



HAILE • US BANK
College of Business

Sports Business

@NKUSportsBus
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SpB 200 Syllabus
Rivalry & Ritual in International Sports
Fall 2015

Twitter: #KnowRivalry

Instructor: Joe Cobbs, PhD

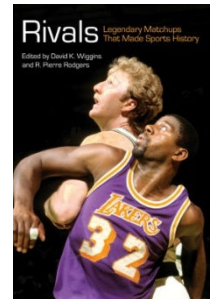
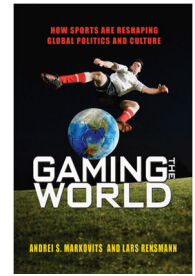
Office: BC 223

Sections: Tu/Th, 12:15-1:30p (BC 110); 9:25-10:40a (MP 304)

Credit Hrs: 3

Email: cobbsj1@nku.edu

Office Hrs: Tu/Th, 3-5pm



COURSE DESCRIPTION: Why are certain sports competitions so intense? 'Rivalry & Ritual' uses the socially prominent context of international sports to examine cultural development, identity, influence and conflict within and across persons and geographic boundaries.

REQUIRED TEXT AND/OR OTHER MATERIALS:

- Textbooks: Markovits and Rensmann, *Gaming the World*
Wiggins and Rodgers, *Rivals*
- Class Blackboard website: Course announcements and supplementary course material will be posted regularly on Blackboard. Students should check BB and NKU email daily.

SUGGESTED READING MATERIALS:

Street & Smith's SportsBusiness Journal (\$65) - subscription form for this course can be found at... sbjcollege.com/subscribe

COURSE PREREQUISITES: None.

COURSE OBJECTIVES & LEARNING OUTCOMES: This course, *SpB 200*, is designed to achieve the learning outcomes of the 'Cultural Pluralism' OR 'Global Viewpoints' categories of NKU's Foundation of Knowledge program, which guides students to become independent learners, innovative thinkers, and responsible citizens. The program provides a foundation of values, knowledge, and skills that will empower them to discover their personal potential, communicate effectively, work in diverse communities, and solve problems in a global society. Courses in the program invite students to expand the life-long practice of asking questions, seek new points of view, apply principles of reason, adjust ideas in relation to new situations, and take reflective action.

Specifically, *Rivalry & Ritual* challenges students to achieve the following learning outcomes from NKU's Foundation of Knowledge:

B1: Students identify and analyze the effects of imperialism and colonialism with reference to linguistic or cultural diversity.

- Addressed: Markovits and Rensmann reading (p. 1-75) on the relationship between the global diffusion of sports and British imperialism; and Wiggins and Rodgers reading (p. 293-304) on imperial rivalries' manifestation in sports.
- Assessed: Midterm short answer reflection and quiz #1 questions.

B2: Students compare historical perspectives on the development of various cultures.

- Addressed: Markovits and Rensmann reading (p. 107-150) on US resistance and infiltration of European sports culture; and Wiggins and Rodgers reading (p. 327-358) on US vs. USSR cultural conflict.
- Assessed: Discussion posting #3 and rivalry comparative analysis.

B3: Students identify the connections between and differences among local, national, and global communities.

- Addressed: Markovits and Rensmann reading (p. 26-50) on globalization vs. localism; Wiggins and Rodgers reading (p. 147-192; 305-326) and Unmatched documentary on individuals', cities' and international culture clash
- Assessed: Final exam questions and rivalry comparative analysis.

B4: Students demonstrate how literature and the arts reflect and influence cultures.

- Addressed: Markovits and Rensmann reading (p. 107-150) on transcontinental sports' cultural influences; and 16th Man documentary on South African rugby.
- Assessed: Midterm short answer reflection and quiz #2 questions.

E1: Students identify ethical perspectives and responsibilities of individuals.

- Addressed: Markovits and Rensmann reading (p. 207-219; 270-315) on sports identity politics of exclusion and US symbiosis of academics and sports; and Wiggins and Rodgers reading (p. 213-238) on coaches Summit and Auriemma rivalry.
- Assessed: Midterm exam and quiz #3 questions.

E2: Students identify the influence of cultural and socioeconomic background in shaping attitudes and opinions (in themselves and others).

- Addressed: Wiggins and Rodgers reading (p. 69-108; 213-238) and documentary film on cultural implications of Magic versus Bird rivalry, and the background of the Lady Vols versus UConn.
- Assessed: Quiz #1 and final exam reflection question.

E3: Students identify a variety of influences on human behavior.

