

Course Components

- Discussion Forum Posts: Most weeks you will be required to make a post in the Sakai Discussion Forum and respond, evaluate or extend the analysis of at least 2 of your peers. This activity is designed to give you practice explaining and applying course concepts in writing. To prevent a logjam of last-minute posts, your original post/question must be completed 48 hours before the deadline. Detailed instructions and scheduled due dates are provided on pp. 7-8 of the syllabus.
- Research Paper: Research and writing are an integral part of this course. Each student will be required to write a research paper (8-10 pages) on some aspect of the sports economy. Each student is free to select their own topic and I am happy to discuss ideas with you if you are having troubles. Detailed instructions regarding the research paper guidelines can be found on p. 9 of the syllabus. The final paper is due at 11:55pm on November 24th.
- Recorded presentation: each student will be required to do a recorded presentation of their research paper. Detailed instructions with the presentation guidelines will be provided later. The presentation is due at 11:55pm on December 1st.
- 2 Peer Evaluations: Each student is required to watch and evaluate two other student presentations. A list of prompts will be provided on December 1st, and your evaluation will be due by 7pm on December 7th.

Grading: I have carefully constructed the assignments in this course to maximize your learning. You are expected to work hard, actively participate, ask questions when you have any doubts, and perform to the very best of your ability.

The grading breakdown follows: (percentage of final grade)

Discussion Forum Posts	40% (top 11 of 12 posts)
Research Paper	35%
Presentation	15%
Peer Evaluations	10%

Grading Scale (as a percentage of total points)

A	= 93-100	C	= 73-76
A-	= 90-92	C-	= 70-72
B+	= 87-89	D+	= 67-69
B	= 83-86	D	= 60-66
B-	= 80-82	F	< 60
C+	= 77-79		

Generally, I do not curve final grades. However, if I feel that your preparation and in-class participation merits reward, then I will consider a 1- to 2-point curve of your final grade.

When and How to Contact Me

- If you have a question about the course material:
 - If it's brief, then you can ask me before or after class.
 - Speak to me during my office hours.
- If you have a question about Class Policies or Grading:
 - Always check the syllabus and Sakai announcements first as 90% of course procedure questions are answered there.

- If you cannot find the answer in the syllabus or the Sakai announcements, then please email me at balabanr@email.unc.edu.
- You can expect to receive a response within 24-48 hours. If you do not hear from me after 48 hours, please check the email address you used. Emails sent to other email addresses will not be answered.
- If you have a sensitive or personal issue that you would like to discuss:
 - Feel free to setup an individual appointment with me at <http://calendly.com/balabanr> or send an email to balabanr@email.unc.edu.
 - If you use the proper email address, then you can expect to receive a response within 24-48 hours. Emails sent to other email addresses will not be answered.
- If you have a question about majoring in economics or careers in economics:
 - See the section on Sakai entitled “Interesting Links” as many of your questions may be answered there.
 - You can discuss career-related questions with me during office hours.
- A comment on email etiquette
 - Send all correspondences from your UNC email address and include your FULL (official) NAME and PID.
 - Briefly describe the issue in the subject line.
 - Use full sentences (i.e., not text language), and be concise.
 - Be polite and respectful.

Diversity Statement: I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve, I appreciate suggestions.

UNIVERSITY AND COURSE POLICIES

Community Standards in Our Course and Mask Use: This semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community — your classmates and me — as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see [Carolina Together](#).

Honor Code Statement: I expect all students to follow the guidelines of the UNC honor code. In particular, students are expected to refrain from “lying, cheating, or stealing” in the academic context. You can read more about the honor code at honor.unc.edu. In any course, including mine, what constitutes cheating can change from one activity to another. For example, collaboration may be encouraged for an assignment but qualify as cheating during an exam. Please see my guidelines for each activity, and if you are unsure, please ask me to clarify.

You are not permitted to upload any content from this course to the web in any form, including but not limited to Chegg, Course Hero, Coursera, Google Drive, etc. If you post my course content, you may be violating my intellectual property rights. If you post your own work from this course, you are allowing sites to profit from your

intellectual property. In utilizing web sources to upload or download course content, you risk violating the University's Honor Code.

