323

Washington State University
MAJOR CURRICULAR CHANGE FORM - - COURSE
(Submit original signed form and ten copies to the Registrar's Office, zip 1035.)

Future Effective Date: 01/01/2011 **(effective date cannot be retroactive)**

☑ New course ☐ Temporary course ☐ Drop service course
☐ There is a course fee associated with this course (see instructions)

☐ Variable credit ______
☑ Repeat credit (cumulative maximum 6 hours)
☐ Increase credit (former credit ______)
☐ Lecture-lab ratio (former ratio ______)
☐ Number (former number ______)
☐ Prefix (former prefix ______)
☐ Crosslisting (between WSU departments) **(Must have both departmental signatures)**
☐ Cooperative listing (UI prefix and number ______) taught by: WSU ☐ UI ☐ jointly taught ☐
☐ Conjoint listing (400/500)
☐ S, F grading
☐ Request to meet Writing in the Major [M] requirement **(Must have All-University Writing Committee Approval)**
☐ Request to meet GER in ______ **(Must have GenEd Committee Approval)**
☐ Fulfills GER lab (L) requirement
☐ Professional course **(Pharmacy & Vet Med only)**
☐ Graduate credit **(professional programs only)**
☐ Other (please list request) ______

SPMGT

SpMgt	521	Special Topics in Sport Management
course prefix	course no.	title

v 1-3				Admission into the Sport Management Graduate Program; ~~or by permission of the instructor~~
credit	lecture hrs per week	lab hrs per week	studio hrs per week	prerequisite

Description (**20 words or less**) Recent research, developments, issues, and/or applications in selected areas of Sport Management. May be repeated for credit; cumulative maximum 6 hours.

Instructor: ______ Phone number: ______ Email: ______
Contact: Lynn Buckley Phone number: 335-9117 Email: buckleyl@wsu.edu
Campus Zip Code: 2136

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar's Office.

[signature] 9-26-11	[signature] 1-30-12	
Chair/date	**Dean/date**	**General Education Com/date**
Chair (if crosslisted/interdisciplinary)*	**Dean (if crosslisted/interdisciplinary) ***	**Graduate Studies Com/date**
All-University Writing Com/date	**Academic Affairs Com/date**	**Senate/date**

***If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.**

Rationale

The Sport Management Graduate Program would like to submit a new course for your consideration.

According to a 2011 research report conducted by the market research firm Eduventures (a research contractor for WSU examining education-related programs) Sport Management appears to be one of the more attractive areas for future consideration, with a strong growth rate, positive degree conferral growth (69%) between 2005 and 2009, and a comparatively small number of providers (62) nationally.

In spring 2012, the Sport Management Graduate Program will begin offering courses for an online version of our Master's degree, as approved by the Dean of the College of Education and the Provost. The online initiative stems from the above (Eduventures) assessment that there is an unmet demand for such a program, and that it will attract students from a diverse population in the sport industry, including place-bound students already working in the industry.

With an anticipated increase in the number and the diverse educational needs of students targeted for the new online program, there is a need to offer a greater diversity of course topics in a manner responsive to the career goals of the online student population. The addition of SpMgt 521 (Special Topics in Sport Management) will provide flexibility to respond to this need, particularly given the curriculum development constraints imposed by the current economic environment. The Sport Management faculty envisions that, in addition to WSU Sport Management faculty, visiting scholars, faculty from other programs or Colleges at WSU, and faculty from other universities may be able to offer their unique expertise through the SpMgt 521 Special Topics course.

SpMgt 521
Topics in Sport Management

Course Description

This course examines recent research developments, issues, and/or applications in selected areas of sport management. Possible areas of study will be special issues in the legal, marketing, financing, and management realms of the sport industry. Pre-requisite: Admission in the Graduate Program or Permission of the Instructor.

Below is a possible course syllabus for a Sport Finance and Economics class.

Course Overview

This course focuses on the economic aspects of American sports. Among these issues are: fan demand, advertising, team output decisions, league/conference organization, and government involvement in sports. The course will explain how winning is a determinant of demand, how profit motives drive quality choices, the effects of monopoly power, labor-management relationships, and governments role in professional sports while teaching fundamental micro-economic concepts. The course provides students with a framework to understand how the economy works. From this framework, students will be able to apply the models learned to understand and appreciate a wide range of economic and social issues.