- Addressed: Markovits and Rensmann reading (p. 243-270) on sports' varied influence on violence and racism; and Tyler & Cobbs article on the multiple elements of rivalry.
- Assessed: Discussion posting #2 and final exam questions.

Rivalry & Ritual is also designed to meet two program-level (SpB) learning outcomes:

1A: Students will design sports products to meet the needs of sports fans at an appropriate cost.

- Addressed: Markovits and Rensmann readings (p. 75-103; 143-150) on cultural adoption of sports; and Wiggins and Rodgers reading on packaging US Soccer (359-382).
- Assessed: Midterm exam questions and rivalry comparative analysis.

1C: Students will build identification within targeted sports business customer segments.

- Addressed: Markovits and Rensmann readings (p. 26-50; 207-219; etc.) and Mael & Ashforth article on sports identity.
- Assessed: Discussion board posting #1, and quiz #2 questions.

COURSE POLICIES

ATTENDANCE & PARTICIPATION POLICY: Students are expected to provide quality insights that enhance class discussion. Everyone will be responsible for the assigned material and should *expect to be called upon*. Attendance is also not participation, and participation is not contribution if your participation does not provide insights that contribute to learning. You can only enhance our course discussion if you are present and prepared to contribute. As a result, you should expect missing class to be detrimental to your class contribution grade. A considerable portion of your grade in this course will be based on the level and quality of your contribution to learning in our class and online (BB & Twitter) environment.



CELL PHONE USE: Yes, I can see you using your phone in your lap!...and so can your classmates. Unless specifically instructed by Dr. Cobbs, **cell phone use in class (texting, e-mail, browsing, etc.) is prohibited**, will be detrimental to your class contribution and likely addressed with an immediate question on the current in-class discussion. Mobile phone use is not only distracting to others in the class, but also keeps you from learning at your peak potential (isn't that why you're in the class?). Need more evidence? Here is a summary of a recent research study by **Kuznekoff and Titsworth (2013)** on the topic:

"In this study, we examined the impact of mobile phone usage, during class lecture, on student learning. Participants in three different study groups (control, low-distraction, and high-distraction) watched a video lecture, took notes on that lecture, and took two learning assessments after watching the lecture. Students who were not using their mobile phones wrote down 62% more information in their notes, took more detailed notes, were able to recall more detailed information from the lecture, and scored a full letter grade and a half higher on a multiple choice test than those students who were actively using their mobile phones."

COURSE GRADING POLICY:

The class format will include a mix of lecture, class and online discussion, guest speaker(s) and comparative analysis. Students take 3 quizzes online, 5 in-class reading quizzes, a midterm and final exam online, and execute an international rivalry comparative study.

a. Course contribution	150
• Including discussion postings (3)	
b. Rivalry Comparative Analysis	200
c. Online Quizzes (3)	150
d. In-class reading quizzes (5)	100
d. Midterm Exam & Reflection	200
e. Final Exam & Reflection	<u>200</u>
TOTAL	1000

GRADING SCALE:

• Excellent			93 - 100%	A	90 - 92%	A-
• Good	87.0 - 89%	B+	83 - 86.9%	B	80 - 82%	B-
• Average	77.0 - 79%	C+	73 - 76.9%	C	70 - 72%	C-
• Poor	67.0 - 69%	D+	60 - 66.9%	D		
	< 60%	F				

CREDIT HOUR POLICY STATEMENT:

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Therefore, for this three credit hour course, the estimate of the time required for a typical student to complete course expectations is nine hours per week (on average).

NOTE: Modification of this syllabus may occur due to unanticipated circumstances, in which case students will receive maximum prior notification.

PROJECTED CLASS SCHEDULE (subject to change):

