POS 4030: Politics of Sports (3 credit hours)
Department of Political Science, The University of Central Florida
Syllabus

Instructor Contact

Professor Andrea Vieux
avieux@knights.ucf.edu*

Office Location	UCF Valencia West Campus Building 9, Room 135	UCF Main Campus HPH 318
Office Telephone*	(407) 582-5727	(407) 823-0113
Office Hours	by appointment	Tuesdays 2:30pm to 4:30pm

- All office hours are first come, first served. You can make an appointment with me during my office hours to ensure that I see you at the time you are available. Appointments take priority over walk-ins.
- The best way to reach me is via my knights email or the mail tab in webcourses. If you send me an email via the webcourse DO NOT send me the same email via the knights email. If you send me an email via knights email, DO NOT send me the same email via the webcourse.

Course Information:

Course Name	POS 4030: The Politics of Sports
Course ID & Section	ID: 20092 Section: 0050
Credit Hours	3 credits
Semester/Year	Spring 2013
Location/Time	VW11, 0317; Mondays 6-9pm

Course Syllabus:

This is the course syllabus, and should be treated as a written agreement between the professor and student. Students should refer to the syllabus for any questions pertaining to the course, grading, etc. Any deviations from this syllabus will be announced in class. Therefore, students are responsible for any announcements made in class, and any information or handouts given out in class. Absence is not an excuse for ignorance.

Additional Note: This is the first time this class has been taught at UCF and is probably one of the only classes in the United States on this emerging topic. Therefore, some flexibility is warranted. The schedule and readings are subject to change.

Course Description:

An analysis of the political science approach to sports policy. Covers emergent concerns in sports policy, institutional interventions in sports regulations, the politics of sports arenas and teams, and civic and political engagement through sport.

Course Objectives:

Students will be able to:

- Identify the connections between political science theories and sports policy-making.
- Compare and contrast the role of various political systems in sports policy.
- Discuss the changing context of sports regulations.
- Evaluate the problematic and valuable aspects of sports and sports policy.

Additional Items of Note:

- This class is a combination of lectures and activities. Relevant concepts will be covered in the lecture, and many of these concepts will be applied via various activities. Therefore, it is imperative that students attend class regularly to fully understand the research process.
- The reading associated with any of the lectures is meant to be read BEFORE that lecture.
- If you have any questions, please ask.
- The best way to reach me is via knights email.
- You may NOT record classroom meetings (voice or video recordings). Reasonable accommodations can be made for students with disabilities—speak with me before recording anything.
- Your failure to plan is not my emergency.
- ALL work MUST be your own.

Readings (To be completed before each class):

Required:

Markovits, Andrei S. and Lars Rensmann. 2010. *Gaming the World: How Sports are Reshaping Global Politics and Culture*. Princeton, NJ: Princeton University Press.

Additional Required Readings:
**Journal Articles will be listed and students will access them on through the UCF library site.

Grading and Responsibilities

Each component of the student's grade will be calculated on a scale of 0-100%, and will be weighted by the amount specified to compose the student's final grade.

Participation (15% of the course grade):

Students are expected to attend all classes and participate in online discussions. You must be present to participate. Anyone who may have problems with this rule should contact me. The student's participation will depend on the student's conduct. Any disruptive behavior, inappropriate comments, activities not related to the course, etc. will reflect poorly on the student's participation grade. See the stipulations academic misconduct, non-academic misconduct, and classroom conduct for more detail about inappropriate behavior.

There is no make-up of missed participation or missed classes. If you are absent: first, look at the syllabus and readings for that week; second, ask you classmates for any announcements or notes; third, if you can't make sense of that material come to me with specific questions about what you do not understand. Do not expect me to relay an entire class worth of material to you.

The readings, classes, assignments, and activities are intended to promote Active Learning. Meaning, you are interacting with each other and sharing ideas, etc. in order to fully grasp material. Active learning has been shown to enhance student outcomes (i.e. information retention and learning). By just showing up you aren't really engaged in the material as much as you would be if you had a conversation.

Assessment (40% of the course grade)

There are 4 assessments, each worth 10% of your course grade. Assessment questions will come from any material covered in the readings, lectures, activities, assignments, and discussions. This class will meet during the regularly scheduled final assessment period, during the University's finals week. **NO make-up assessments**.

