

## ***Course Syllabus***

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### **ECON 3315.001: ECONOMICS OF SPORTS Fall 2014**

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**Professor:** Kurt Beron GR 3.806, (972) 883-2929, [kberon@utdallas.edu](mailto:kberon@utdallas.edu).

**Office Hours:** Monday 2:00 – 3:00; and by appointment.

**TA: Chris Roby** GR 2.822, [Christopher.Roby@utdallas.edu](mailto:Christopher.Roby@utdallas.edu)

**Office Hours:** Monday and Wednesday 10:00-11:00 in office; and by appointment.

Note that Chris will also be available on Tuesday and Thursday 4:00-5:00 in the Econ lab (GR 3.416) – see below.

**Econ Lab** – A lab (GR 3.416 – Galveston Room) will be staffed by economic graduate students from **3pm – 7pm Monday through Thursday**. General economic help will be available there. However they (except when Chris is there) will not be trained to help with specific problem set questions for our class and so should not be asked how to do or interpret specific problem set questions. Save those for Chris or me.

**Home Page for Course is on eLearning.**

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#### **Course Pre-requisites, Co-requisites, and/or Other Restrictions**

*(including required prior knowledge or skills)*

The expectation is that a student in this class has taken college algebra and principles of microeconomics – and remembers enough of it to use it. I will be providing micro refreshers throughout the semester, but it may serve some of you to have a principles of microeconomics textbook available to you. One on-line resource for principles of micro can be found at <http://ocw.mit.edu/courses/economics/14-01sc-principles-of-microeconomics-fall-2011/index.htm>, but there are many, many on-line and in-library resources available for micro review.

Besides office hours, the Econ Lab discussed above is a perfect spot for answers to general micro questions. I also expect you to be able to deal with basic data. For this class you will need to be able to collect data, primarily from the Internet, on various athletic events and activities. You will then need to be able to summarize this data using basic descriptive statistics (means, medians, etc.) and then produce basic graphs. Beyond this, I will give a brief introduction to regression analysis (which many of you already have from taking an econometrics class, but this is not required for this class) and then assume you can interpret a regression model. For those knowing how to run a regression you will find some good examples to try out.

And do you need to be knowledgeable about any/all sports? No – But you need to be willing to learn the basics quickly if you don't!

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## **Course Description**

The Economics of Sports is a class designed to apply basic microeconomic theory to the world of sports. We will use various subareas of micro to investigate the structure, conduct, and performance of sports, primarily focusing on the sports of basketball, football, baseball, hockey, and soccer but also bringing in other sports – in particular individual sports like tennis and golf.

## **Student Learning Objectives/Outcomes**

The first part of the class will focus on the industrial organization of sports. Here, we discuss why sports leagues exist, antitrust issues associated with sports, and competitive balance. Next we will look at the connection between sports and public finance. In this topic we investigate how cities compete for professional teams and whether it is worth their while to do it. Then we will turn to sports and labor economics where we will discuss issues like why players earn such high wages, why players organize into unions, and discrimination. Mixed in throughout will be a discussion of amateur and collegiate athletics. For example, the “market” characteristics of college athletics will be examined including whether the NCAA is a cartel (and is this bad thing!), whether student-athletes who receive athletic scholarships are, or are not, being exploited, and why colleges sponsor athletic teams to begin with.

## **Required Textbooks and Materials**

**Textbook:**      **The Economics of Sports, 5<sup>th</sup> ed.** Leeds and Allmen, 2014.

In addition there will be required readings assigned at various points during the semester.

The required textbook is available at both the On- and Off-campus bookstores.

And you should make sure you read the sports section of the paper regularly! Be prepared for general questions related to current topics.

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## Assignments & Academic Calendar

### Tentative Reading Assignment Schedule – Fall 2014 Economics of Sports (ECON 3315 – Beron)

Readings are from the Leeds and Allmen 5th ed. text, and are listed for when they are supposed to **have been** read. Assume even if it doesn't say it that preceding each dates topic is the word "Continued" from the previous class as many will span more than one class. Either the night before class, or early the morning of class, a PowerPoint will be available on eLearning that will contain some essential ideas I will be covering in the upcoming class that you should print out and bring to class. Not all the slides I show in class will be part of this PowerPoint, so take notes on the printout you bring!

There will be additional readings assigned and either placed on our eLearning web site or on library reserve. These assignments will be given in class. Also, you will be assigned a date to give your group presentation.

Setting up a full semester's schedule is always a bit of guess work, so if, and when, we get behind **the dates for exams and problem sets will not change** unless the university has been closed or a university function requires it. I will change the material covered in the problem set or exam to accommodate where we are in lecture, so plan your semester accordingly.

