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Number: _____
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Action-Date: UWUCC App 9/19/00
Senate App 10/3/00

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Nicholas Karatjas Phone 7-2640

Department Economics

II. PROPOSAL TYPE (Check All Appropriate Lines)

 COURSE Economics of Sports
Suggested 20 character title

 X **New Course*** EC 239: The Economics of Sports
Course Number and Full Title

 Course Revision _____
Course Number and Full Title

 Liberal Studies Approval + _____
for new or existing course Course Number and Full Title

 Course Deletion _____
Course Number and Full Title

 Number and/or Title Change _____
Old Number and/or Full Old Title

New Number and/or Full New Title

 Course or Catalog Description Change _____
Course Number and Full Title

 PROGRAM: Major Minor Track

 New Program* _____
Program Name

 Program Revision* _____
Program Name

 Program Deletion* _____
Program Name

 Title Change _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

William W. Radell
Department Curriculum Committee

Nicholas Karatjas
Department Chair

[Signature] 1/26/2000
College Curriculum Committee

[Signature] 1/26/2000
College Dean

Director of Liberal Studies (where applicable)

*Provost (where applicable)



Section A: Details of the Course

- A1 What academic need does this course fulfill? How does this course fit into the programs of the department? For what clientele is the course designed? Majors? Students in other majors? Liberal Studies? State specifically whether or not the course is proposed for inclusion in the Liberal Studies course list.**

The Economics of Sports has been designed as an application of economics to a popular subject. It would expose more students to introductory economic concepts.

The course would be an elective course for majors, an elective course for non-majors, and a required course for the proposed sports management program.

Since there is no economics prerequisite, it is available to economics majors as an applications course and could also be taken by sophomores, juniors, and seniors who have had no economics and expose them to the economic way of thinking.

We have not yet proposed this course for inclusion into LS course list.

- A2 Does this course require changes in content of existing courses? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.**

No changes in existing courses are required.

- A3 Does this course follow the traditional type of offering by the department or is it a novel approach? Explain.**

This course used both traditional and nontraditional approaches to covering the material. The basic body of economics introduced to the student is what would traditionally be covered in reviewing these concepts. A variety of teaching approaches are used. The lecture approach is used, with power point slides complementing the lecture. The remaining part of the course deals with applications and here too a variety of approaches are used. Most innovative is the use of the case study which requires research, critical analysis of a case, a short research paper and, finally, a presentation. The cases are deliberately chosen to compliment the material previously presented in class. There are other pedagogical devices employed which are described in the enclosed syllabus.

- A4 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic)? If so, explain the details of the offering.**

This class was first offered as a special topics course under the EC281 course designation in Spring 1998. It was immediately a very popular offering and was one of the first classes to fill and close. Based on the feedback of the students, some minor modifications were made and the course was again offered in Spring 1999. Some minor fine-tuning is expected again as the course will be offered one final time under the EC281 designation in Spring 2000. Each time the class has been offered it has filled to capacity and student comments have been positive. The students in the class have a varied background. Some are economics majors, most are not. Some have had some previous course work in economics. For others, this class was their first exposure to economics. We have been able to blend the students into working groups so that students who have a weaker background are paired with students whose backgrounds in economics is stronger.

- A5 Is this course to be a dual-level course? If so, what is the approval status at the graduate level?**

No.

- A6 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?**

No.

- A7 Do other higher education institutions currently offer this course? (SSHE? Regional colleges and universities? National colleges and universities?) If so, please list examples and provide copies of course descriptions where available.**

The development of this course is in its infancy. To our knowledge the course is offered in Pennsylvania at Temple University. The course topic appears to be growing in popularity.

- A8 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation. Explain why this content or these skills cannot be incorporated into an existing course.**

No.

Section B: Interdisciplinary Implications

- B1 Will this course be taught by one instructor or will there be team teaching? If the latter, explain the teaching plan and its rationale.**

This course may be taught by one instructor or may be team taught. If the schedule permits, two sections can be combined (with twice as many students as a single section course). When we say that the team teaching approach will be used we mean that both instructors will be in the classroom for all the classes. This approach is desirable because both instructors bring different areas of expertise to the course. This approach has also worked very well in stimulating classroom discussion. This method of instruction has been used in the past and the students have responded enthusiastically.

- B2 Are additional or corollary courses needed with this course now or later? If so, explain.**

No.

- B3 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. In Section V, please attach relevant memoranda from these departments which clarify their attitudes toward the proposed change(s).**

This course is a free standing course with no prerequisites. The Department of Health and Physical Education has indicated that it will require this course as part of their proposed sports management program.

- B4 Will seats in this course be made available to students in the School of Continuing Education?**

Continuing Education students may enroll, even though no seats are specifically available.

Section C: Implementation

- C1 What resources will be needed to teach this course and how adequate are the current resources?**

The current resources of the Department of Economics are adequate to teach this course. Consequently, additional resources are not needed.

C2 Are any of the resources for this course funded by a grant?

No.

C3 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

At least every spring semester and possibly every semester.

C4 How many sections of this course do you anticipate offering in any single semester?

One.