Required Textbooks

Fort, Rodney D. 2011. Sports Economics 3d Edition (Prentice Hall)

Course Description

The purpose of this course is to teach fundamental economic theory concepts by explaining the economic aspects of American sports include demand, advertising, output, league structures, and governments. The course provides students with a framework to understand how the economy works. From this information, students will be able to apply the models learned to understand and appreciate a wide range of economic and social issues. By the end of the course, students should be able to intelligently discuss the importance and impact of policies found in the news. The course will include both a lecture format that teaches the economic principals and a seminar format in which students will discuss issued raised in class and in readings.

Course Learning Objectives

The course has the following main objectives:

- Articulate the motivation for the demand for sport attendance and its relation to revenues,
- Explain and diagram how the profit motive drives owners and league choices about quality,
- Analyze the role and implications of monopoly power in sports markets,

- Explain labor-management relationships and bargaining,
- Examine and list public choice lessons with respect to government and sports business (stadium subsidies and leases, special tax status, antitrust exemption).

Evaluation Procedures

The final grade for this course will be based on a test from content learned in the lectures and from the assigned readings and homework questions. There will be a research project. The projects will consist of answering research questions by applying the theory learned in the course to actual data collected from sports. Further, the course will contain sport commentaries. Each student is required to write a two-paged, single spaced, commentary on a topic being discussed in the media. The purpose of the exercise is to intelligently discuss, in a concise and coherent manner, sport related issues through the concepts discussed in class. In particular, how the topic being discussed in the media related with the course content. The instructor will provide a list of possible research questions that the student can choose from or the student can choose to create a research question upon approval from the instructor. Finally, each student is required to create a case study on any topic that we covered in the class. Rather than using samples and following a rigid protocol to examine limited number of variables, case study methods involve an in-depth, longitudinal examination of a single instance or event: a case. They provide a systematic way of looking at events, collecting data, analyzing information, and reporting the results.

Course Assessment

Method	Percentage of Final Grade
Homework Questions	10
Midterm test	20
Final exam	20
Case study	20
Research Project	20
Sport commentaries	10

A = 96-100; A- = 91-95; B+ = 87-90; B = 83-86; B- = 80-82; C+ = 77-79;
C = 73-76; C- = 70-72; D+ = 65-69; D = 60-64; F < 64

Weekly Homework Assignments

A number of homework questions will be assigned and due prior to the start of the following weeks class. The homework questions and their answers will be posted one the course website.

Homework assignment will be graded on accuracy.

Sport Commentary Portfolio

Each student is required to write 2 one-page, single spaced, commentaries on a topic being discussed in the media. The purpose of the exercise is to intelligently discuss, in a concise and coherent manner, sport related issues through the concepts discussed in class. In particular, how the topic being discussed in the media relate with the course content. Any topic can be discussed; however it may be most useful to choose areas that are of interest to you. If a source is required The Sports Business Journal is available in the library.

Each student is to hand-in two one-page commentaries. Commentaries are to include:

- A summary of the topic/discussion
- The topic/discussions relation to class concepts
- How your perspective on the topic has changed or not changed from covering the material in class.
- If we have not covered the topic in class, what questions do you have about the topic?
- A summary of your thoughts and recommendation to resolve the issue.

See rubric for grading.

Case Study

Each student is required to create a case study on any topic that we covered in the class.

Rather than using samples and following a rigid protocol to examine limited number of variables, case study methods involve an in-depth, longitudinal examination of a single instance or event: a case. They provide a systematic way of looking at events, collecting data, analyzing information, and reporting the results. As a result the researcher may gain a sharpened understanding of why the instance happened as it did, and what might become important to look at more extensively in future research. Case studies lend themselves to both generating and testing hypotheses. Research examples of case studies to find different formats.

The objective of the case study is to provide you with the opportunity to conduct thorough research in a specific area and communicate intelligently about a specific argument. The case study is to be between 7-10 pages singled spaced plus appropriate tables.

See rubric for grading.

Research Project

Each research project uses actual data generated from professional sports to test a hypothesis of one the theories learned in class (e.g. the effects of salary caps on competitive balance). The student is to: summarize the main concept, define the hypotheses, explain rationale for choosing the statistical test which will be used to test the hypotheses, test the hypotheses, summarize the findings, and explain whether or not the finding support the tested theory. Students choose from a list of ten possible research projects.

See rubric for grading.

Midterm Exam
The midterm will consist of short answer problem and multiple choice questions.

Midterm will be graded on accuracy.

Final Exam
The final exam will consist of short answer problem and multiple choice questions.

Final exam will be graded on accuracy.

General Information and Expectations

Students with Disabilities: I am committed to providing assistance to help you be successful in this course. Reasonable accommodations are available for students with a documented disability. Please go to the Disability Resource Center (DRC) during the first two weeks of every semester to seek information or to qualify for accommodations. All accommodations MUST be approved through the DRC, located in the Administration Annex Bldg, Room 205. To make an appointment with a disability counselor, please call 335-3417.