#### August

- 25 Introduction and Chap 1
- 27 Continued and Chap 2 – split into teams

#### September

- 1 Labor Day
- 3 Continued – team topics assigned
- 8 Continued and Appendix 2B
- 10 Chap 3
- 15 Continued (Problem Set 1 given)
- 17 Chap 4 (omit sections 4.6 & 4.7)
- 22 Continued
- 24 Team projects 1, 2, & 3
- 29 Chap 4 Continued (Problem Set 1 due)

#### October

- 1 Sections 4.6 and 11.1 and pp. 380-387 (don't worry about the graphs and table from 380-387 at this point. They will be covered later in the semester) – note that this material will not be on Exam 1 but will be on Exam 2
- 6 Exam 1
- 8 Continued and Chap 5
- 13 Continued
- 15 Continued (Problem Set 2 given)

- 20 Chap 6
- 22 Continued and Chap 7
- 27 Team Projects 4, 5, & 6
- 29 Continued (Problem Set 2 due)

#### November

- 3 Exam 2
- 5 Continued and Chap 8
- 10 Continued
- 12 Continued and Chap 9
- 17 Continued
- 19 Continued and Section 4.7, Chap 11.2-11.4, and Section 10.3 (Problem Set 3 given)
- 24 Fall Break
- 26 Fall Break

#### December

- 1 Team Projects 7, 8, & 9
- 3 Chap 10, omit section 10.3
- 8 Wrap-up (Problem Set 3 due)
- 10 Exam 3

### Grading Policy

*(including percentages for assignments, grade scale, etc.)*

The grade for the course will be based on three problem sets (8% each), three exams (20% each), and a team project (16%). You may work on the problem sets together, unless a question states otherwise, but all answers turned in must be written up independently. The problem sets must be legible and only one side of a sheet of paper may be used in writing up answers. Exams will be closed book and may include material from the team projects.

### Team Project

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The team project will put four to six of you together to prepare a 15 minute PowerPoint presentation to the class, and then allow for five minutes of questions. Time your presentations as I will cut you off if they run long! There must be some focus on economics, or an analysis from an economic perspective, within the project, though including details and examples is fine. Make it interesting!

The team will turn in a ten to twelve page summary paper including references, on a topic from a list I provide. The paper will be double-spaced using 12-point font. The references should be in standard, alphabetized, bibliographic form, though I don't care which form (APA, Chicago style, etc.) and all cited references should be in the bibliography and not just footnotes. The material presented and written about must use several sources beyond the textbook.

The grouping of you into teams will be random and chosen by me and the order for picking topics will also be randomly assigned by me. No more than two team members is to present. I will assign a single grade for the presentation and paper. Each member of the group will privately state their contribution to the project and paper as well as each member's contribution – I will use this information to vary individual grades from the team grade if this is warranted.

The projects will be presented as listed in the syllabus. You will have to send me the PowerPoint at least 24 hours in advance and these will be loaded on my computer for you to use in class. You will turn in your written report either at the time of your presentation or at the next class. You will also email me a copy of your paper. You will also have to provide copies of the PowerPoint for the rest of the students in the class at the time of the presentation. The presentations are fair game for exams!

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### Course & Instructor Policies

**Make-up exams/Late assignment policy:** Exam dates will not be changed unless the university has been closed or a university function requires it; I will adjust material for the exam if we get behind. Make-up exams will only be given in extenuating circumstances (documentation required) with the exam itself likely being more difficult per the additional time and information available. Alternatively there may be a reweighting of future, untaken exams. Late problem sets will be penalized and not accepted after we have gone through the answers.

### Extra Credit

It is possible to earn three extra credit points. These will be added to your final course average. In order to earn these points, you must prepare two *good* questions, one multiple choice and one problem set oriented, for each chapter. The first set, worth 1 point, must be submitted *prior* to the first exam. These should cover chapters 1 to 4. The second set, covering chapters 5 to 7, must be submitted *prior* to exam 2. The final set, covering chapters 8 to 11, must be submitted *prior* to exam 3. The questions must be typed and e-mailed to me, *with* your proposed answers, in a word processing program such as Microsoft Word. Do not send a PDF file. [Attribution for this paragraph goes to Roger Blair].

**E-mail:** Questions may be sent to Chris or me by e-mail throughout the semester. We will answer them within two days, though usually sooner. For many students this will be the easiest way to get timely answers to questions. Additionally, whenever clarifications need to be made in material I will use e-mail to distribute the information, so you should check your e-mail periodically. A couple of important email rules:

- If you want me to read your e-mail, **it must include ECON 3315 in the subject header.** Otherwise it may well end up as automatically deleted spam.
- The University requires all official e-mail to go to your UTD address, so **I will send most messages to your eLearning/UTDallas address.** You may then forward them to some other address.

### **Decorum during class:**

- No cell phones on during class or text messaging
  - No laptops in use other than for class-related activities – you may use laptops, but when I walk around the room I don't expect to see e-mail, games, social network sites, etc.
  - No gum, please
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### **Field Trip Policies**

#### **Off-campus Instruction and Course Activities**

*Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address [http://www.utdallas.edu/BusinessAffairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm). Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.*

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### **Student Conduct & Discipline**

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

## **Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

## **Email Use**

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

## **Withdrawal from Class**

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

## **Student Grievance Procedures**

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by

the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

### **Incomplete Grade Policy**

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

### **Disability Services (Office of Student AccessAbility)**

The goal of the Office of Student AccessAbility is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room SSB 3.200. Information is available at <http://www.utdallas.edu/studentaccess/>.

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. The Office of Student AccessAbility provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

### **Religious Holy Days**

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to

complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

***These descriptions and timelines are subject to change at the discretion of the Professor.***