Attendance Policy: No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

Students who present me with University Approved Absence documentation are eligible for makeup work. This includes documentation which comes specifically from ARS, EOC, the Office of the Dean of Students, the Gender Violence Service Coordinators or the official organization (barring club sports). All other types of documentation cannot be used for University Approved Absences, and thus, makeup work cannot be given under these circumstances. Documentation must specify exactly which dates the student is to be excused for; thus, a beginning and end time must be made explicit.

Invalid excuses are anything not listed explicitly as a University Approved Absence, including but not restricted to club activities/events, interviews (unless interviewer provides documentation that the date of the interview cannot be changed), travel and/or vacation plans, feeling unprepared, etc.

Finally, regular attendance is strongly recommended. You are responsible for any announcements that you may have missed if you choose not to attend class. You should get the missed notes/announcements from one of your peers. *You are allowed four (unofficial) absences – no questions asked. Your final grade will be lowered by 2 percentage points for each absence over the allowable four.* In the case of extreme illness or family emergency please notify me and the Dean of Students as soon as possible.

If you have a university approved absence, then it is your responsibility to email me at balabanr@email.unc.edu either before or during the week you return to let me know which assignment(s) you would like to make up. If you email well past the week you return, you will be unable to make up the missed work.

Late/Missed Work Policy

- Deadlines for all assignments are listed on the "Schedule of Due Dates" page which is posted in Sakai. You are strongly urged to complete assignments well ahead of time to avoid any last-minute technical difficulties (e.g., internet issues).
- Late assignments are not accepted unless you have a University Approved Absence with one of the proper documentations as described above.

Regrade Requests: If you feel that your work has been graded unfairly, you may submit it for a regrade. However, the regrade request must be submitted to balabanr@email.unc.edu within one week of when the assignment's grade was posted. There are no exceptions to this rule. In order for your regrade request to be considered, if applicable, you must submit the original work with NO additional markings or changes along with a detailed description of what you believe was graded unfairly and why you think you deserve additional points. Please keep in mind that I reserve the right to regrade any and all parts of the work which is submitted for re-assessment, and your grade may increase, decrease, or stay the same as a result.

UNIVERSITY RESOURCES

Accessibility Resources & Services: The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu.

In order to assure that I have time to comply with your accommodations, please notify me as soon as possible and at least 72 hours in advance of any deadline.

The Learning Center: The UNC Learning Center is a great resource both for students who are struggling in their courses and for those who want to be proactive and develop sound study practices to prevent falling behind. They offer individual consultations, peer tutoring, academic coaching, test prep programming, study skills workshops, and peer study groups. If you think you might benefit from their services, please visit them in SASB North or visit their website to set up an appointment: <http://learningcenter.unc.edu/>

The Writing Center: The Writing Center is located in the Student and Academic Services Building and offers personalized writing consultations as well as a variety of other resources. This could be a wonderful resource to help with your writing assignments in this course (and any assignments in your other courses). You do not need a complete draft of your assignment to visit; they can help you at any stage! You can chat with someone in the writing center or set up an appointment on their website: <http://writingcenter.unc.edu/>

Counseling and Psychological Services: CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Title IX Resources: Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (Elizabeth Hall, interim – titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Calendar and Reading List: You are expected to have all assigned readings completed before the material is presented. The entire chapter is to be read unless otherwise noted. Please expect to have additional readings throughout the semester.

- I. **Introduction and Thinking Like an Economist** (August 18th – September 8th)
 - OpenStax College. (2021, January 27) *Principles of Economics*. OpenStax College. Retrieved from <https://openstax.org/details/books/principles-economics-2e>. (Chapters 1 and 2)
 - Scahill, E. M. (1990). Did Babe Ruth Have a Comparative Advantage as a Pitcher? *The Journal of Economic Education*, 21(4), 402–410.
 - Szymanski, S. (2009). *Playbooks and Checkbooks: An Introduction to the Economics of Modern Sports*. Princeton University Press. (Chapter 1)

- II. **The Purpose of Leagues and Optimal Contest Design** (September 10th – September 22nd)
 - Morrow, S., & Idle, C. (2008). The Challenges of Modernizing a Professional Sport: A Case Study of Professional Road Cycling. In S. Chadwick & D. Arthur (Eds.), *International Cases in the Business of Sport* (pp. 45–59). Boston: Elsevier.
 - Szymanski, S. (2009). *Playbooks and Checkbooks: An Introduction to the Economics of Modern Sports*. Princeton University Press. (Chapter 2)

- III. **Evaluating the Impact of Sport on our Communities** (September 24th – October 1st)
 - Baade, R. A., & Matheson, V. A. (2016). Going for the Gold: The Economics of the Olympics. *Journal of Economic Perspectives*, 30(2), 201–218.

