POS 4030: Politics of Sports (3 credit hours)

Department of Political Science, The University of Central Florida
Syllabus

Instructor Contact

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Office Hours	By appointment	Tuesdays 1pm to 3pm

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: 90664 Section: OW59
Credit Hours	3 credits
Semester/Year	Fall 2013
Location/Time	Online

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 second 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. Stay on top of your classwork and get started well in advance of the deadline. See* How to Study.org
- ALL work MUST be your own.

Readings (To be completed before each class):

Required Books:

Cha, Victor D. 2009. *Beyond the Final Score: The Politics of Sport in Asia*. New York: Columbia University Press.

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. Weblinks will be posted on the course website.

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 (30% of the course grade):

In order to fully engage in this course, students will be expected *engage with other students* in online discussions—that is these are discussions between students on which I (or my Teaching Assistant) will occasionally comment. For each discussion, a student is required to post on the topic, and reply to at least one other student's post. Each required discussion element is to be posted by 8:00 AM on the due date. **Late posts will not be accepted** for the purpose of grading (i.e. will not count). Any disruptive behavior, inappropriate comments, activities not related to the course, etc. will reflect poorly on the student's participation grade. All work must be your own.

Grades for participation are based on both the **quantity** and the **quality** of the posts. Doing the bare minimum number of posts does NOT guarantee you full credit (or an A). Full credit (A-level) work is excellent, B-level work is good, and C-level work is satisfactory. While one can (theoretically) have a stellar/excellent single reply, it is far better to 'hedge your bets' on overall quality with multiple replies—remember the goal is to engage and discuss with your classmates.

Posting something someone else has already said, saying I agree, etc. is **not** considered a quality post. Furthermore, initial posts should be relevant to the assigned topic—technical questions should be posted in the technical questions forum, questions on course concepts and content should be posted in the course content discussion, questions for me should be posted in the general discussion forum or emailed to me, questions about assessments, your grades, etc. should be emailed to me.

The discussions 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 only replying to one student you aren't really engaged in the material as much as you would be if you had a full conversation. Because this is an online course, discussions are one of the only ways to achieve this type of learning—hence the need to fully engage in the discussions.

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. **NO late work, NO MAKE-UPS**

Assessment (30% of the course grade)

There are 3 assessments, each worth 10% of your course grade. Assessment questions will come from any material covered in the course (such as readings, lectures, activities, assignments, discussions, etc.). This class will meet during the regularly scheduled final assessment period, during the University's finals week. **NO late work, NO MAKE-UPS**.

Case Exploration (25% of course grade):

Each student will be required to write a short paper exploring a single case that applies course material. It should discuss the specifics of the case, and identify aspects of the case that relate to the politics of sports and the issues we have covered in this class (theories, concepts, laws, ideas, etc.). It will go beyond a simple, superficial description of sports. It will include connections between sports and politics.

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 12 point font (Times New Roman). They will be uploaded (in a WORD file that is openable and uncorrupted) to the webcourse by 8:00 AM on the due date. The paper is worth 25% of your course grade. **NO late work, NO MAKE-UPS**.

Case Presentation and Discussion Leadership (15% of course grade):

The student is also required to prepare a short (5-10 minute) presentation to the class (using technological tools such as audio recordings over power point slides or the screencasting site) outlining the case and its elements, concepts, implications, etc. The presentation must also include questions for discussion. You will upload your presentation to the appropriate discussion thread and lead a discussion of that case. In your thread, you will also clearly post the discussion questions that come from your presentation. This presentation is worth 15% of your course grade. **NO late work, 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	30%
Assessments	30%
Case Exploration Paper	25%
Presentation and Discussion Leadership	15%

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.

Protocols

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://uwc.cah.ucf.edu/, stop by Colbourn 105, 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" (or zero) 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" (or zero) 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), reading the newspaper, doing the crossword or Sudoku, surfing the internet, listening to music, downloading music, watching movies or videos, 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. Further action may be taken if offenses warrant.

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.
See these websites for helpful information on how to write professional emails.