Students are expected to understand the meaning of academic integrity, and to behave in accordance with the University's policies on academic integrity. Visit the Office of Student Conduct website (http://conduct.wsu.edu/default.asp?PageID=109) for details. Students who violate academic integrity standards will fail the course.

Students are responsible for meeting all of their academic obligations, even if they are engaged in university-sponsored activities (as, for example, theatre, athletics, or field trips). There are no "excused absences" for such activities; students must make appropriate arrangements with the professor.

To ensure all WSU students' safety, health, and welfare, the University has developed policies and procedures to that end. You can find more information through the following links: http://safetyplan.wsu.edu; http://oem.wsu.edu/emergencies; and http://alert.wsu.edu. You should visit these sites and be familiarized with their content.

This is a graduate course and I expect your work to be at a graduate level, especially your writing. You may lose up to 20% of your grade for writing errors.

This syllabus is subject to change.

Course Outline

Course Outline
Week1: Introduction, Demand **Assigned readings: Chapter 2, pp: 1 – 10: Fort, Rodney D. 2010. Sports Economics. 3rd ed. Prentice Hall** **Homework questions: Chapter 2 # 1, 5, 7.** • List of the economic players in the business of sports • Explain how the economic players interact to develop a market • Gain a perspective of the size of the North American sports market • Calculate marginal rate of substitution • Identify the factors that contribute to demand • Explain with diagrams the concepts of demand for sports, why it varies for different sports, and why teams have market power • Explain with diagrams how demand functions yields estimates for sports fan welfare • Calculate total revenue • Calculate consumer surplus
Week 2: Demand, Elasticity, Revenue • **Assigned readings: Chapter 2, pp: 13 – 32: Fort, Rodney D. 2010. Sports Economics. 3rd ed. Prentice Hall** • **Homework questions: Chapter 2 # 11, 12, 13, 14, 15** **Lee, Y. H, and R. Fort. 2008. "Attendance and the uncertainty-of-outcome hypothesis in baseball."** ***Review of Industrial Organization*** **33 (4): 281–295.** • Analyze the relationship between demand, elasticity, total revenue, and marginal revenue in sports • Explain why more inelastic demand can charge higher prices than those with more elastic demand • Articulate why revenue variation is the source of unbalanced competition on the field and tension between teams in a given league • Calculate elasticity • Determine the optimal price of a profit maximizing team
Week 3: Broadcast Rights, Marginal Revenue Product **Assigned readings: Chapter 3, pp: 50 – 87: Fort, Rodney D. 2010. Sports Economics. 3rd ed. Prentice Hall** **Homework questions: Chapter 3 # 5, 6, 7, 11,12** • Describe the functioning of advertising and the market for sports programming • Show with diagrams that market power lies with leagues; broadcast cable, and satellite media providers merely channel money competitively from advertisers to leagues • Describe why advertising revenues can be large enough to cover a team's entire

payroll
- Discuss how broadcasting increases athletes salaries
- Recognize that the outright team ownership by media providers may increase the distance between revenue have and have-nots, leading to increase competitive balance problems
- Solve game theory applications

Week 4: Costs, Profits, Winning; Hand out group projects

Assigned readings: Chapter 4, pp: 90 – 121: Fort, Rodney D. 2010. Sports Economics. 3rd ed. Prentice Hall
Homework questions: Chapter 4 # 2, 5, 6, 8, 12
Szymanski, S., and S. Kesenne. 2004. "Competitive balance and gate revenue sharing in team sports." *The Journal of Industrial Economics* 52 (1): 165–177.
- Explain the difference between the short-run and long-run decisions
- Demonstrate by example that, subject to the real work allowances for uncertainty, the short-run and long-run choices made by owners are consistent with profit maximization
- Diagram how profit maximization creates tension between those who want champions (fans, players, and on-field managers) and owners, who also want to win but have to pay attention to the revenues and costs associated with doing so
- Show how variations in profits across teams in a given league contribute to competitive balance problems within a league
- Identify how acceptable sports accounting techniques can make profitable sports teams appear unprofitable, and why sports team owners may prefer it that way

Week 5: Leagues, Location, Expansion
Assigned readings: Chapter 6 # 1, 7, 9, 11
Homework questions: Chapter 6 # 1, 7, 9, 11
Vrooman, J. 1995. "A general theory of professional sports leagues." *Southern Economic Journal*: 971–990.
- Describe how leagues facilitate play on the field and maintain the business structure of sports
- Explain how the business structure of sports leagues establishes and maintains exclusivity for member teams
- List the financial and strategic components of expansion and team relocation choices by the league
- Describe the role that rival leagues have played in the formation of today's modern leagues
- Discuss how owners act in joint ventures through their leagues, including TV contract negotiations, labor negotiations, and dealing with their host cities

