



Prof. Matthew Chick
BUSA/POSC 350 *The Business and Politics of Basketball* (3 credits)
M-F 8-12:30, Room: Golisano 103

1. Office Hours and contact information

Office location: Golisano 328

E-mail (preferred method of contact): chickm@hartwick.edu

Phone extension: 4611

Office Hours:* M-F 2pm-3pm

*If these times are inconvenient, I am always available by appointment.

2. Course Description

The best estimates suggest that Professional and Division I college basketball generates around 12 billion dollars annually. Increasingly, the wealth and power of these industries have drawn them into political, social, and economic controversies. This interdisciplinary course will use basketball as a lens to learn about the foundations of these controversies, as well as provide the tools to critically evaluate them. Topics will include: Labor unions and the (non) payment of college athletes, the public/private balance of funding for arenas and stadiums, athlete social/political activism, ownership structures of professional teams, and the use of public spaces for basketball facilities.

3. Purpose

This course is designed for us to work together to discover what more substantively we can learn from a game that we all (or many of us) love. In other words, engaging in our hobbies or interests can lead to profitable and interesting academic inquiry as well.

4. GEOs & Assessment

GEO 4, 6

Writing Designated course

Legal Studies credit (ask for waiver)

5. Texts

Nothing to purchase! Please check D2L and the course schedule regularly to find PDFs and links to various readings, podcasts, and viewing assignments for the course.

6. Attendance and Evaluation

All opportunities for credit are announced in class. I am happy to discuss your grade, but do not contact me at the end of the semester asking for extra credit or to receive a higher grade. This behavior is unfair to your peers.

Grading:

- Seminar Participation: 25%

The course's primary tasks are to (1) come to class, (2) ***prepared (including with the text)***, and (3) willing to engage with the material, your classmates, and myself. I will take attendance each class and evaluate the quality/quantity of your participation.

For attendance, there is no exact number of 'legal' absences allowed. Of course I am happy to make any/all accommodations though for students dealing with excused absences (illnesses/family emergencies) and extra curricular activities. Please just give me as much notice as possible and we can work something out. (Check out the missed class policy here:

<https://www.hartwick.edu/academics/student-services/office-of-the-registrar/academic-policies-procedures/>.

HOWEVER, since this is a J-term course, seminar intensive course, A STUDENT CANNOT PASS THE COURSE WITH MORE THAN 4 UNEXCUSED ABSENCES

- Written work:

(I) 1 shorter, "what else", reflection paper (4-6). 15%

Separate guidelines to come, but the goal of this assignment is find and briefly explore another lens from which one can engage academic topics more seriously.

(II) 1 long "paper" (6-8 pages) due the final week of class. 25%

Separate guidelines will follow as we move through the semester. Students will evaluate an aspect of basketball (or sports a bit more generally) along the guidelines we'll discuss this term.

(III) Guest Engagement. 10%

At least 3 times over the term (maybe 1 more) we'll have guest speakers either in our class or via Zoom/GoogleMeet. In order to prepare for those guests, students will have to both prepare discussion topics/questions ahead of time AND submit short reflections afterwards.

- Quizzes: 25%

In order to ensure that students are keeping up with the reading, at my discretion I will offer a “pop quiz” on the night’s reading/assignments. These will not be designed to be difficult. In other words, if something was confusing about the reading, I won’t expect you to understand it perfectly. They will be designed to check to see if you made a good faith effort to try and read/engage with the material. Quizzes will be 5-10, multiple choice questions.

Notice if you also happen to miss a class that day, you will also miss an opportunity for these quiz points. These cannot be made up.

7. Academic Adjustments and/or Modifications

Please let me know as soon as possible if you will need any formal academic adjustments. Also feel free to come talk with me about anything informal that I might be able to do to make class more accessible.

Hartwick College is committed to upholding and maintaining all aspects of the Federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If a student with a disability wishes to request academic adjustments, they should contact Erin Braselmann, Director of AccessAbility Services, at sanfordl@hartwick.edu, or AccessAbilityServices@hartwick.edu. AccessAbility Services is located on the 5th floor of Yager Library in the Center for Student Success. Any information regarding a student’s disability will remain confidential. Requests for academic adjustments should be made as early as possible.

8. Instructional Sequence and/or Assignments/Activities

Please follow along with the course schedule here:

<https://docs.google.com/document/d/1axufOAVb287i0udmN3Az2SnRCVOvd0W2GVu8KwIKJrc/edit>

9. Academic Dishonesty

Please don’t make this an issue. There will be a considerable amount of written work in this class. If you are having difficulty keeping up, come speak with me. Do not take any short cuts. Please see the College’s policies on the matter here:

<https://www.hartwick.edu/academics/student-services/office-of-the-registrar/academic-policies-procedures/>

10. Classroom policies

Students should bring the readings to class. When they are distributed electronically, I have no problem with readers, tablets, or laptops to view those readings or to take notes. Though I will not

engage in many formal lectures, on those days students are welcome to record and/or take pictures of Powerpoint slides. Food and drink is ok with me provided it is permitted in whatever classroom we might be in.

As far as cellphones and laptops go, please use them as responsible adults. If they become a distraction problem in class, we will have to amend the policy here—none of us want that to happen!