- IV. **Making sense of Prices and Wages Under Different Market Structures** (October 4th – October 27th)
 - Bachman, R., & Higgins, L. (n.d.). NCAA Undervalued Women’s Basketball Tournament by Millions While Prioritizing Men’s Tourney, Report Finds. *The Wall Street Journal*. Retrieved August 5, 2021, from https://www.wsj.com/articles/ncaa-undervalued-womens-basketball-tournament-11628018560?st=rysn3tglpab6w1r&reflink=desktopwebshare_permalink
 - Quirk, J., & Fort, R. (1999). *Hard Ball: The Abuse of Power in Pro Team Sports*. Princeton University Press. (Chapter 4 and related pages in the Appendix).
 - Sanderson, Allen R. and John J. Siegfried. (2018). The National Collegiate Athletic Association Cartel: Why it Exists, How it Works, and What it Does. *Review of Industrial Organization* 52(2): 185-09.
 - Szymanski, S. (2009). *Playbooks and Checkbooks: An Introduction to the Economics of Modern Sports*. Princeton University Press. (Chapters 4 and 5)

- V. **Strategic Interactions** (October 29th – November 10th)
 - Surdam, D. G. (2010). *The Ball Game Biz: An Introduction to the Economics of Professional Team Sports*. McFarland & Co. (pp. 57-69, 78-82)
 - Haugen, K. K. (2004). The Performance-Enhancing Drug Game. *Journal of Sports Economics*, 5(1), 67–86.

- VI. **Special Topic** (November 12th – December 1st)
 - Szymanski, S. (2009). *Playbooks and Checkbooks: An Introduction to the Economics of Modern Sports*. Princeton University Press. (Chapter 3)
 - Surowiecki, J. (2013, January 14). That Sunk-Cost Feeling. *The New Yorker*. <https://www.newyorker.com/magazine/2013/01/21/that-sunk-cost-feeling>

Disclaimer: Although the instructor intends to follow this syllabus as closely as possible, there may be times when deviations from the material presented herein are necessary. Changes will be announced as early as possible so that students can adjust their schedule.

Discussion Forum Post Guidelines

The Sakai Discussion Forum (DF) platform will be used for online discussion about class topics. I want you to use this opportunity to be curious and ask BIG questions about how what we are studying relates to your personal experiences and the world of sports.

Writing quality questions and providing thoughtful responses in the DF will:

- Help you develop writing skills necessary for any career path.
- Reinforce the imperative skill of justifying thoughts and claims with credible evidence and then citing the evidence!
- Enhance critical thinking skills which are sought by employers
- Deepen your understanding of the course content by gaining diverse insights and perspectives from your peers

One of my main goals for using DF is to get you to talk about economics. Most of you will end up in a job that requires you to talk to clients, make recommendations, and explain the numbers you or a colleague generated in a report. Your participation on the DF platform will help you make strides toward being an effective communicator, one that can explain why you did what you did and how that relates to the bigger picture.

In addition, participation on DF will move you towards developing an interesting question for your research paper and help you interact with classmates that have similar or opposing views, the latter of which can improve your critical thinking skills and spillover into interesting in-class discussion.

Your participation in DF will count towards **40 percent of your final grade.**

To receive your weekly credit, you must post 1 question and respond, evaluate, or extend the analysis of at least 2 of your peers. You must complete all 3 components by the 11:55pm Wednesday night deadline to receive credit. This means, for example, that if you post a question and only one response, then you will receive a 0 for that week's post. The DF will be graded for content and clarity according to the guidelines provided below. To prevent a logjam of last-minute posts, your question, which must be related to the course content, must be completed 48 hours before the deadline.

