

Sport Business Ethics | SBLR 5110 Syllabus and Schedule | Winter 2021

Course information

Course code: SBLR 5110
Credits: 3
Location: Zoom
Class times: Mondays 6:00 – 9:00 PM
First session: January 11, 2021
Last session: March 15, 2021

Instructor information

Instructor: Dr. Tiffany Richardson, Ph.D.
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Office: PIGT
Office hours: Mondays 5:00 – 5:45 PM or by appointment

If you email me, you can expect a timely response to emails sent Monday – Friday by 5pm, Friday 5:01pm to Monday morning 9am do not expect a response. However, situations arise, just as in life, that may delay my response or emails may be lost, overlooked, or simply missed. If this is the case and you do not receive a response from your initial email, please email me again with your inquiry or comment.

Course Materials

There is no required product for the class.

Readings will be posted on Canvas. Students will receive, at a minimum, one-week advance notice of additional outside readings before the class meeting those readings corresponds with discussion.

Course Description, Overview, and Objectives

After successful completion of this course, students will be able to identify and discuss moral and ethical issues prevalent and specific to the sport industry. They will develop advanced interpretative skills regarding moral and ethical issues in sport business by learning to analyze situations through various ethical lenses. Students will refine their understanding of personal morals and ethics in ways that help them become sport leaders committed to moral practices and ethical-decision making.

Overview

The principle aim in this course is to develop students' moral and ethical critical thinking abilities. They will learn to recognize as well as take up ethical issues in sport in a deliberate, scholarly, and thoughtful manner. Specifically, students are expected to understand the basic ethical issues within the sports industry as well as develop their own frameworks for ethical decision-making as a sport leader around key questions. What is sportsmanship versus gamesmanship? What place does violence have in sport? What does it mean to be "equitable" or "promote equity" in sport? What constitutes an "unfair competitive advantage?" What issues arise in youth sports and collegiate athletics due to dominant values of the current society?

You will also note that this course involves more choice and freedom to pursue topics that interest you. For all tasks, the criteria are simple: excellent work is a combination of how well/logically you present your thoughts/arguments/position and how well you integrate the concepts learned throughout this course.

Learning Objectives, Outcomes, and Assessment

Objectives	Learning Outcomes	Assessment Tool
Be able to recognize and categorize ethical decision-making process people use to justify behaviors and practices in sport business.	Leadership Content Knowledge, Analysis	Class discussions, in-class assignments, and written assignments
Be able to apply an ethical decision-making framework to various ethical issues in sport business.	Growth, Synthesis Communication	Class discussions, in-class assignments, and written assignments
Critically analyze contemporary practices in sport business through moral and ethical lenses.	Analysis, Synthesis Communication	Class discussions, in-class assignments, and written assignments
Develop a deeper understanding of and refine a personal and professional sense of morals and ethical practice.	Growth, Communication	Written Assignment

Academic Resources

Academic resources can provide rather valuable to you during your time at Seattle University. As such, the various resources that are most applicable to this course are listed below.

The Writing Center

operates from the belief that effective writing often emerges from dialogic conversation, the Center offers hour-long sessions designed to help students negotiate all phases of the writing process. Consultants will help students begin writing tasks, organize and develop first drafts, and revise and edit later drafts. The Writing Center is located on the second floor of the Lemieux Library.

Learning Assistance Programs

provide peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual meetings with a learning specialist. To schedule an appointment, call 206-398-4450.

Research Services.

Need help finding research? Save time by starting with your Research Services Librarians. We are eager to help you at any stage of the research process. Contact us if you need help brainstorming keywords, using our databases, finding articles and books or sorting through the information you find on the Internet. Students can receive help in person, by chat, phone, or email, or by scheduling a research consultation.

General Course and University Policies

Support for Students with Disabilities (ADA Statement).

If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

Anti-Discrimination Statement.