Reading Summaries (20% of the course grade):

Each student will be assigned to write two summaries for different weeks. Students will be randomly assigned. These papers are summaries of the assigned readings. They should include major theories, ideas, points, themes, etc. They should be at least one page (no more than two) single spaced (with no additional space between paragraphs) with 1-inch margins and either 11 or 12 point font (Times New Roman or Calibri). They will be posted (in a WORD file that is openable and uncorrupted) on the webcourse discussion thread by 8:00 AM the Saturday before the class meets to discuss that reading. The student will be required to briefly discuss the summary in class that week. Each summary and brief discussion is worth 10% of your course grade. NO MAKE-UPS on the summary or the discussion.

Case Exploration (25% of course grade):

Each student will be required to write a short paper exploring a single case that applies course material as well as present their case to the class.

They are not simple summaries of the material, but are critical analyses of concepts, theories, events, implications, etc. They will be at least two pages (no more than three) single spaced (with no extra space between paragraphs), with 1-inch margins and either 11 or 12 point font (Times New Roman or Calibri). They will be emailed (in a WORD file that is openable and uncorrupted) to me (via the webcourse mail tool or my knights email) by 8:00 AM the Saturday before the class meets to discuss that case. The paper is worth 15% of your course grade. NO MAKE-UPS.

The student is also required to prepare a short (5-10 minute) presentation to the class (using power point, overheads, prezi, etc.) outlining the case and its elements, concepts, implications, etc. The presentation is worth 10% of your course grade. NO MAKE-UPS.

Some Notes on Grading:

The fact that you are in college suggests that you were a decent student in high school. It does not, however, mean you will be getting an A in this course. Enrollment in this course does not mean you earned an A in this course. *Earning an A* might require more diligence than you are used to. The letter grade "A" is reserved for excellence, "B" for good, and "C" for satisfactory. Doing the bare minimum is not A-level work.

For an undergraduate course, it is expected that you spend at least 3 hours outside of class time for every course credit hour studying, preparing, completing work, etc. So, if you only spend 9 hours outside of class time doing these things, you are not doing the bare minimum. Also, beyond spending enough time studying, etc. you should be using your time effectively. Spending 9 hours studying is not a guarantee of an A.

Extra credit: There is no extra credit in this course. Do not expect any deviation from this policy.

Attendance Policy: Students should check in on the webcourse at least twice per week and are required to attend all classes.

Grade Breakdown:

Participation	15%
Assessments	40%
Summaries	20%
Case Exploration Write-Up	15%
Case Exploration Presentation	10%

Grading Scale:

94-100	A
90-93	A-
88-89	B+
84-87	B
80-83	B-
78-79	C+
74-77	C
70-73	C-
68-69	D+
64-67	D
60-63	D-
0 - 59	F

Late Papers and Make-Ups:

DUE DATES for the term paper and assignments are FINAL. Late work will NOT be accepted for a grade. Students are encouraged not to wait until the last minute to complete assigned work. Only under exceptional circumstances and with the permission of your professor are students allowed to make-up an exam (if the instructor is informed and gives permission prior to the scheduled exam). To qualify for this exemption from the DUE DATE rule, you must: notify me in advance of the exam/paper due date of your possible absence, AND provide a legitimate reason for your absence (death in family, serious injury, etc.). Do not anticipate any deviation from this policy.

Deadlines:

Students are encouraged not to wait until the last minute to complete assigned work. Your failure to plan is not my emergency.

If you wait until the last minute and have a technical (i.e. webcourses@UCF, Library Information Literacy Module, etc.) or any other type of issue, do not expect any deviation from the NO late work policy. Begin to complete your assigned tasks with more than enough time in case you run into troubles or take longer to complete the task than you anticipated.

The online@UCF support is available by email Monday thru Friday 8am to 5pm and by phone from 8:30am to 4:30 pm Monday thru Friday.

Research and Writing Skills:

References required for written/class/online assignments must be relevant to our research, academic, authoritative and reliable. If you are a little shaky on academic standards governing acceptable references, ask questions of myself, or a librarian (or refer to the UCF library website).

All written communication follows standard rules of English grammar and spelling. If you are a little rusty on the standards acceptable in the academic community, go to the writing center, or ask me. All written work should be presented in a formal, professional manner; using proper language and formatting, and should be edited for grammar, spelling, and writing flow/style.

Writing Center:

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call 407.823.2197.

