



ACCT 499 – Risk Management in Entertainment, Sports, and the Arts
Term: Spring 2019
Time: TTh 4:00 pm – 5:50 pm
Units: 4



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Office Hours: Tues. & Thurs. 1:30 pm – 3:00 pm
By appointment

Course Description

The business of entertainment, sports, and the arts continues to face significant disruption with new market entrants, novel products and technologies, and unforeseen events compelling traditional market participants to react, innovate, and change. Risk management has never been more critical to these industries. This course aims to equip students with the knowledge and skills to identify, analyze, control, finance, and report on the risks particular to these industries. Through case studies and guest lectures, students will explore issues such as the risks facing the traditional television industry in an era of disruption, crisis managing a scandal-plagued celebrity in the digital age, and protecting an invaluable art collection from fires, earthquakes, and theft.

Learning Objectives

Upon completion of this course, students should be able to:

1. Define the concept of “risk” and how it applies to organizations and individuals involved in the entertainments, sports, and art industries;
2. Identify significant risks within the entertainment, sports, and art industries;
3. Demonstrate an understanding of the methods and tools commonly used in the entertainment, sports, and art industries to identify, analyze, control, finance, and communicate risks;
4. Develop a document to communicate key risk information relating to an event in the entertainment, sports, and art industries; and
5. Exhibit an awareness of the benefits and challenges of designing and implementing a risk management program for an event in the entertainment, sports, and art industries.

To achieve these learning objectives, we will use a combination of background reading, films, videos, and podcasts, interactive discussion and lecture, guest speakers, and cases.

For how students achieve in this course the Marshall School of Business six undergraduate program learning goals, see Appendix I, and the Leventhal School of Accounting five undergraduate program learning objectives, see Appendix II.

Required Materials

The following books are required materials in the course:

- Basin, K. (2019). *The Business of Television*. New York, New York: Routledge. A paperback edition is available at <https://www.amazon.com/Business-Television-Ken-Basin/dp/0815368666>.
- National Alliance Research Academy (2014). *Risk Management Essentials*. Texas: National Alliance Research Academy (978-0470559857). A paperback edition is available at <https://nationalalliance-books.com/collections/digital-products/products/risk-management-essentials-2nd-edition>. A digital

edition is available at <https://nationalalliancebooks.com/collections/digital-products/products/risk-management-essentials-digital-pdf>.

In the course calendar, “NARA” represents the National Alliance Research Academy’s *Risk Management Essentials*.

Additional materials will be posted to Blackboard. Individual assignments and team assignments will be provided during class sessions or posted to Blackboard.

This syllabus, including the course calendar, may be subject to change.

Prerequisites and/or Recommended Preparation

Although not a formal requirement for this course, regular reading of a general business periodical or newspaper’s financial section will aid in your business education. Students can subscribe to The Wall Street Journal at a discounted student rate at www.wsjstudent.com. In addition, The Wall Street Journal now offers a daily email feed, the Morning Risk Report, that can be accessed with a subscription. See <https://blogs.wsj.com/riskandcompliance/>. Regular reading of entertainment, sports, and arts news will also enhance your understanding of the materials in this course.

In addition, you may want to join a risk management group online. You can find several thoughtful risk management groups through LinkedIn (www.linkedin.com) or the Insurance Thought Leadership group (www.insurancethoughtleadership.com). The Risk & Insurance Management Society (www.rims.org) has an active Los Angeles chapter and provides a variety of resources related to risk management, including particular to entertainment, sports, and the arts. Reviewing posts relating to risk management from any of these sources can give you a view on the issues that risk management professionals in these industries face on a daily basis.

Course Notes

Course communications will take place through announcements in class, announcements posted to Blackboard (www.blackboard.usc.edu), and emails sent through Blackboard. All students must have a fully operational Blackboard account.

Grading Policies

Your relative performance related to contribution and professionalism, guest speaker questions, the team presentation, the quiz, and exams will determine your grade in this class. The weights listed below determine your overall course grade for this class:

Assignments	Points	Weight
Contribution and Professionalism	100	10%
Guest Speaker Questions	150	15%
Team Presentation	150	15%
Quiz (1)	100	10%
Mid-Term Exam	200	20%
Final Exam	300	30%
Total	1000	100%

Final grades represent how you performed in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. Historically, the average grade for elective classes in Marshall School of Business is 3.3. Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible);
2. The overall average percentage score within the class; and
3. Your ranking among all students in the class.