Week 6: Competitive Balance/Test
Assigned readings: Chapter 5, pp: 126 – 150: Fort, Rodney D. 2010. Sports Economics. 3rd ed. Prentice Hall
Homework questions: Chapter 5 # 3, 4, 5, 11, 12

El-Hodiri, M., and J. Quirk. 1971. "An economic model of a professional sports league." *The Journal of Political Economy* 79 (6): 1302–1319.

- Use the two-team diagram of a pro sports league to determine the equilibrium winning percentages and payroll
- Demonstrate with the two-team diagram that the cause of winning imbalance and payroll imbalance is the underlying revenue potential across the league
- Repeat the lessons on the historical data on competitive imbalance in pro sports leagues
- Demonstrate with the two-team diagram whether the various mechanisms touted to enhance competitive balance – such as revenue sharing, the draft, luxury taxes, and salary caps – actually will improve competitive balance

Week 7: Value of Talent, Marginal Revenue Product

Assigned readings: Chapter 7, pp: 200 – 239: Fort, Rodney D. 2010. Sports Economics. 3rd ed. Prentice Hall
Homework questions: Chapter 9 # 1, 4, 7, 8, 11
Noll, R. G, and Brookings Institution (Washington). 1974. *Government and the sports business*. Brookings Institution Washington, DC.

- Explain how marginal revenue product theory provides a general an insightful explanation of paying and hiring in sports
- Explain why the bidding war explanation of player pay only holds as a few teams approach the pay-offs
- See that the winner-take-all logic might explain individual sports outcome but that it does not explain team sports outcomes but that it does explain player pay in team sports
- List the variety of impacts that discrimination can have in sports labor markets and appreciate the limits of economics in the analysis of gender and racial discrimination in sports pay and hiring

Week 8: Owners use of Monopoly Power to Collect Rents
Assigned readings: Chapter 8, pp: 244 - 273 Fort, Rodney D. 2010. Sports Economics. 3rd ed. Prentice Hall
Homework questions: Chapter 8 # 1, 4, 7, 8, 11

- Graphically demonstrate in general terms the value to owners of reducing competition over player talent
- List both theoretical reason that player drafts reduce competition over player talent and the particular ways the drafts have been implemented in pro sports
- List the theoretical reason that the reserve clause reduces competition over player talent, and know the history of the evolution and demise of the reserve clause in pro team sports
- Describe the data that show how much reduced competition over player talent has been worth to owners, especially the value of the reserve clause while it was in effect
- Write the invariance principle and its implication for competitive balance

Week 9: Labor Relations

Assigned readings: Chapter 9, pp: 277 - 318 Fort, Rodney D. 2010. Sports Economics. 3rd ed. Prentice Hall **Homework questions: Chapter 10 # 1, 3, 5, 11** • Discuss the major elements of modern labor relations process, including the legal setting, how owners and players are organized, and how they interact to produce collective bargaining outcomes • Explain why unions organize and what organizational problems union organizers must overcome • Show that basic bargaining is the process of looking forward and working back-the basic 50-50 outcome is adjusted by the alternatives that are available to each side of collective bargaining negotiations • Explain how work stoppages happen • Summarize the history of labor relations in each of the four major pro teams
Week 10: Government Subsidies **Assigned readings: Chapter 10, pp: 323 - 357 Fort, Rodney D. 2010. Sports Economics. 3rd ed. Prentice Hall** **Homework questions: Chapter 10 # 1, 3, 5, 11** • Explain how sports teams provide external benefits that can justify a subsidy to team owners. • Show by diagrams that it can make economic sense to subsidize a money-losing owner as long as buyers' surpluses are large enough. • Show with examples that sport teams subsidies do not appear to generate new economic impacts or enough development value to justify subsidies. • Show by diagrams that estimates of buyers' surpluses and external benefits indicate that sports owner subsidies may be worth the cost that other estimates do not support that conclusion.
Week 11: Economics of Stadiums **Assigned readings: Chapter 11, pp: 362 - 393 Fort, Rodney D. 2010. Sports Economics. 3rd ed. Prentice Hall** **Homework questions: Chapter 11 # 1, 4, 5, 9, 13** • Articulate the basic concentrated benefits and dispersed costs prediction of the rational actor explanation of representative democracy outcomes. • Explain how league control of team location gives team owners the upper hand in stadium negotiations. • Argue that the concentrated benefits and dispersed costs explanation depicts the typical stadium subsidy outcome. • Summarize the history that direct democracy through referenda and initiative has not curbed the stadium mess because it has both theoretical and practical implications.