How to Email a Professor
How to Email a Professor
How to Email Your Professor
Students: How to email your professor, employer, or professional peers
How to email your professor: FAQ

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; changes will be announced

Week	Date Range	Due Date (8:00am)	Readings & Graded Items	Module & Questions
				INTRODUCTION
1	8/19 to 9/2		Green & Hartman "Politics and Sports: Strange, Secret Bedfellows" Beam, "Why is Congress Always Meddling with Sports?" Thomas, "Politics and Sports" Joyce, "Where Sports and Politics Intersect"	• Are politics and sports related? If so, how? • Should politics and sports be intertwined? What are the arguments in support and opposition of this? • What is the argument why Congress can and does 'mess' with

				sports?
		9/2	***Introductory Quiz***	
				MODULE 1: International Relations & Economic Development
2	9/3 to 9/9		*International Relations* Cha, Preface, Chapter 1, and Chapter 2 Markovits and Rensmann, Chapter 1 and Conclusion	• What and the ways in which sports and international relations are intertwined? • What are the lenses through which we can view the relationship between sports and politics? • Which of these lenses do the authors of our textbooks utilize to view the relationship between politics and sports? • What are the specific arguments that these texts are making? And how do they relate to politics?
		9/6 ***9/9***	***Discussion 1: Initial Post*** ***Discussion 1: Reply***	
3	9/10 to 9/16		*International Relations & Comparative Politics* Markovits and Rensmann, Chapter 2 and Chapter 3 Cha, Chapter 3 & Chapter 4	• In what ways to sports and sports cultures enhance diplomacy (or become a tool of diplomacy? • In what ways might sports and sports cultures inhibit diplomacy, or create or add to existing conflict? • What role to athletes play in

				creating or challenging sports culture? • What is meant by athletes at the 'vanguard' of culture? What are some possible implications of being part of this vanguard?
		9/13 ***9/16***	***Discussion 2: Initial Post*** ***Discussion 2: Reply***	
4	9/17 to 9/23		*Economic Development* Humphreys and Zimbalist, "The Financing and Economic Impact of the Olympic Games" Rich, "The Economics and Politics of Sports Facilities DeMause, "Why do Mayors Love Sports Stadiums?" Cha, Chapter 5, Chapter 6, Chapter 7, & Postscript	• What are the arguments in favor of holding 'mega-events' (like the Olympics, Superbowl, or March Madness)? • What are the arguments against pursuing these mega-events? • What are the reasons that cities might want to build sports facilities? What are the arguments in favor of these developments? • What are the counter-arguments for building sports stadiums? • What are the political benefits or costs to such events or stadiums? • What do these events mean for economic development and the citizens of the

				cities?
		9/20	***Discussion 3: Initial Post***	
		9/23	***Discussion 3: Reply***	
				MODULE 2: Identity Politics
5	9/24 to 9/30		*Gender* Markovits & Rensmann, Chapter 4 US Dept. of Education, "Gender" Kane, "Sex Sells, Not Women's Sports"	• What is the reasoning/logic behind Title IX? • What are the rules surrounding Title IX compliance? • What are some issues that female athletes have to deal with? • What are some issues that female spectators have to deal with?
		9/30	***Assessment 1***	
6	10/1 to 10/7		*Race and Ethnicity* Markovits & Rensmann, Chapter 5 Rosner & Shropshire, "Race" Paul, "Class Struggle on the Court" Tillery, "The Black Athlete Today"	• What is the role of racial and ethnic minority athletes in the cosmopolitization of culture? • What are some issues that racial and ethnic minority athletes have to deal with? • What are some issues that racial and ethnic minority spectators have to deal with? • What is it about American sports and sporting events that is so different than those in other countries (in reference to racial or ethnic issues)?
		10/4	***Discussion 4: Initial Post***	