The grade of “W” is allowed only if a student withdraws after the official add period and before the end of the drop period during the semester. The grade of incomplete (IN) can be assigned only if there is work not completed because of a documented illness or unforeseen emergency occurring after the drop period of the semester that prevents the student from completing the semester. An “emergency” is defined as a serious documented illness or an unforeseen situation that is beyond the student’s control that prevents a student from completing the semester. Prior to the end of the drop period, the student still has the option of dropping the class so incompletes will not be considered. Arrangements for completing an IN must be initiated by the student and agreed to by the instructor prior to the final examination. All work required to replace the IN with a final grade must be completed within one calendar year from the date the IN was assigned. If the student does not complete the work within the year, the IN will automatically be converted to a grade of F.

Assignments and Grading Detail

Expectations regarding your performance are as follows:

Contribution and Professionalism

Contribution and professionalism are integral components of this course. Students are required and expected to attend all class sessions. In each circumstance that the student needs to be absent, the student is expected to notify the professor prior to the start of class. Failure to notify the professor may result in a reduction of points. If an emergency situation or illness arises, the student should take care of himself or herself or the loved one and notify the professor as soon as practicable.

While contribution and professionalism are not graded based on attendance only, attendance is a pre-requisite for receiving a positive contribution and professionalism grade. High-quality contributions and professionalism include, but are not limited to: thoughtfully responding to the professor’s prompts; asking questions; answering other students’ questions; sharing personal or professional experiences related to course content; actively participating in in-class team exercises; demonstrating respectful and courteous behavior towards class members during class discussions and team exercises; and arriving to class on time.

Guest Speaker Questions

We will have several guest speakers during the semester. For guest speakers, students will be required to submit by 8:00 am the day of the guest speaker’s appearance in the class session three questions on the materials provided for that class session. Questions should reflect a thorough review of the materials. Questions submitted after the deadline, but before the start of the relevant class session will receive a reduction of two points. Questions submitted after the start of the relevant class session will receive no points.

Team Presentation

The team presentation assignment will be discussed during a class session towards the end of the semester. The assignment is a research-based project that will require each team to evaluate the risks at a particular event in the entertainment, sports, and art industry. This presentation will include identifying key risks of the event, developing a process to evaluate the significance of the risks, and presenting recommendations on how to control and/or finance the identified risks. Each team will orally provide the presentation to the class members and any guests attending the particular class session and submit the presentation to the professor on the day prior to the day of the first team presentations.

Quiz, Mid-Term Exam, and Final Exam

The quiz and exams may include multiple-choice questions, short essay questions, long essay questions, exercises, and problems. Preparing for the quiz and exams involves dedication and ends only when you can: 1) identify the relevant issues in a given business situation; 2) analyze the data and transform it into information to be used in a comprehensive answer; and 3) explain what you did using techniques demonstrated in class. The best bet for success involves a number of steps. First, do the advanced preparation for each class session. Second, actively contribute to class discussions. Third, ask questions in a real-time manner to solidify your understanding of the material, rather than trying to ‘get it’ right before a quiz or an exam.

The quiz and exam dates for this spring are as follows:

Quiz	January 31
Mid-Term Exam	February 26
Final Exam	May 2

During the semester, the quiz and the midterm exam will be returned no more than two weeks after they have been given. After the quiz or the midterm is returned, you will have two weeks to discuss your grade. After this time, grades on tests become final. All other grades are final once given.

The final exam must be taken at the scheduled time.

Add/Drop Process

Students may drop via Web Registration to receive a refund at any time prior to **January 25**. Please note that if you drop after **February 22** your transcripts will show a "W" for the class. Students may add the class as space becomes available via Web Registration through **January 25**.

Dates to Remember:

Last day to add classes or drop without a "W"	January 25
Last day to change enrollment from P/NP to Letter Grade	February 22
Last day to drop with "W"	April 5

Retention of Graded Coursework

Final exams and all other graded work which affected the course grade will be retained for one year after the end of the course *if* the graded work has not been returned to the student. If a graded paper is returned to you, it is your responsibility to file it.

Technology Policy

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the professor. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (cell phones, iPads, other texting devices, laptops, I-pods) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping class lectures and discussions is not permitted due to copyright infringement regulations. Audio recording is only permitted if approved in advance by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

Recordings

No student may record any lecture, class discussion, or meeting with the professor without the professor's prior express written permission. The word "record" or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated, or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic, or other device or any other means of signal encoding. The professor reserves all rights, including copyright, to lectures, course syllabi, outlines of class sessions, and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in this class whether posted to Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. Exceptions are made for students who have made prior arrangements with the Office of Disability Services and Programs (DSP) and the professor.

Statement on Academic Conduct

Students enrolled in any class offered by the Leventhal School of Accounting are expected to uphold and adhere to the standards of academic integrity established by the Leventhal School of Accounting Student Honor Code. Students are responsible for obtaining, reading, and understanding the Honor Code System handbook. Students who are found to have violated the Code will be subject to disciplinary action as described in the handbook. For more specific information, please refer to the Student Honor Code System handbook, available in class or from the receptionist in ACC 101.