Week 12: Antitrust Chapter 12: pp: 396 – 422 Fort, Rodney D. 2010. Sports Economics. 3rd ed. Prentice Hall **Homework questions: Chapter 12 # 6, 9, 10, 12, 15** • Articulate the Sherman Act and the reasons that baseball has been given anti-trust exemption • Explain the consequences of professional sports anti-trust exemption as it relates to fans, players, and owners • Discuss current anti-trust cases in professional sports and their relevance to the future of professional sports in North America.
Week 13: Exam

Sport Commentary Portfolio Rubric

Criteria	Exceed expectations (3)	Meets Expectations (2)	Unsatisfactory (1)	Score
Summary of article or issue The level of accuracy and conciseness that the article was summarized	Able to concisely summarize the article in a less than five sentences	Able to summarize the article but not in a concise manner	Unable to effectively summarize the article	
Identification of the 'real' issue To the degree that the underlying issue was identified	Able to effectively identify the underlying issue discussed in the article	Understand some of the issues discussed in the article but has not clearly identified the main issue	Unable to identify any of the main issues discussed in the article	
Relevancy to class material To the degree that a link was made from the main issued to a theory learned in class	Able to 'perfectly' align the main issue to a theory learned in class.	Discussed some of theories learned in class but did not directly link the main issue of the article to a theory learned in class.	No link was made between the main issue in the article and a theory learned in class	
Discussions, extensions, recommendations, and depth of thinking The degree of depth involved in the developing discussions, extensions, and recommendations. This should be beyond opinion	Able to intelligently extend the discussions beyond a summary of the article. Points are backed by theory.	Extensions are made, however they are based on opinions rather than theory	No extensions were made	

Sport Commentary Portfolio Case Study

Criteria	Exceed expectations (3)	Meets Expectations (2)	Unsatisfactory (1)	Score
Summary and background information	A thorough background of the sport and issue being presented. Data are included and formatted in tables.	A thorough background of the sport and issue being presented. No data are included.	An introduction is included; however it does not lead into the remainder of the case.	
Specific problem or issue is identified and discussed	Able to effectively articulate a specific problem or issue of the case. A history of the issue is discussed.	Articulate a specific problem or issue of the case. No history of the issue is discussed.	No specific problem or issue is discussed. The case is left without a definite purpose	
Solutions to the problem or issue	A number of different options and to the problems are discussed along with the costs and benefits of each. One specific recommendation is given and backed with rationale.	A number of different options and to the problems are discussed. One specific recommendation is given with little rationale.	Very little possible solutions are provided nor is a specific solution proposed.	

Sport Commentary Portfolio Research Project

Criteria	Exceed expectations (3)	Meets Expectations (2)	Unsatisfactory (1)	Score
Summarize the main concept and define a specific hypothesis	The main topic is summarized correctly using written words and the hypotheses are defined correctly.	The main topic is summarized correctly using written words; however the hypotheses are not defined correctly.	The main topic is summarized correctly using written words, and the hypotheses are not defined correctly.	
Methodology	The appropriate statistical methodology was chosen to test the hypothesis of interest and a rationale is provided	The appropriate statistical methodology was chosen to test the hypothesis of interest; however a rationale is not provided	An inappropriate statistical methodology was chosen to test the hypothesis of interest and a rationale is not provided	
Summary of findings	Able to effectively article the findings of the statistical methodology	Somewhat able to effectively article the findings of the statistical methodology	Unable to effectively article the findings of the statistical methodology	
Discussion	Able to accurately discuss and relate the finding in relation to the theory tested.	Somewhat able to accurately discuss and relate the finding in relation to the theory tested.	Unable to accurately discuss and relate the finding in relation to the theory tested.	