Academic Honesty (and Misconduct)

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the

UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat in any way (including but not limited to giving answers to others or taking them from anyone else). I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules.

Don't Plagiarize (not properly citing sources, passing off someone else's work as your own, handing in a paper written for another class, etc.). Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule, the FTCL page on academic integrity, and the library web-site for further information. ALL work MUST be your own.

Turnitin.com: In this course we may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit assignments in both hard copy and electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com

Non-Academic Misconduct

The scope and content of the material included in this course are defined by the professor in consultation with the responsible academic unit. Although the orderly exchange of ideas, including questions and discussions prompted by lectures, discussion sessions and laboratories, is viewed as a key part of the educational environment, the professor has the right to limit the scope and duration of these interactions.

Students who engage in disruptive behavior, including persistent refusal to observe boundaries defined by the professor regarding inappropriate talking, discussions, and questions in the classroom may be subject to discipline for non-academic misconduct for disruption of teaching or academic misconduct, as defined in the Golden Rule Student Handbook also defines potential sanctions for these types of infractions.

Examples of inappropriate behavior include, but are not limited to: text messaging, talking or using cell phones, (turn off cell phones prior to class), surfing the internet, listening to music, downloading music, watching movies, checking scores, cursing, using offensive or inappropriate language of any kind, name calling, inappropriate actions of any kind, etc. Any student acting in a disruptive manner may be asked to leave the classroom and will forfeit participation and attendance credit.

Classroom Conduct:

Turn off all cell phones: **Each time a cell phone rings during class**, *everyone* will lose one point from their final grade, but if the professor's cell phone rings then everyone will receive an extra point on their final grade. In-class disturbances waste your classmates' time and money (tuition). Also, please do not read the newspaper, use class time to sleep, do work for other classes, or listen to music during class.

Classroom Expectations

The following ground rules will help your work in this course to go much more smoothly. Please carefully review these expectations and follow them.

1. Academic integrity will be appraised according to the student academic behavior standards outlined in The Golden Rule of the University of Central Florida's Student Handbook. See http://www.goldenrule.sdes.ucf.edu/ for further details.
2. Don't turn in late assignments. Late submissions will result in a zero (will not be accepted).
3. Keep up with the reading and tasks. You have quite a few chapters, modules, discussion postings, and e-mail messages to read for the class. Students who keep up with the reading tend to do much better in this kind of class than those who do not.
4. Don't miss a quiz. Missed quizzes may not be retaken. No make-ups
5. Work with others. You are required to make every effort to work effectively and promptly with others in your groups. Fair criticism of your failure to work effectively with others will significantly affect your collaboration and participation grade.
6. No make-ups on missed assignments, activities, discussions, quizzes, exams, and/or papers.

Computer Usage:

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software you use to write your assignments is irrelevant, as long as you follow my writing guidelines outlined in my syllabus. I recommend you to have access to a computer weekly. If you do not own a computer, there are computer accessible to you in all UCF's computer labs. For further information on computer labs, please see the following website: http://registrar.sdes.ucf.edu/webguide/index_quickfind.aspx.

Webcourses@UCF:

Webcourses is an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab) which will be used as a medium for turning in assignments and a forum for communicating with your teammates. Under the "Discussion" section, you will have a designated forum section. My recommendation is to check Webcourses every 2-3 days for updates from your teammates or myself. I will post the lecture outlines, study guides and lab assignments on Blackboard. If you are not familiar with this web site or you need more information please let me know.

Privacy: Access to Blackboard is extended to you for the duration of your enrollment in the course, providing that you comply with class and school policies. You may not share that access with another person who is not enrolled in the course. Students who do so violate the privacy of other students as well as school policy. The act may lead to the violator being denied access to the Blackboard shell.

On occasion, I permit others to enter the course, to critique my work, to view the operations of the course, or to work on a technical problem. For the entire term, my technical consultant has access to the course to provide continuity for you should the unexpected happen to me.

E-Mail:

I will communicate with you through e-mail to answer questions regarding class assignments and exams. Regarding exams, I will *not* give exact answers for possible exam questions, but rather will provide information to help you find the answers. Professional e-mail communication is an important skill that will last beyond the class and college experience. Keep in mind how you want to present yourself through e-mail.

