allow me to best prepare my answers.

Active participation in these mechanisms will not count towards your grade, but demonstrably will prepare you for the final. The vast majority of the specific topics on the final exam will be covered in detail in one or both.

COURSE SCHEDULE

January 19:	Class begins; Blackboard site opens up
March 4:	First set of problem set answers due
April 15 (approx.)	Final exam distributed
May 2:	Second set of problem set answers due
May 11:	Final exams due

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- 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 George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- The George Mason University 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 George Mason University Writing Center staff 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/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

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

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.