C5 How many students do you plan to accommodate in a section of this course? Is this planned number limited by the availability of any resources? Explain.

The number of students in this class is limited by the number of seats in the classroom, namely 45.

C6 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

No.

C7 Will this course be a curriculum requirement? If so, how will it affect the number of free electives available to majors? Does the addition of this course requirement necessitate an increase in the 124-credit program of students in the department? Explain.

This course is a Department of Economics elective except as stated in B3.

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

I. Catalog Description

EC 239 Economics of Sports	3-01-3sh 3 credits 3 lecture hours
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Prerequisites: none

The purpose of this course is to gain a better understanding of the sports industry. The course will explore how economics applies to both amateur and professional sports. The students will learn about a variety of areas including the labor issues in sports (e.g., free agency, reserve clause, unions, strikes, and discrimination), the legal relationship between sports and the government (e.g., Title IX and antitrust law), and public finance issues (e.g., location of sports franchises and public ownership of stadiums and arenas). Guest speakers and a multimedia approach will be used.

II. Course Objectives

- Students will review and learn the body of economic theory pertinent to the analysis of the economics of sports.
- Students will explore how economic theory applies to professional and amateur athletics. A variety of areas in economics will be utilized including microeconomic theory, industrial organization, and labor economics.
- Students will use the case study approach to learn to apply economic theory to specific economic issues.

III. Course Outline

- | | | |
|----|--|-----------------|
| 1. | General Introduction and Review of Economic Principles | <i>15 hours</i> |
| a. | Economic concepts | |
| b. | Demand and Supply | |
| 2. | Industrial Organization | <i>12 hours</i> |
| a. | Market Structure | |
| b. | Profit Maximization | |
| c. | Anti-trust/Legal Issues | |
| 3. | The Public Finance of Sports | <i>6 hours</i> |
| a. | External economies/diseconomies | |
| b. | Market Failure | |
| c. | Benefit/Cost Analysis | |
| d. | Role of Government | |

4. The Labor Economics of Sports 9 hours
 - a. Reserve Clause, Free Agency, and Salary Cap
 - b. Union, Strikes, and Bargaining
5. Final exam

IV. Evaluation Methods

The course will be a mixture of lecture and class discussion. Students are expected to read the material when assigned and participate in classroom discussion. We hope they will express their ideas and opinions in class and watch the news media for topics of interest to the class and bring it to our attention. The final grade will be determined by the weighted average of their grades on the following activities: exams, final activity, and written assignments. Criteria for grading are 1.) evidence of some critical thinking about topic; 2.) precision in stating arguments; and, 3.) originality of ideas.

The weights are as follows:

Exams = 40%	Case study = 20%
Notebook/Final activity = 30%	Inclass writing = 10%

The course will use the following grading scale:

90 % - 100 %	A
80 % - 89 %	B
70 % - 79 %	C
60 % - 69 %	D
< 60 %	F

Description of activities:

- Examinations - There will be two examinations during the semester. Students are responsible for assigned materials and videos, as well as the lectures/presentations. Makeups will be given solely for personal or family illness, or required trips for university courses or activities. We will require written documentation for an excused absence. If a student must miss a scheduled exam, they are asked to inform the instructor as soon as possible. The first exam will cover material from the first third of the course. The second exam will cover material from the second third of the course. Exam dates will be announced in class.
- Sports Journal/Final activity - As part of this course students are required to keep a weekly notebook. See the information sheet (see attached sheet) for details. We encourage students to find a topic of interest to them. Each student will be assigned to a

group (2 or 3 person group). During the scheduled final exam period each group will make a short (approximately 5 minutes) informal presentation to the class on the project. Topics/projects we have not specifically approved will not be accepted. Two points per day will be deducted from the project grade for each deadline that is missed.

- In-class Writing Assignments - In addition, there will be a number of short, in-class written assignments (e.g., reaction papers to readings and videos) to reward attendance and provide feedback for both the instructors and students. They will not be returned. If the assignment is completed in class, you will receive full credit. Since we will drop one of these assignments, there will be no makeups. Also, they may not be handed in late. Examples of these assignments and appropriate responses will be discussed in class.
- Case study - A series of cases (see attached list) based on antitrust issues related to the sports market will be examined. Groups of 2 or 3 are formed and pick a case to review, analyze, and present to the class. First, they must find the case. The group then studies the case in terms of fact, issue, arguments, decision, and economic impact. In a presentation to the class, the students critically review the case and present their opinions and defend them. Students are free to consult with the instructors at any time. In addition to the presentation, a written report is also required. The grade for this assignment will be determined by the paper and the presentation.

There may be written homework assignments. Assignments must be handed in when due or no credit will be received. Points for these assignments will be added directly to your total points. They will not be returned. Examples of these assignments will be discussed in class.

V. Required Textbooks, supplemental books and readings

The textbook consists of readings from the bibliography and is available from Copies Now.

VI. Special Course Requirements

None

VII. Bibliography

A detailed bibliography is attached.

THE ECONOMICS OF SPORTS

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Nicholas Karatjas and Arthur H. Martel
Indiana University of Pennsylvania Department of Economics

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