In this class our official mode of communication is through email. All communication between student and instructor and between student and student should be respectful and professional. As of 2009, Knightsmail is the only official student email at UCF. Class rosters list Knightsmail addresses rather than external email addresses, and all official class communications will be sent only to the Knightsmail addresses. Students are responsible for checking their Knightsmail accounts regularly. See www.knightsemail.ucf.edu for further information.

E-mail will be an integral part of this course. Make sure you:

1. Check your webcourses e-mail at least twice per week (more often is better).
2. Be patient. Don't expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply.
3. Include "Subject" headings: use something that is descriptive and refer to a particular assignment or topic.
4. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).
7. Break up large blocks of text into paragraphs and use a space between paragraphs.
8. Sign your e-mail messages.
9. DO NOT email me hours (24 or less) before something is due to ask me questions about it. You need to stay on task so that I have an appropriate amount of time to read the message and respond (generally, that is 48 hours).

Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

Netiquette

"Netiquette" has evolved to aid us in infusing our electronic communications with some of these missing behavioral pieces. Do not use emoticons, causal abbreviations, or other non-professional forms of communication in this course. Use words in an appropriate fashion.

The important thing to remember is that all of the "cute" symbols in the world cannot replace your careful choice of words and "tone" in your communication. The words we choose convey a particular tone, and that tone is critical to professional communication.

You can learn more about Netiquette and electronic communication by visiting Learning Online.

Instructor Availability

Students wishing to meet with me can do so before or after class, during office hours (listed at top of first page), or by appointment. Please be aware that the easiest way to reach me is via e-mail.

Students with Disabilities

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Schedule (Tentative)—Instructor reserves the right to change or alter the schedule; announcements of changes and alterations will be made in class and posted on the blackboard site.

1/7 - 1/14 (Weeks 1 & 2): Course Introduction & Overview of Themes

Green, Kyle and Doug Hartmann. 2012. "Politics and Sports: Strange, Secret Bedfellows." The Society Pages: http://thesocietypages.org/papers/politics-and-sport/

Beam, Christopher. 2009. "Why is Congress Always Meddling with Sports?" Slate. http://www.slate.com/articles/news_and_politics/explainer/2009/12/interference.html

Markovits & Rensmann: Chapter 1 (pgs. 1-42)

Markovits & Rensmann: Conclusion (pgs. 316-326)

1/28 – 2/11 (Weeks 3-5): Sports, International Relations, Economic Development

International Relations

Markovits & Rensmann: Chapter 2 (pgs. 43-50 & 75-106)

Markovits & Rensmann: Chapter 3 (pgs. 107-108 & 138-156)

Cha, Victor. 2008. *Beyond the Final Score*. Preface and Chapter 1 & Chapter 2 (pgs. x-xiii, 1-29 & 30-39)

Economic Development

Humphreys, Brad R., and Andrew Zimbalist. 2011. "The Financing and Economic Impact of the Olympic Games." in *The Business of Sports*. (pgs. 460-469)

Rich, Wilbur. *The Economics and Politics of Sports Facilities*. Introduction & Conclusion (pgs. 1-9 & 223-228)

Baade, Robert A. and Victor A. Matheson. 2004. "An Economic Slam Dunk or March Madness?" *in Economics of College Sports*. (pgs. 111-133)

Economics of Super Bowl.

Sauer, Skip. 2012. http://thesportseconomist.com/2012/10/30/good-lines-on-economic-impact-of-the-super-bowl/

Eskenazi, Joe. 2012. http://www.sfweekly.com/2012-10-24/news/super-bowl-l-sports-bay-area-tourism-beacon-economics-bay-area-council-economic-institute-philip-porter/

ASSESSMENT 1

2/18 – 3/11 (Weeks 6-8): Politics & Regulations: Leagues and Identity

Leagues & Anti-Trust Law:

Jacobs, Michael. 1991. "Professional Sports Leagues, Anti-Trust." *Indiana Law Journal*.