Here are the guidelines for an acceptable question:

- Ask open-ended questions that cannot be Googled. These questions do not have a single accepted "right" answer. Ask questions that will prompt your classmates to think about how what is being learned in class could be applied to solve real-world problems.
- Make it specific. The more specific your question is, the better the responses will be.
- As we progress through the semester, ask questions that make connections between two or more of our lectures.
- Pose a question that is original, i.e., different than one that has been posed.
- Finally, write a question whose response you think would be interesting to read.

Here are the guidelines for an acceptable response:

- Treat your response as a short essay (suggestion is 100+ words). Support your thesis with examples and data to help support your case and add context. You are always welcome to share your opinion but support your opinion with facts.
- Incorporate class content Show off what you've learned!
- Link to videos, images, and sources to add context. The DF uses a rich text editor so you can embed images, gifs, hyperlinks, right into your post. Remember, however, I will focus on content over bells and whistles. I want to see sound economic reasoning!

Deadlines for DF Posts: (Guidelines for each post will be provided on the Sakai Discussion Boards)

	Question Due by 11:55pm on Monday:	Responses Due by 11:55pm on Wednesday:
Post #1	August 30	September 1
Post #2	September 6	September 8
Post #3	September 13	September 15
Post #4	September 20	September 22
Post #5	September 27	September 29
Post #6	October 4	October 6
Post #7	October 11	October 13
Post #8	October 18	October 20
Post #9	November 1	November 3
Post #10	November 8	November 10
Post #11	November 15	November 17
Post #12	November 29	December 1

Your final discussion forum grade will consist of your top 11 (of 12) posts.

Research Paper Guidelines:

The purpose of this paper is to give you an opportunity to delve more deeply into a specific area of Sports Economics. This exercise has the benefits of forcing you to pull together the ideas that you've been acquiring throughout the course, to express them in an organized manner and to gain experience in the use of economic analysis to address something that interests you.

Format Requirement:

The paper should be typed in 10- to 12-point font, double-spaced, and include 1-inch margins all around. It should be a maximum of 10 pages long excluding references, tables, figures, and graphs. The recommended minimum length is 8 pages. Include a separate cover page with your name, paper title, abstract, and a statement of the honor code. All pages after the title page should be numbered consecutively in the lower-right-hand corner.

Content:

In addition to the body of the paper, make sure that you address and/or include the following:

- Explicitly state what this paper is going to be about. What is your research question? Why should we (the readers) be interested in this topic? i.e., how is your topic related to sports economics?
- Review of the literature that is related to this topic and/or will be used to explore the topic.
- Analysis of your research question given the data and information you have collected. Which economic principles will be used to explore your problem and how will they be applied?
- The paper should end with your conclusions. This section should summarize your results and discuss any avenues that are open for further research.
- Include a list of references at the end of your paper. You will need to include at least 5 academic references not already covered in the course. A superior job will likely require many more. Try to get the most recent references possible that are relevant to your topic. While Sports Illustrated, the NY Times and other publications are relevant for social discussions, articles from peer-reviewed economic journals are more applicable. Use the APA format when citing your sources and writing your list of references.
- Include an abstract. An abstract is a concise description of your work, and it should include the following: your motivation, a statement of your thesis, your approach, i.e., what economic tools did you employ, your results, and conclusions. The abstract should be no more than 400 words. The abstract is always the last thing written.

Note:

For your paper to be a valued contribution you must go beyond a simple regurgitation of the literature that you've read. Even if your paper does not employ statistical methods, new data or fancy mathematical theory you can make a contribution by tying together other scholars' writing into a new synthesis. Your contribution is the molding of others' ideas into a new perspective that includes your own understanding of the issues in addition to those of the authors that you cite. Your essay then adds something that is greater than the sum of the articles and books that you've read. To achieve this, you must spend enough time digesting and understanding the literature so that you can write an essay that is not simply an article-by-article replay of what other people have already written. This takes time and is very difficult to do if you try to do a rush job at the very end.

Your research paper counts toward **35 percent of your final grade**.

Due Date: 11:55pm on Wednesday, November 24th.

- A ten-point penalty will be applied for every day that your paper is late.