Plagiarism

Presenting someone else's ideas as your own, either verbatim or recast in your own words, is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards," policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes, and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student (e.g., personal, financial, and academic). <https://studentaffairs.usc.edu/ssa/>

Diversity at USC

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students. <https://diversity.usc.edu/>

Scholarly Writing Assistance

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check

with the *American Language Institute*, <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students.

USC Emergency – UPC – (213) 740-4321, HSC – (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

dps.usc.edu, emergency.usc.edu

USC Department of Public Safety – UPC – (213) 740-6000, HSC – (323) 442-1200 – 24/7 on call

Non-emergency assistance or information. dps.usc.edu

Students with Disabilities

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with DSP each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to the professor as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776; email: ability@usc.edu.

Emergency Preparedness/Course Continuity

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (<http://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC’s Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

Course Calendar

The course calendar is set forth below. For a detailed outline of class sessions, see Blackboard. The course calendar is subject to change.

Class Session	Date	Topics	Advanced Required Readings	Deliverables and Due Dates
Part I: Introduction				
1	1/8	Course Objectives	Syllabus and Outline of Class Sessions	
2	1/10	Risk in Entertainment, Sports, and the Arts	NARA, Ch. 1, pp. 3-6 Blackboard Materials	
3	1/15	Risk Management Processes Overview and Identifying Risks in Modernizing Processes	NARA, Ch. 1, pp. 7-16, and Ch. 2, pp. 17-28 Blackboard Materials	
4	1/17	Risk Analysis: Concussions and Disruption +	Blackboard Materials	

5	1/22	Risk Controls at the Casino: Blackjack, Beds, and the Buffet	NARA, Ch. 10, pp. 183-191 Blackboard Materials	
6	1/24	Risk Financing in a Contingent World (Guest Speaker)	Blackboard Materials	Guest Speaker Questions Due 1/24 at 8:00 am
7	1/29	Risk Administration	Blackboard Materials	
8	1/31	In-Class Quiz		In-Class Quiz
Part II: Risk Management Applied				
9	2/5	What Are the Risks to a Rembrandt? Part 1	Blackboard Materials	Guest Speaker Questions Due 2/7 at 8:00 am
10	2/7	What Are the Risks to a Rembrandt? Part 2 (Guest Speaker)		
11	2/12	The Risks of Building and Operating a New Stadium (Guest Speaker)	Blackboard Materials	Guest Speaker Questions Due 2/12 at 8:00 am
12	2/14	Field Trip to USC Fisher Museum of Art (Guest Speakers)	Blackboard Materials	Guest Speaker Questions Due 2/14 at 8:00 am
13	2/19	Amusement Parks, Animal Parks, and Their Risks Part 1	Blackboard Materials	Guest Speaker Questions Due 2/21 at 8:00 am
14	2/21	Amusement Parks, Animal Parks, and Their Risks Part 2 (Guest Speaker)		
15	2/26	Mid-Term Exam		
16	2/28	Restraining the Risks of Rinks: Captives and Other Risk Transfer Alternatives (Guest Speaker)	NARA, Ch. 18, pp. 346-349 and pp. 356-358 Blackboard Materials	Guest Speaker Questions Due 2/28 at 8:00 am
17	3/5	Business Interruption in Gaming: Terrorism, Property Loss, and Cyber Part 1	NARA, Ch. 12, pp. 229-236 Blackboard Materials	Guest Speaker Questions Due 3/7 at 8:00 am
18	3/7	Business Interruption in Gaming: Terrorism, Property Loss, and Cyber Part 2 (Guest Speaker)		
19	3/19	Insuring Against Missed Opportunities: The Athlete and Loss of Value Insurance Part 1	Blackboard Materials	Guest Speaker Questions Due 3/21 at 8:00 am
20	3/21	Insuring Against Missed Opportunities: The Athlete and Loss of Value Insurance Part 2 (Guest Speaker)		