US Senate: http://www.judiciary.senate.gov/about/history/SportsAntitrust.cfm

SCOTUS blog. 2010. http://www.scotusblog.com/2010/01/pro-sports-and-antitrust-argument-preview/

Bartee, The Sport Journal: http://www.thesportjournal.org/article/role-antitrust-laws-professional-sports-industry-financial-perspective

Labor Unions, Collective Bargaining, Free Agency:

Rosner, Scott R. and Kenneth L. Shropshire. 2011. "Labor Matters: Unions." In *The Business of Sports*. (pgs 299-301)

Dryer, Ryan T. 2011. "Beyond the Box Score: A Look at Collective Bargaining Agreements in Professional Sports and their Effect on Competition." In *The Business of Sports*. (pgs. 314-328)

Identity Politics & Sports: Gender, Race, Sexual Orientation

Markovits & Rensmann: Chapter 4 (pgs. 157-160 & 184-206)

Markovits & Rensmann: Chapter 5 (pgs. 207-219 & 251-270)

US Department of Education, Office of Civil Rights. In *The Business of Sports*. (pgs. 622-631)

Rosner, Scott R. and Kenneth L. Shropshire. 2011. Race. In *The Business of Sports*. (pgs. 683-689)

NPR. 2012. http://www.npr.org/2012/10/13/162862945/a-shifting-playing-field-coming-out-as-a-gay-athlete

ASSESSMENT 2

3/18 – 4/8 (Weeks 9-12) College and Professional Sports

College Sports

Markovits & Rensmann: Chapter 6 (pgs. 271-284 & 288-315)

Sauer. College Sports Economics ppt.

Pappano, Laura. 2012. "How Big-Time Sports Ate College Life." NYT. http://www.nytimes.com/2012/01/22/education/edlife/how-big-time-sports-ate-college-life.html?_r=3pagewanted=all&fb_source=message&

Case Exploration: College Sports & Gender

Leeds, Michael A., Yelena Suris, and Jennifer Durkin. "College Football and Title IX." In *Economics of College Sports*. (pgs. 137-151)

Rhode, Deborah L. and Christopher J. Walker. "Gender Equity in College Athletics." In *The Business of Sports*. (pgs. 631-645)

Case Exploration: Player Pay

Farrey, Tom. 2012. "Change in Compensation Sought. ESPN. http://espn.go.com/college-sports/story/_/id/8324732/new-motion-lawsuit-ncaa-change-how-athletes-compensated

Shropshire, Kenneth. 2011. "Legislation for the Glory of Sport: Amateurism and Compensation." In *The Business of Sports*. (pgs. 647-652)

Goplerud III, Peter. 2011. "Symposium: Sports Law as a Reflection of Society's Laws and Values: Pay for Play for College Athletes: Now, More than Ever." In *The Business of Sports*. (pgs. 648-658)

The Economist. 2011. "Sports and Games: Time for Professional Student-Athletes?" http://www.economist.com/blogs/freeexchange/2011/04/sports_and_games?zid=316&ah=2f6fb672faf113fdd3b11cd1b1bf8a77

Branch, Taylor. 2011. "The Shame of College Sports." *The Atlantic*. http://www.theatlantic.com/magazine/archive/2011/10/the-shame-of-college-sports/308643/

The Economist. 2011. Sports: Above the Law." http://www.economist.com/blogs/freeexchange/2011/12/sport?zid=316&ah=2f6fb672faf113fdd3b11cd1b1bf8a77

The Economist. 2011. "Education: Scholarships are an Acceptable Second-Best Solution." http://www.economist.com/blogs/freeexchange/2011/04/education?zid=316&ah=2f6fb672faf113fdd3b11cd1b1bf8a77

Professional Sports

Case Exploration: Race: Coaches, Managers, Owners

Rimer, Edward. 2011. "Discrimination in Major League Baseball." In *The Business of Sports*. (pgs. 683-694)

Duru, N. Jeremi. 2011. "The Fritz Pollard Alliance, the Rooney Rule, and the Quest to 'Level the Playing Field' in the National Football League." In *The Business of Sports*. (pgs. 694-700)

Shropshire, Kenneth L. 2011. "Diversity, Racism, and Professional Sports Franchise Ownership." In The Business of Sports. (pgs. 700-702)

Case Exploration: MLB Collective Bargaining

Hanson, Andrew. 2011. "The Trend Toward Principled Negotiation in Major League Baseball Collective Bargianing". In *The Business of Sports*. (pgs. 301-310)

Zimbalist, Andrew. 2011. "Labor Relations in Major League Baseball." In *The Business of Sports*. (pgs. 310-314)

Curt Flood.

Ward, Artemus. ppt slides.