**Assignments for class are to be completed before the start of that day's class unless otherwise noted.

Date	Week	Reading Title/Discussion Topic	World bk	Rivals bk	BB Website	Action Item
18-Aug	1	Course introduction and background			Syllabus	
20-Aug		Social identity theory			Mael & Ashforth	Blackboard profile (upper right)
25-Aug	2	Evolution: Red Sox vs. Yankees		p. 147-174	4 days video	
27-Aug		Sport as language	p. 1-25		Discussion #1	Discussion Bd. posting due
1-Sep	3	Globalization vs. localism	p. 26-50			
3-Sep		Imperial rivalries: Davis Cup tennis; Ashes		p. 293-304	2 Ashes videos	
8-Sep	4	Soccer: the global game?	p. 50-75			Online Quiz 1 (prior to class)
10-Sep		El Clasico: Barcelona FC vs Real Madrid			El Clasico video	
15-Sep	5	Crumbling U.S. barrier to soccer culture?	p.107-147			
17-Sep		No in-class meeting			Discussion Brd. #2	Discussion Bd. Posting due
22-Sep	6	USA Women vs. the World;		p. 359-382		
24-Sep		Sports identity politics: 16th Man (30for30)	p. 207-219			
29-Sep	7	Sports move against racism, violence	p. 243-261			
1-Oct		No in-class meeting				Online Quiz 2
6-Oct	8	North American leagues' global fits	75-103; 147-150			
8-Oct		One winner?: Bird vs. Magic		p. 69-108	Courtship video	
13-Oct	9	FALL BREAK				
15-Oct		Mid-semester review	p. 316-326			
20-Oct	10	City culture: Maple Leafs vs. Canadiens		p. 175-192	Exam (before)	Midterm exam online due prior
22-Oct		Cold war: USA vs. USSR		p.327-358		
27-Oct	11	Evert v. Navratilova: Unmatched (30for30)		p. 109-131		
29-Oct		Elements of rivalry			Tyler & Cobbs	
3-Nov	12	Measuring rivalry				Select rivalries for project
5-Nov		U.S. symbiosis of academics and athletics	p. 270-301			
10-Nov	13	Crosstown Shootout: UC vs. Xavier				Online Quiz 3 (prior to class)
12-Nov		Fightin' Words: Kentucky vs. Louisville			Discussion Brd. #3	Discussion Bd. Posting due
17-Nov	14	The college sports monster	p.301-315		Roll Tide video	Posting to project thread
19-Nov		Cult of Personalities: UTenn vs. UConn		p. 213-238	Bad Blood video	
24-Nov	15	Border war: Ohio State vs. Michigan		p. 239-264	UM v. OSU video	
26-Nov		THANKSGIVING				
1-Dec	16	International sports rivalries comparative analysis				Student discussion leadership
3-Dec		Course review and conclusion				

FINAL EXAM TIME: Sec. 1: **Tuesday, Dec. 8, 1-3pm**; Sec. 2: **Tuesday, Dec. 8, 10:10a-12:10p**

DESCRIPTION OF COURSE REQUIREMENTS, ASSESSMENT

Course contribution: As stated in the attendance policy above, students are expected to provide quality insights that enhance class discussion. Everyone will be responsible for the assigned material and should expect to be called upon. Course contribution will be assessed based on a mix of in-class discussion enhancement and online analysis of three discussion BB postings.

In-class reading quizzes: At five points in the semester, students will be presented with a short (2 question), simple quiz based on the reading assignments for the class period.

Rivalry comparative analysis: In collaboration with a student from POP 250, students will select a domestic and international sports rivalry (2 different rivalries) to comparatively study by composing content on the chosen rivalries, posting the materials online, and addressing study questions prior to in-class discussion and analysis; after which, students will be permitted to revise their question responses within 48 hours. Assessment will utilize a grading rubric reflecting the applicable learning outcomes of the course as listed above.

Online quizzes: Administered through Blackboard and to be completed outside of class, online quizzes will consist primarily of multiple choice questions to assess completion and comprehension of required readings and learning outcomes as described above.

Midterm and Final Exam & Reflections: Course exams will consist of a mix of multiple choice and short essay reflection questions completed online **prior** to the designated class date. Like the rivalry comparative analysis, assessment of the essay questions will utilize a grading rubric designed to evaluate the applicable learning outcomes of the course (listed above).

STUDENT HONOR CODE, RIGHTS AND RESPONSIBILITIES

This Student Honor Code [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students at Northern Kentucky University and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each Northern Kentucky University student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the Honor Code. Students may view the complete honor code at <http://deanofstudents.nku.edu/policies/student-rights.html#policies>. The College of Business has in addition its own Code of Student Conduct, created by student organizations, downloadable from the College website at http://cob.nku.edu/docs/Student_Code_of_Cond.doc

Student Achievement Center: <http://sac.nku.edu/index.php>

Learning Assistance Programs: <http://lap.nku.edu/tutoring/index.php>

NKU Help Desk Information:

Telephone: (859) 572-6911, Location AC 109

Blackboard and Student Help: <http://it.nku.edu/itsc/training/bbresourcesstu.php>

Email Account: <http://it.nku.edu/students/email/index.php>

STUDENTS WITH DISABILITIES

The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Northern Kentucky University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from the Disability Programs and Services Office (SU 303), indicating the existence of a disability and the suggested accommodations. More information can be found at <http://disability.nku.edu>.

INSTRUCTOR EVALUATIONS

Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two week delay in access to his or her course grade beyond the university's official date for grade availability. To complete online evaluations go to <http://eval.nku.edu>. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware of:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.