Sport Finance and Economics Bibliography

Andreff, W., and P.D. Staudohar. 2000. "The evolving European model of professional sports finance." *Journal of sports economics* 1 (3): 257.
Bradbury, John. C, and Douglas. J Drinen. 2007. "Crime and punishment in Major League Baseball: The case of the designated hitter and hit batters." *Economic Inquiry* 45 (1): 131–144.
Bray, Steven. R, and W. Neil Widmeyer. 2000. "Athletes' Perceptions of the Home Advantage: An Investigation of Perceived Causal Factors." *Journal of Sport Behavior* 23 (1).
Clarke, Stephen R., and John M. Norman. 1995. "Home Ground Advantage of Individual Clubs in English Soccer." *Journal of the Royal Statistical Society. Series D (The Statistician)* 44 (4) (January 1): 509-521. doi:10.2307/2348899.
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Lee, Y. H, and R. Fort. 2008. "Attendance and the uncertainty-of-outcome hypothesis in baseball." *Review of Industrial Organization* 33 (4): 281–295.
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Price, J., and J. Wolfers. "Biased Referees?: Reconciling Results with the NBA's Analysis."
Price, Joe, and Justin Wolfers. 2011. "BIASED REFEREES?: RECONCILING RESULTS WITH THE NBA'S ANALYSIS." *Contemporary Economic Policy.*
Price, Joseph, and Justin Wolfers. 2011. "Racial Discrimination Among NBA Referees." *Quarterly Journal of Economics* 125 (4) (February 26): 1859-1887. doi:10.1162/qjec.2010.125.4.1859.

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Sutter, Matthias, and Martin G. Kocher. 2004. "Favoritism of agents-The case of referees' home bias." *Journal of Economic Psychology* 25 (4): 461–469.
Szymanski, S., and S. Kesenne. 2004. "Competitive balance and gate revenue sharing in team sports." *The Journal of Industrial Economics* 52 (1): 165–177.
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REVISED

SpMgt 521
Special Topics in Sport Management

Course Description

Sport Management 521 is a Special Topics Course. The "topic" of the course may vary any given semester; however, the subject will align specifically with sport management. The course will examine recent research developments, issues, and/or applications in selected areas of sport management. Possible areas of study will be special issues in the legal, marketing, financing, and management realms of the sport industry.
Pre-requisite: Admission in the Graduate Program or Permission of the Instructor.

Below is the tentative course syllabus for a Sport Finance and Economics class.

SpMgt 521 – Special Topics - Sport Finance and Economics

Course Overview
This course focuses on the economic aspects of American sports. Among these issues are: fan demand, advertising, team output decisions, league/conference organization, and government involvement in sports. The course will explain how winning is a determinant of demand, how profit motives drive quality choices, the effects of monopoly power, labor-management relationships, and governments role in professional sports while teaching fundamental micro-economic concepts. The course provides students with a framework to understand how the economy works. From this framework, students will be able to apply the models learned to understand and appreciate a wide range of economic and social issues.

Required Textbooks
Fort, Rodney D. 2011. Sports Economics 3d Edition (Prentice Hall)

Course Description
The purpose of this course is to teach fundamental economic theory concepts by explaining the economic aspects of American sports include demand, advertising, output, league structures, and governments. The course provides students with a framework to understand how the economy works. From this information, students will be able to apply the models learned to understand and appreciate a wide range of economic and social issues. By the end of the course, students should be able to intelligently discuss the importance and impact of policies found in the news. The course will include a lecture format that teaches the economic principals, assigned readings, a research component that allows students to investigate current trends through scholarly publications, and a discussion format (via wsu.online).

Sport Commentary Portfolio
Each student is required to write 2 one-page, single spaced, commentaries on a topic being discussed in the media. The purpose of the exercise is to intelligently discuss, in a concise and coherent manner, sport related issues through the concepts discussed in class. In particular, how the topic being discussed in the media relate with the course content. Any topic can be discussed; however it may be most useful to choose areas that are of interest to you. Students will have access to e-journals via the WSU library system and assignments will be dropped in a drop box in the course space by designated dates.

Each student is to submit two one-page commentaries. Commentaries are to include:

- A summary of the topic/discussion
- The topic/discussions relation to class concepts
- How your perspective on the topic has changed or not changed from covering the material in class.
- If we have not covered the topic in class, what questions do you have about the topic?
- A summary of your thoughts and recommendation to resolve the issue.

See rubric for grading.

Case Study
Each student is required to create a case study on any topic that we covered in the class. Case studies lend themselves to both generating and testing hypotheses. Students will research various examples of case studies and become knowledgeable of a variety of formats. Rather than using samples and following a rigid protocol to examine limited number of variables, case study methods involve an in-depth, longitudinal examination of a single instance or event: a case. They provide a systematic way of looking at events, collecting data, analyzing information, and reporting the results. As a result the researcher may gain a sharpened understanding of why the instance happened as it did, and what might become important to look at more extensively in future research.

The objective of the case study is to provide you with the opportunity to conduct thorough research in a specific area and communicate intelligently about a specific argument. The case study is to be between 7-10 pages singled spaced plus appropriate tables.
See rubric for grading.