Seattle University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, gender identity, political ideology or status as a Vietnam-era or special disabled veteran in the administration of any of its education policies, admission policies, scholarship and loan programs, athletics, and other school-administered policies and programs, or in its employment related policies and practices. All University policies, practices, and procedures are administered in a manner consistent with Seattle University's Catholic and Jesuit identity and character.

Inquiries relating to these policies may be referred to the University's Assistant Vice President for Human Resources and Equal Opportunity Officer at (206) 296-5870.

Classroom Norms and Ground Rules.

Given the nature of this course, your personal and professional beliefs and ethics may be challenged. You may be pushed to discover the boundaries of your personal ethics. As such, during our first-class session, we will jointly create classroom norms (or “agreements”) to which we will all abide so that we have the most productive and positive learning environment. We will also revisit these norms regularly during the quarter/semester. Regular examples from previous years include that we agree to:

- Start and end on time.
- Come to class prepared.
- Participate actively in discussion.
- Show one another courtesy, including when we disagree.

Tape Recording Policy.

Students are not authorized to make recordings during class without permission from the instructor.

Electronic Policy.

The use of cell phones, pagers, tablets, notebook computers, and personal digital assistants (PDAs) is not allowed in class unless used to promote the learning process (e.g., note taking, reference, discussion). Unless used for this purpose, it is expected that electronics are put away as not to serve as a distraction for you and other classmates. Exemptions can be discussed on an individual basis.

Copyright Statement.

The materials used in this course are copyrighted. These materials include, but are not limited to, the syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

Academic Policies on Registrar’s Website

Be sure that you understand the following university academic policies, posted on the Registrar’s website found here: <https://www.seattleu.edu/registrar/academics/performance/>.

Academic Integrity Policy:

Seattle University is committed to the values of academic honesty and integrity. Expectations and rules of academic honesty exist to protect the educational process, to maximize the learning experience for all students, and to help you practice the high level of integrity expected from academics and professionals in all fields of expertise. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty will be addressed according to the Seattle University Academic Integrity Policy.

Academic Grading Grievance Policy:

The ultimate responsibility for the integrity of the academic grading process belongs to the university as an institution. Individual faculty members routinely act as agents for the institution in evaluating the student’s academic performance and in assigning final course grades. In the event of a student’s challenge to a final course grade, the burden of proof lies with a student who claims a grievance. The faculty member has an obligation to award course grades on the basis of standards set at the beginning of the course. The following process will guide the university’s response to allegations that a faculty member acted arbitrarily and capriciously in assigning course grades. The procedure does not apply to mathematical errors in calculating the grade, academic dismissals from the university, or questions of professional judgment concerning course content, instructional methods, and appropriateness of performance standards.

Grading Procedures and Policies

Item	Points
Self-Reflection Essay	20
Professional Interview Concerning Ethical Issues in Sport	50
Take Home final	80
TOTAL	150

Grading Scale

A	100–94	Superior	B–	82–80	D+	69–67
A–	93–90		C+	79–77	D	66–63 Poor
B+	89–87		C	76–73 Adequate	D–	62–60
B	86–83	Good	C–	72–70	F	59 or less Failing

Submitting your Assignments

All your assignments must be submitted through Canvas by 11:59 PM PST on the due date outlined on the Syllabus. No assignments will be accepted via email or hard copy. This is to keep assignments organized and in one place.

Formatting your Assignments

Papers must be written in Times New Roman, 12-point with 1-inch margins all around. For this course, papers should be written in double spaced format. Use any headings as needed per APA format (6th Edition) as you like to make your papers clearer.

Bibliography and Citation Requirements

All citations must follow the *APA Publication Manual* (6th edition), since it is the standard referencing system for this discipline. It may be different from other systems you have used, so follow the Manual's citation guidelines carefully. This is an opportunity to demonstrate your attention to detail.

Assignment Deadlines and Extensions

Generally all written assignments are due on or before 11:59 PM PST on the due date listed on Canvas and course syllabus unless otherwise stated. Assignments will be submitted through Canvas. There is ONE rubric for all assignments.