21	3/26	Business Management of a Celebrity: Up- ping the Risks Ante with Fame and Money (Guest Speaker)	Blackboard Materials	Guest Speaker Ques- tions Due 3/26 at 8:00 am
22	3/28	TBD		
23	4/2	Insuring Film Productions: The Role of the Underwriter (Guest Speaker)	Blackboard Materials	Guest Speaker Ques- tions Due 4/2 at 8:00 am
24	4/4	Fox Playing Soccer in a Foreign Land (Guest Speakers)	Blackboard Materials	Guest Speaker Ques- tions Due 4/4 at 8:00 am
25	4/9	Risk Controls from the Perspective of the LAFC Supporters' Section and General Counsel's Office (Guest Speaker and Field Trip)	Blackboard Materials	Guest Speaker Ques- tions Due 4/09 at 8:00 am
26	4/11	Kidnapping from the Set: This Is Not a Film (Guest Speaker)	Blackboard Materials	Guest Speaker Ques- tions Due 4/11 at 8:00 am
27	4/16	Disruption in the Television Industry: Risks and Rewards Part 1	Basin, K., The Business of Television, Introduction, pp. xx-xxv, Ch. 1, pp. 1-35, Ch. 2, pp. 36-53, Ch. 8, pp. 187-216, Conclusion, pp. 242-252	Guest Speaker Ques- tions Due 4/18 at 8:00 am
28	4/18	Disruption in the Television Industry: Risks and Rewards Part 2 (Guest Speaker)	Blackboard Materials	
29	4/23	Team Presentations		Team Presentations in Class
30	4/25	Team Presentations		Team Presentations in Class
	5/2	Final Exam		

Appendix I



How ACCT 499 Contributes to Student Achievement of Marshall's Six Undergraduate Program Learning Goals

Goal	Marshall Program Learning Goal	Course Objectives Supporting This Goal
1	<p>Our graduates will demonstrate critical thinking skills so as to become future-oriented decision makers, problem solvers, and innovators. Specifically, students will:</p> <p>1.1 Understand the concepts of critical thinking, entrepreneurial thinking, and creative thinking as drivers of innovative ideas.</p> <p>1.2 Critically analyze concepts, theories, and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others, and translating them to the real world.</p> <p>1.3 Be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems.</p> <p>1.4 Demonstrate the ability to anticipate, identify, and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies.</p>	1-5
2	<p>Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders in the 21st century's evolving work and organizational structures. Specifically, students will:</p> <p>2.1 Recognize, understand, and analyze the roles, responsibilities, and behaviors of effective managers and leaders in diverse business contexts e.g., functionally diverse, culturally diverse, geographically diverse, etc.</p> <p>2.2 Understand factors that contribute to effective teamwork including how to elicit, manage, and leverage diverse perspectives and competencies.</p> <p>2.3 Recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors).</p>	2-5
3	<p>Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts. Specifically, students will:</p> <p>3.1 Identify and assess diverse personal and organizational communication goals and audience information needs.</p> <p>3.2 Understand individual and group communications patterns and dynamics in organizations and other professional contexts.</p> <p>3.3 Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.</p>	3-5
4	<p>Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities, and aspire to add value to society. Specifically, students will:</p> <p>4.1 Understand professional codes of conduct.</p> <p>4.2 Recognize ethical challenges in business situations and assess appropriate courses of action.</p>	2,3
5	<p>Our graduates will develop a global business perspective. They will understand how local, regional, and international markets and economic, social, and cultural issues impact business decisions so as to anticipate new opportunities in any marketplace. Specifically, students will:</p> <p>5.1 Understand how local, regional, and global markets interact and are impacted by economic, social, and cultural factors.</p> <p>5.2 Understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor), and business practices vary across regions of the world.</p>	2, 3, 5
6	<p>Our graduates will understand types of markets and key business areas and their interaction to effectively manage different types of enterprises. Specifically, students will:</p> <p>6.1 Demonstrate foundational knowledge of core business disciplines, including business analytics and business economics.</p> <p>6.2 Understand the interrelationships between functional areas of business so as to develop a general perspective on business management.</p> <p>6.3 Apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor, and labor markets).</p> <p>6.4 Show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices.</p>	2-5

Appendix II



How ACCT 499 Contributes to Student Achievement of Leventhal School of Accounting's Undergraduate Accounting Program Student Learning Objectives

Objective	Learning Objective		Course Objective Supporting This Goal
OBJECTIVE 1	Technical Knowledge	Students will demonstrate technical proficiency in the accounting discipline, including the use of technical accounting knowledge to help solve problems and make decisions.	3
OBJECTIVE 2	Research, Analysis and Critical Thinking	Students will demonstrate the ability to critically analyze, synthesize, and evaluate information for decision-making in the local, regional, and global business environment.	1-5
OBJECTIVE 3	Ethical Decision Making	Students will demonstrate an understanding of ethics, ethical behavior, and ethical decision-making.	2, 3
OBJECTIVE 4	Communication	Students will demonstrate the ability to communicate ideas both orally and in writing in a clear, organized, and persuasive manner.	3-5
OBJECTIVE 5	Leadership, Collaboration and Professionalism	Students will demonstrate leadership skills and the ability to work cooperatively and productively to accomplish established goals.	2-5