Research Project
Each research project uses actual data generated from professional sports to test a hypothesis of one the theories learned in class (e.g. the effects of salary caps on competitive balance). The student is to: summarize the main concept, define the hypotheses, explain rationale for choosing the statistical test which will be used to test the hypotheses, test the hypotheses, summarize the findings, and explain whether or not the finding support the tested theory. Students choose from a list of ten possible research projects.
See rubric for grading.

Accommodation of Disability

Pullman Campus - Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center (Washington Building 217) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

Distance Degree Course - Reasonable accommodations are available for students with a documented disability. WSU Online and the Access Center work together to provide reasonable accommodations for students who have documented disabilities and who are registered both with WSU Online and the Access Center. WSU Online's liaison to the Access Center will assist you in getting started. To begin this process, contact WSU Online (800-222-4978 or distance@wsu.edu). We strongly recommend that you notify us as soon as possible. All accommodations must be approved through the Access Center.
Access Center, 217 Washington Building, PO Box 642322, Pullman, WA 99164-2322, 509-335-3417

Instructor interaction - for online courses

The instructor will make every effort to be in the course space 3 times each week (Mon-Fri) and to respond to questions within 36 hours (Mon-Fri). Grades for essays, editorials, and analyses will be posted within 10-14 days after the due date. Grades for all other assignments will be posted within 7-10 days of the due date.
If you have any questions, please follow this process:

1. Go to the Discussion Board and select the "Questions for the Instructor" discussion forum.
2. Scan the list of previous questions posted to see if your question has already been asked.

If your question has not yet been asked, post it. The instructor will respond within 48 hours and, in some cases, a classmate may also provide the answer.

The ground rules about Scholarly Online Discussion

One of the concerns in distance education is that the student learns in isolation and does not receive the personalized attention that they might in the campus-based classroom. While we don't physically meet together in a classroom, it does not mean that our students are isolated from each other or from the teaching team. The instructor strives to maintain communication and contact with all students in this online course. But perhaps even more important is supporting ongoing scholarly discussion of the material we are learning. ***Weekly discussion is a central and graded element in this course***. Please read the Ground Rules below before engaging in discussions.

- Be open-minded to learning new information and/or another point of view.
- Maintain confidentiality regarding information discussed in class.
- Participate! Share your relevant knowledge, thoughts, and ideas with others for constructive class discussion.
- Use appropriate language; no put-downs. Address differences directly and positively. Respect one another's opinions, beliefs, and ideas.
- Posts should not be meant to offend or be hostile to a particular person or belief.

Course Outline – *[to the catalogue committee: the fine details of this syllabus are being completed; this course is currently taught face to face and will be modified with the help of WSU e-learning consultant for online delivery]*

Course Outline

Week1: Introduction, Demand

Assigned readings: Chapter 2, pp: 1 – 10: Fort, Rodney D. 2010. Sports Economics. 3rd ed. Prentice Hall
Homework questions: Chapter 2 # 1, 5, 7.

- List of the economic players in the business of sports
- Explain how the economic players interact to develop a market
- Gain a perspective of the size of the North American sports market
- Calculate marginal rate of substitution
- Identify the factors that contribute to demand
- Explain with diagrams the concepts of demand for sports, why it varies for different sports, and why teams have market power
- Explain with diagrams how demand functions yields estimates for sports fan welfare
- Calculate total revenue
- Calculate consumer surplus

Week 2: Demand, Elasticity, Revenue

- **Assigned readings: Chapter 2, pp: 13 – 32: Fort, Rodney D. 2010. Sports Economics. 3rd ed. Prentice Hall**
- **Homework questions: Chapter 2 # 11, 12, 13, 14, 15**

Lee, Y. H, and R. Fort. 2008. "Attendance and the uncertainty-of-outcome hypothesis in baseball." ***Review of Industrial Organization*** **33 (4): 281–295.**

- Analyze the relationship between demand, elasticity, total revenue, and marginal revenue in sports
- Explain why more inelastic demand can charge higher prices than those with more elastic demand
- Articulate why revenue variation is the source of unbalanced competition on the field and tension between teams in a given league
- Calculate elasticity
- Determine the optimal price of a profit maximizing team

Week 3: Broadcast Rights, Marginal Revenue Product

Assigned readings: Chapter 3, pp: 50 – 87: Fort, Rodney D. 2010. Sports Economics. 3rd ed. Prentice Hall
Homework questions: Chapter 3 # 5, 6, 7, 11,12

- Describe the functioning of advertising and the market for sports programming
- Show with diagrams that market power lies with leagues; broadcast cable, and