Johnson, 2011. http://historyrat.wordpress.com/2011/01/17/curt-flood-and-free-agency-the-end-of-the-reserve-clause/

The Atlantic, 2011: http://www.theatlantic.com/entertainment/archive/2011/07/how-curt-flood-changed-baseball-and-killed-his-career-in-the-process/241783/#

Case Exploration: NHL Collective Bargaining

Staudohar, Paul D. 2011. "The Hockey Lockout of 2004-05." In *The Business of Sports*. (pgs. 328-335)

2012 Lockout.

CBS: http://www.cbssports.com/nhl/blog/eye-on-hockey/tag/1994741/2012-nhl-labor-negotiations

LeBrun, ESPN: http://espn.go.com/blog/nhl/post/_/id/21004/highlights-of-nhls-dec-27-proposal

Case Exploration: NFL Collective Bargaining

NFL-Player CBA: http://nflcommunications.com/current-cba/

Telman. 2011. NFL-Player CBA: http://lawprofessors.typepad.com/contractsprof_blog/2011/08/new-collective-bargaining-agreement-ends-nfl-lock-out.html

NFL-Refs. http://www.nfl.com/news/story/0ap1000000066725/article/nfl-referees-reach-agreement-refs-back-on-field-thursday

ESPN. NFL-Refs. http://espn.go.com/nfl/story/_/id/8429885/nfl-reaches-agreement-officials-end-lockout

ASSESSMENT 3

4/15 – 4/29 (Weeks 13-15) Politics, Doping, the Olympics

'Doping' Regulations

Houlihan, Barrie. 2004. "Building an International Regime to Combat Doping in Sport." In *Sport and International Relations*. (pgs. 62-76)

Macur, Juliet. 2012. "Congressmen Seek More Oversight of U.S. Antidoping Agency." NYT. http://www.nytimes.com/2012/09/22/sports/cycling/congressmen-seek-more-oversight-of-us-antidoping-agency.html?_r=0

Case Exploration: Doping In Sports

Nature. "Doping in Sports." http://www.nature.com/scitable/spotlight/doping-in-sports-7005401

McGrath, Matt. 2012. "Testing Times: Injecting Reality into the War on Doping." BBC. http://www.bbc.co.uk/news/science-environment-18951518 (Warning: semi-disturbing image)

Cashmore, Ellis. 2012. "Opinion: It's Time to Allow Doping In Sport." CNN. http://www.cnn.com/2012/10/23/opinion/cashmore-time-to-allow-doping-in-sport/index.html

Vaughters, Jonathan. 2012. "How to Get Doping Out of Sports." NYT. http://www.nytimes.com/2012/08/12/opinion/sunday/how-to-get-doping-out-of-sports.html?pagewanted=all&_r=0

McCann, Michael. 2012. "Is the Government Wasting Tax Dollars on Roger Clemens' Trials?" Sports Illustrated. http://sportsillustrated.cnn.com/2012/writers/michael_mccann/05/01/clemens.trial/index.html

Pearson, Michael. 2012. "Evidence of Armstrong Doping 'Overwhelming,' Agency Says." CNN. http://edition.cnn.com/2012/10/10/sport/armstrong-doping-investigation/index.html

Pells, Eddie. 2012. "Lance Armstrong Doping: Anti-Doping Agency Says 11 Teammates Testified Against Him in Probe." Huffington Post. http://www.huffingtonpost.com/2012/10/10/lance-armstrong-teammates-testify-doping-probe_n_1954654.html

Stone, Daniel. 2012. "Should Congress Police Horseracing?" The Daily Beast. http://www.thedailybeast.com/articles/2012/07/12/should-congress-police-horseracing.html

Olympics

Tomlinson, Alan. 2004. "Olympic Survivals." In *The Global Politics of Sports*. (pgs. 46-62)

Case Exploration: Olympic Games

Maguire, Joseph. 2005. "'Civilised Games'?: Bejing 2008: Power, Politics, and Cultural Struggles." In *Power and Global Sport*. (pgs. 145-158)

Bloyce, Daniel and Andy Smith. 2010. "The Politics and Policy of Mega-Events: A Case Study of London 2012." In *Sport Policy and Development*. (pgs. 157-187)

Hughes, Jed. 2012. "2014 FIFA World Cup & 2016 Olympics: Are Brazil's Preparations Unethical?" The Bleacher Report. http://bleacherreport.com/articles/1176344-2014-fifa-world-cup-2016-olympics-are-brazils-preparations-unethical

ASSESSMENT 4