I have blocked out times in my own schedule specifically for grading your work so that I can return it to you. Any late work will therefore receive a 0% grade. If you are unable to complete course requirements because of extenuating circumstances, please notify the instructor on or before the date the assignment is due and provide relevant supporting documentation (e.g. doctor's note, note from counselor).

An agreement to receive an 'Incomplete' (I) grade may be negotiated if your circumstances do not allow you to finish the course on time. The Incomplete Removal Policy of the university is available on the Office of the Registrar web site: <https://www.seattleu.edu/registrar/Policies.aspx>

Absences

ACTION	RESULT
2 or fewer classes missed	No effect on grade
3 or more classes missed	10% lower overall grade per absence beyond 2; 22 points deducted from total grade for each absence beyond 2.

Assignment Descriptions

Self-Reflection Essay – January 10, 2021 at 5:00 PM (20 points).

This assignment consists of three parts. First you will determine at least three ethical principles by which you live or at least intend to live both personally and professionally. In 1-2 pages identify your ethical principles and discuss what they mean to you and how they emerge from your morals. Second, keep a journal for 5 days. At the end of each day or as you think about, write down any moments in which you were faced with a moral or ethical choice. Describe what you thought, what you did and why you did it. Third, write a 2-3-page reflection analyzing your own ethical-decision making during this time. Did you live by your stated morals and ethical principles? If not, what principles were at work? What was easy? What challenges did you face? Do your personal and professional ethical ‘selves’ align? How do you plan to move forward from this experience? In other words, what will you do differently and/or the same? Parts 1 and 3 must be turned in. The extent to which you detail your ethical dilemmas in part 3 is up to you, but include enough context so that I can make sense of your reflection.

Analysis of Current Issue in Sport – Due March 6, 2021 5:00 PM (50 points).

For this assignment familiarize yourself enough with moral and ethical issues faced by leaders/people in the sport context in which you hope to work. You will conduct 1 or 2 semi-structured interviews asking them about these issues and how they have responded in the past or would respond. Your task is to present a summary and analysis of what you found by integrating concepts learned in this class to the best of your ability. Your papers should range from 5 to 8 pages double-spaced.

Take-Home Exam Essay (80 points) Due on or before March 22, 2021

Objective of the essay-based exam is to test your understanding of the ethical concepts and how a sports organization is abiding to the written ethical (mission statements, company code of ethics, diversity statement) versus what they actually do. You are asked to apply what you have learned to your (former) organization, university or college, or a case (from a journal, newspaper article or other document) of your liking, and write a concise essay about it.

The essay: content

Address the following elements in your essay:

1. Identify an ethical challenge your (case-)organization is or has faced. Next, make clear what, according to you, the key ethical/moral issue is.
2. Apply an ethical/moral analysis supported by relevant concepts/tools for analysis and identify a set of possible solutions.
3. Based on your analysis, give your recommendations. It is highly recommended to at least attempt to arrive at a synthesis.

Overview and deadlines

- Maximum length: four pages (A4, Font: Times New Roman 12; line spacing 1.5), including at least half a page with graphics/tables/figures supporting your text. In addition to the four pages, you may add a cover page and a bibliography. No appendices.
- Make proper use of references (Author, 2019).
- Hand in your paper as a pdf file. Upload your essay to Canvas before March 15, 2021, 11:59pm.

Remarks

- Essays not in compliance with the points above risk to be graded with an F (Fail).
- Important criteria for essay grading will be: Relevance of the key ethical/moral issue, a sound polarity analysis (do as we say not as we do), relevance of concepts/tools used, a clear attempt to reach a synthesis, and clarity of writing, supported by relevant tables/graphics/figures.

- Superficiality leads to failure.
- Your essay will be treated confidentially.
- All essays will be subject to an anti-plagiarism test.

Course Schedule

See Canvas page.

Instructor reserves the right to make changes at any before or during the course quarter.