

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

SPMT 462-001—Sports Business Law  
3 Credits, Spring 2017  
Monday 7:20-10:00PM [Location: Robinson Hall A123—Fairfax Campus]

**Faculty**

Name: Richard Kanter  
Office hours: By Appointment  
Office location: No personal office.  
Program Office Location is Thompson Hall Room 1409 (Fairfax Campus)  
Office phone: None. Mobile phone number will be made available to students.  
Email address: rkanter@gmu.edu

**Prerequisites/Corequisites**

60 Credits

**University Catalog Course Description**

Students in this course will receive instruction in the major areas of the law that impacts the sport industry. Students will also see how knowledge of sport law can make them better sport managers. There will be an introduction to the legal system in the United States and then we will see how the law has shaped the management of sport organizations and the playing and staging of the games.

**Course Overview**

The learning experiences in this course will be a hybrid approach combining the case method used in law school with the more traditional power point, lecture approach used in undergraduate education. Students will be encouraged and expected to participate in class discussions. Many of this material will be interesting and relevant to current events in the sports industry. Students will gain far more from the course if they remain engaged and share their viewpoints with fellow students.

**Course Delivery Method**

This course will be delivered in a classroom setting using a discussion and lecture format that encourages participation by all students. Prominent guest speakers from the sports industry may be used on an occasional basis.

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Demonstrate an understanding of the American legal system.
2. Demonstrate an ability to apply legal principles to the sports business.

3. Demonstrate an understanding of the critical role the law plays within youth sports, the NCAA, and professional sports; and how it can impact the bottom line.
4. Understand the importance of sports on the social and cultural landscape, and the positive impact a student can have in that area.
5. Improve critical thinking and analytical reasoning as students apply case law and statutory regulations to sports specific fact patterns.
6. Become more comfortable verbally articulating a clear, concise message through both prepared and unprepared remarks.

### **Required Texts**

Mitten, M., Davis, T., Smith, R., Shropshire, K., Osborne, B., (2016). *Sports Law: Governance and Regulation, Second Edition*. New York: Wolters Kluwer. ISBN: 978-1-4548-6978-8.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

<b>Assignment</b>	<b>Percent of Course Grade</b>
Midterm Exam	25%
Final Exam	25%
Paper	30%
Class Participation	20%

Students will be treated as upperclassmen, bordering on graduate students, which means there is an expectation they do not need constant quizzes or homework assignments to stay on task. They will be graded based on two exams, one paper, and class participation.

Students are expected to complete all assigned readings before class begins. Students must be prepared to discuss any problems/questions posted in advance by the professor. Class lectures will be largely supplemented by student discussion and students are expected to be prepared. Their preparation and contribution to class discussion, along with their attendance, will be reflected in their participation grade. When determining the participation grade, the professor will take into account any extenuating circumstances that may affect a student's ability to participate on a given day.

The two exams will consist of a midterm exam covering Chapters 1-7 of the required text and a final exam covering Chapters 8-14 of the required text. Exams will include the following types of questions: true/false, multiple choice, and short answer.

The paper will cover a sports law topic chosen by the student and approved by the professor. Students must submit their topics no later than March 13, 2016. The paper is due in class, no later than 7:20PM EST, on May 1, 2016.

The paper is meant to be an open-ended assignment on a topic that the student is passionate about. The topic can be based on classroom discussion/reading or an unrelated sports law topic. The paper

must be between 10-14 pages, double spaced, with Times New Roman, size 12 font. More details on the paper will be provided during the first class.

Due to the challenging nature of the course, students will have the opportunity to receive extra credit. One extra credit assignment will be available to all students. It will be worth five percentage points (5%) on their final grade. For example, if a student has earned an 89% after all four weighted assignments above, their final grade will now be a 94%.

In order to receive extra credit, the student must (1) perform 20 hours of volunteer work for one organization no later than April 22, 2016, and (2) complete a class presentation on their experience working with the organization on April 24, 2016. Students are encouraged to find a sports related non-profit to work with in order to help them understand their ability to use sports as a vehicle for positive social change. However, any non-profit or community focused organization will work. It is important for students to learn they always have the time, no matter how busy they are, to help others. Volunteer locations must be approved in advance by the instructor. Students cannot be compensated. Students must have a signed hours log from an employee of the organization. The 20 hours can be spread out in a way that fits the student's schedule, but must include a minimum of three different site visits. The student can choose the format of the in-class presentation, but must give background information on the organization, what they did as a volunteer, and explain the impact their work had on others and themselves.

