

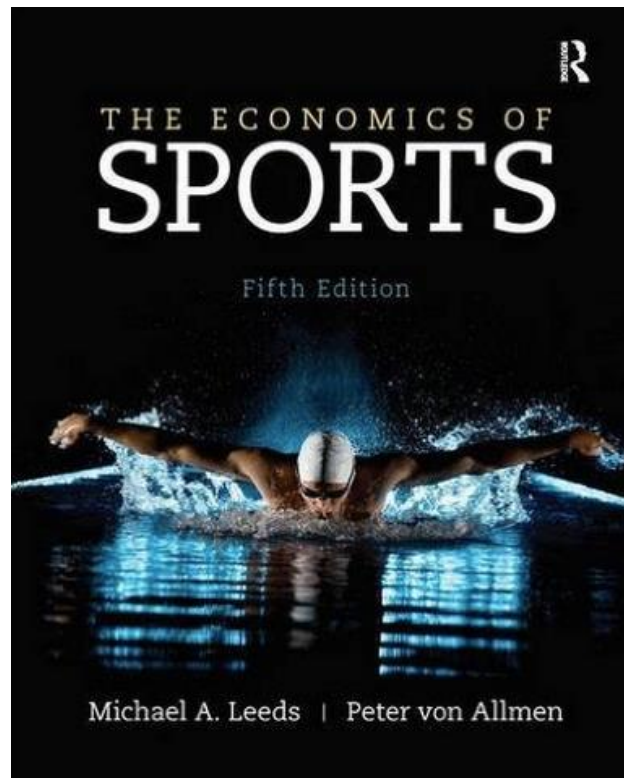
Economics of Sports 3123
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This course will be a survey of the theory and literature of professional and big-time collegiate sports business. We will discuss issues such as ticket pricing, the building of a new arena or stadium, and owners v. union labor issues. All of the topics will be discussed within the context of economic analysis.

This is a economics course; it is not a sports course. If you have expectations that include extended discussions about how the Utah Jazz are doing, then perhaps you should reconsider. Principles Of Microeconomics is a prerequisite for this class. The objective is to demonstrate economic principles using examples from sports.

A second objective is to develop student skill in statistical analysis, again with examples from sports. The course begins with a review of economic principles and basic statistical analysis. The course is includes extensive statistical analysis, and basic computer skills are presumed. The Excel spreadsheet program will be used in the lecture videos and for homework assignments. If you are using a Windows version of Excel, then you have all the tools that are needed (although you may need to add them into your program). However, if you are using a Mac version, then some important statistical tools have been removed. In that case I suggest that you switch to the Windows 2016 version that is available in the College of Social and Behavioral Sciences Virtual Lab. Follow the [CSBS Virtual Lab installation instructions](#), then [launch the Lab](#).

The required textbook is **The Economics of Sports** by Michael Leeds and Peter von Allmen, third edition, Addison and Wesley.



Grades are based on written assignments, midterm and the final exams according to the following weights:

- discussion boards 10%
- homework assignments 15%
- quizzes 30%
- final exam 45%

I will compute final grades by three methods; your grade will be the highest of the three:

- The traditional standard: with 100-93%=A, 92-90%=A-, 87-89%=B+, 83-86%=B, 80-82%=B-, and so on to 59-0%=E,
- The curve: with an overall average grade of B (GPA=3.0),
- The ace-the-final rule: you get an “A” for the course if you score an “A” on the final exam regardless of your point total.

The homework assignments are crucial to the course and will be reviewed in class. Late assignments lose points; copies and exact duplicates are unacceptable. You can submit your assignments online. If you seriously attempt all assignments, your chance of doing well on the exams is much improved. Both the midterms and the final are a combination of multiple choice questions and longer problems; both are closed book. The final is comprehensive in coverage. The exam must be taken at the scheduled time. Incompletes are not generally given for nonmedical reasons.

University Policies

1. ***The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.
2. ***University Safety Statement.*** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.
3. ***Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
4. ***Undocumented Student Support Statement.*** Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or

visit dream.utah.edu.

Topic Outline

1. Introduction
 - economic theory and sports
 - regression analysis and sports statistics

 - Leeds and von Allmen, chapters 1 and 2
 - **Statistics Using Computer Spreadsheets**, U of U video
 - **Inferential Statistics and Multiple Regression**, U of U video

2. Industrial Organization of Sports
 - revenues and costs
 - monopoly
 - importance of leagues
 - price discrimination
 - antitrust policy in sports
 - game theory applications: TV contracts, recruiting, doping
 - competitive balance

 - Leeds and von Allmen, chapters 3-5
 - Andrew Zimbalist, "A Miami Fish Story: Far from losing \$30 million in '97, the Marlins made a hefty profit. So why did their owner destroy the team?" **New York Times**, October 18, 1998
 - Michael Schermer, "The Doping Dilemma: game theory helps to explain the pervasive abuse of drugs in cycling, baseball and other sports," **Scientific American**, April 2008

3. Sports and Public Finance
 - public subsidies for sports franchises
 - all-or-nothing demand
 - the winner's curse and Olympic bids
 - the costs and benefits of a franchise
 - evaluating ripple effects
 - demand for new stadiums
 - stadium financing: taxes, bonds or user charges

 - Leeds and von Allmen, chapters 6 and 7
 - Raymond Keating, "It's Time to Get Government Out of the Sports Business," **USA Today**, March, 2000
 - Dennis Coates and Brad Humphreys, "Do Economists Reach a Conclusion on Subsidies for Sports Franchises, Stadiums, and Mega-Events?" **Econ Journal Watch** 5: 294-315.

4. Sports Labor Markets
 - labor supply and demand
 - monopsony and the reserve clause
 - human capital theory
 - staying in college versus the early draft
 - tournaments and superstars
 - collective bargaining
 - discrimination theory

 - Leeds and von Allmen, chapters 8-10

- Gerald Scully, "Pay and Performance in Major League Baseball," **American Economic Review** 64,1974: 915-930
- William Gildea, "Integrating the Redskins: George Preston Marshall vs. the U.S. Government," **Washington Post**, June 5, 2002
- NBA and NBA Player Association, **Collective Bargaining Agreement**

5. Amateur Athletes

- "not-for-profit" sports
- athletic departments as profit maximizers
- NCAA as a cartel
- pay for college athletes
- Title IX
- Leeds and von Allmen, chapter 11
- University of Utah Academic Senate, **Annual Report Athletics Advisory Council**
- **National College Players Association Mission Statement**, <http://www.ncpanow.org>

6. Conclusion

Assignment Schedule

Date due	Assignment
Sat Aug 24	Module 1 Your Turn Student Introductions
Sat Aug 31	Module 2 Your Turn
Sat Sep 7	Module 3 Your Turn Homework Assignment 1
Sat Sep 14	Quiz 1
Sat Sep 21	Module 5 Your Turn
Sat Sep 28	Module 6 Your Turn
Sat Oct 5	Homework Assignment 2 Module 7 Your Turn
Sat Oct 19	Quiz 2
Sat Oct 26	Module 9 Your Turn
Sat Nov 2	Module 10 Your Turn
Sat Nov 9	Module 11 Your Turn Homework Assignment 3
Sat Nov 16	Quiz 3
Sat Nov 23	Module 13 Your Turn

Fri Dec 13

Final Exam

Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.