Week 6:
Commentary Portfolio # 1 Due.
Mid Term Exam

Week 7: Competitive Balance/Test
Assigned readings: Chapter 5, pp: 126 – 150: Fort, Rodney D. 2010. Sports Economics. 3rd ed. Prentice Hall
Homework questions: Chapter 5 # 3, 4, 5, 11, 12
El-Hodiri, M., and J. Quirk. 1971. "An economic model of a professional sports league." ***The Journal of Political Economy*** **79 (6): 1302–1319.**

- Use the two-team diagram of a pro sports league to determine the equilibrium winning percentages and payroll
- Demonstrate with the two-team diagram that the cause of winning imbalance and payroll imbalance is the underlying revenue potential across the league
- Repeat the lessons on the historical data on competitive imbalance in pro sports leagues
- Demonstrate with the two-team diagram whether the various mechanisms touted to enhance competitive balance – such as revenue sharing, the draft, luxury taxes, and salary caps – actually will improve competitive balance

Week 8: Value of Talent, Marginal Revenue Product

Assigned readings: Chapter 7, pp: 200 – 239: Fort, Rodney D. 2010. Sports Economics. 3rd ed. Prentice Hall
Homework questions: Chapter 9 # 1, 4, 7, 8, 11
Noll, R. G, and Brookings Institution (Washington). 1974. ***Government and the sports business.*** **Brookings Institution Washington, DC.**

- Explain how marginal revenue product theory provides a general an insightful explanation of paying and hiring in sports
- Explain why the bidding war explanation of player pay only holds as a few teams approach the pay-offs
- See that the winner-take-all logic might explain individual sports outcome but that it does not explain team sports outcomes but that it does explain player pay in team sports
- List the variety of impacts that discrimination can have in sports labor markets and appreciate the limits of economics in the analysis of gender and racial discrimination in sports pay and hiring

Week 12: Economics of Stadiums
Assigned readings: Chapter 11, pp: 362 - 393 Fort, Rodney D. 2010. Sports Economics. 3rd ed. Prentice Hall
Homework questions: Chapter 11 # 1, 4, 5, 9, 13

- Articulate the basic concentrated benefits and dispersed costs prediction of the rational actor explanation of representative democracy outcomes.
- Explain how league control of team location gives team owners the upper hand in stadium negotiations.
- Argue that the concentrated benefits and dispersed costs explanation depicts the typical stadium subsidy outcome.
- Summarize the history that direct democracy through referenda and initiative has not curbed the stadium mess because it has both theoretical and practical implications.

Week 13: Antitrust Chapter 12: pp: 396 – 422 Fort, Rodney D. 2010. Sports Economics. 3rd ed. Prentice Hall
Homework questions: Chapter 12 # 6, 9, 10, 12, 15

- Articulate the Sherman Act and the reasons that baseball has been given anti-trust exemption
- Explain the consequences of professional sports anti-trust exemption as it relates to fans, players, and owners
- Discuss current anti-trust cases in professional sports and their relevance to the future of professional sports in North America.

Commentary Portfolio # 2 Due

Week 14: Research Project
Each research project uses actual data generated from professional sports to test a hypothesis of one the theories learned in class (e.g. the effects of salary caps on competitive balance). The student is to: summarize the main concept, define the hypotheses, explain rationale for choosing the statistical test which will be used to test the hypotheses, test the hypotheses, summarize the findings, and explain whether or not the finding support the tested theory. Students choose from a list of ten possible research projects. See grading rubric.

Week 15: Case Study
The objective of the case study is to provide you with the opportunity to conduct thorough research in a specific area and communicate intelligently about a specific argument. The case study is to be between 7-10 pages singled spaced plus appropriate tables. See grading rubric

Final Exam

Case Study Rubric

Criteria	Exceed expectations (3)	Meets Expectations (2)	Unsatisfactory (1)	Score
Summary and background information	A thorough background of the sport and issue being presented. Data are included and formatted in tables.	A thorough background of the sport and issue being presented. No data are included.	An introduction is included; however it does not lead into the remainder of the case.	
Specific problem or issue is identified and discussed	Able to effectively articulate a specific problem or issue of the case. A history of the issue is discussed.	Articulate a specific problem or issue of the case. No history of the issue is discussed.	No specific problem or issue is discussed. The case is left without a definite purpose	
Solutions to the problem or issue	A number of different options and to the problems are discussed along with the costs and benefits of each. One specific recommendation is given and backed with rationale.	A number of different options and to the problems are discussed. One specific recommendation is given with little rationale.	Very little possible solutions are provided nor is a specific solution proposed.	

Sport Finance and Economics Bibliography

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