- **Assignments and/or Examinations**

<b>Date</b>	<b>Class</b>	<b>Topic</b>	<b>Reading Assignment</b>
1/23/16	1	Introduction to Sports Law/Legal System	Chapter 1: Pages 1-14
		Regulating High School/Youth Athletics	Chapter 2: Pages 15-42
1/30/16	2	Regulating High School/Youth Athletics	Chapter 2: Pages 42-58
		NCAA Internal Governance	Chapter 3: Pages 59-83
2/6/16	3	Legal Limits on NCAA Authority	Chapter 3: Pages 83-111
		Legal Relationship Between University/Student Athletes	Chapter 4: Pages 113-122
2/13/16	4	Legal Relationship Between University/Student Athletes	Chapter 4: Pages 122-145
		Gender Equity Issues in Athletics	Chapter 5: Pages 147-170
2/20/16	5	Gender Equity Issues in Athletics	Chapter 5: Pages 170-183
		Racial Equity Issues in Athletics	Chapter 6: Pages 185-215
2/27/16	6	Health, Safety, and Risk Management Issues in Sports	Chapter 7: Pages 217-255
		Review for Midterm Exam	
3/6/16	7	<b>MIDTERM EXAM: 7:20PM-8:50PM</b>	
		Sports Medicine, Concussions, Impairment (ADA)	Chapter 8: Pages 257-279
3/13/16	No Class	Spring Break	
3/20/16	8	Intellectual Property	Chapter 9: Pages 281-314
3/27/16	9	Coaches' Contracts and Related Issues	Chapter 10: Pages 315-335
		Professional Sports League Governance	Chapter 11: Pages 337-344
4/3/16	10	Internal League Governance/Antitrust Law Limits	Chapter 11: Pages 344-370
4/10/16	11	Professional Sports Labor Law	Chapter 12: Pages 371-404
4/17/16	12	The Athlete Agent Industry	Chapter 13: Pages 405-440
4/24/16	13	<b>EXTRA CREDIT: VOLUNTEER PRESENTATIONS</b>	

5/1/16	14	Olympic and International Sports Issues	Chapter 14: Pages 441-470
		<b>STUDENT PAPERS DUE: 7:20PM</b>	
		Review for Final Exam	
5/8/16	No Class	Reading Day	
5/15/16	No Class	<b>FINAL EXAM: 7:30PM-10:15PM</b>	

- **Other Requirements**

All of the assigned reading must be completed prior to the class date listed above.

Students must refrain from the use of electronic devices (cell phones, tablets, laptops, etc.) in class during the lecture period. Students may use laptops to take notes.

There will be no make-up work and late assignments will not be accepted. Absences supported by documentation may be excused (i.e. a doctor's note).

Attendance: Regular attendance is expected. Students must arrive on time and stay for the duration of the class. Attendance will be factored into a student's class participation grade. If a student misses class they should inform the instructor in advance and obtain class materials from another student. In-class participation is important not only to the individual student, but to the class as a whole. The class will be more fun and rewarding if everyone is engaged.

Students who miss classes, exams, or other assignments as a consequence of religious holidays or for participation in intercollegiate athletic competitions, or other legitimate university-sponsored activity, will be provided a reasonable alternative opportunity to make up the missed work. Students who do not notify the instructor in advance of missed classes or exams will not be able to complete make-up work. It is the obligation of students to provide faculty, within the first two weeks of the semester, with the dates of major religious holidays on which they will be absent, and the dates for which they are requesting an excused absence for participation in any university-sponsored activity scheduled prior to the start of the semester, and as soon as possible otherwise. Students requesting an excused absence for participation in a university-sponsored activity must provide their instructor with a letter from a university official stating the dates and times that participation in the activity would result in the student missing class or an exam. (See full GMU policy: <http://catalog.gmu.edu/content.php?catoid=29&navoid=6150#attendance>)

- **Grading**

<b>Grading Scale</b>			
A	94-100	C+	78-79
A-	90-93	C	74-77
B+	88-89	C-	70-73
B	84-87	D	60-69
B-	80-83	F	0-59

Student grades will not be rounded up. Therefore, in order to receive an A-, a student must have a 90% average after all four graded assignments and extra credit have been calculated. An 89.9%, for example, will result in a B+.

## **Professional Dispositions**

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

## **Class Schedule**

The class will meet on Monday nights from 7:20-10:00PM. Students will receive a ten minute break from 8:30-8:40PM. The specific class schedule is incorporated in the “Assignments and/or Examinations” section of the syllabus.

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](mailto: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/>.**