		10/7	***Discussion 4: Reply***	
7	10/8 to 10/14		*Sexual Orientation* Wolf, "America's Deepest Closet" Women's Sports Foundation, "Sexual Orientation Discrimination in Sport." King, "9 LGBT Athletes of Color…"	• What are the issues that LGBT athletes have to deal with? • What are the issues that LGBT spectators have to deal with? • Is the pursuit of LGBT athlete rights related to the struggle for rights of other under-represented or discriminated against athletes?
		10/11 ***10/14***	***Discussion 5: Initial Post*** ***Discussion 5: Reply***	
				MODULE 3: College & Pro Sports
8	10/15 to 10/21		*Leagues & Unions* Jacobs, "Professional Sports Leagues…" US Senate, "Sports Anti-trust" SCOTUS, "Pro-Sports and Anti-Trust" Bartee, "Anti-Trust Law" Rosner & Shropshire, "Labor Matters: Unions" Dryer, "Beyond the Box Score…"	• What are Anti-trust laws, and how are they related to pro sports? • Are all pro sports treated equally under anti-trust laws? Why or why not? • What do anti-trust laws have to do with unions? • What does Jacobs say about anti-trust law, their interpretation, and their applicability to sports? (what is his argument?) • What are the various eras of athlete union influence? • In what ways have athletic unions

			changed sports and sports culture?
9	10/22 to 10/28	*College Sports* Markovits & Rensmann, Chapter 6 Sauer, "College Sports Economics" Pappano, "How Big-Time Sports…"	• Why are American college sports so different from college sports in other countries? • What are the purposes of college athletics in American society? • How do athletics programs 'fit' into the 'missions' of colleges and universities? • How do they detract from those missions? • What is the 'status' of athletic departments? (that is, are they independent of the university or not?) • How does this 'status' influence their operations, finance, etc.? • How do athletic departments make money? • Where does the money go?
10	10/29 to 11/4	*Rights & Responsibilities of Athletic Personnel* Lipsyte, "Jocks vs. Pukes" Kay, "Athletes as Role Models" (read all of the stories listed) Purdue, "Are Athletes Role Models" (read all three Professors' answers) Steinberg, "Why do we Make Athletes Role Models"	• What are the stereotypes that are attached to athletes and non-athletes? • Why do these matter (help or hurt people, programs, society)? • Are athletes role models? Why or

				why not? • If they are, should they be, why or why not? • What are the concerns that authors have about the role of athletes, coaches, managers, etc. having too much power? • Do we as a society treat athletes different from other citizens? If so, how and why? If not, how and why?
		11/1 ***11/4***	***Discussion 6: Initial Post*** ***Discussion 6: Reply***	
		11/4	***Week 11 Case Exploration Papers & Presentations Due***	
				MODULE 4: Case Explorations
11	11/5 to 11/11		*The Olympics* Olympics & Race Olympics & Sexual Orientation Olympics & Economic Development (case choices: Bejing, London, Sochi, Brazil)	
		11/8 ***11/11*** ***11/11***	***Discussion 7:Initial Post*** ***Discussion 7: Reply*** ***Assessment 2***	
		11/11	***Week 12 Case Exploration Papers & Presentations Due***	
12	11/12 to 11/18		*Athlete Health & Safety* PEDs in International Sports PEDs in US Sports NFL Concussion Scandal	
		11/15 ***11/18***	***Discussion 8: Initial Post*** ***Discussion 8: Reply***	
		11/18	***Week 13 Case Exploration Papers & Presentations Due***	

13	11/19 to 11/25		*Other Issues in College & Pro Sports* College Athlete Rights: Player Pay College Sports & Gender Race: Coaches, Managers, Owners NFL Collective Bargaining MLB Collective Bargaining & Curt Flood
		11/22 ***11/25***	***Discussion 8: Initial Post*** ***Discussion 8: Reply***
		11/25	***Week 14 Case Exploration Papers & Presentations Due***
14	11/26 to 12/2		*Case Potpourri* Politicians & Sports Athletes & Political Statements FIFA & the World Cup Colombian Soccer & Drug Cartels
		11/29 ***12/2***	***Discussion 9: Initial Post*** ***Discussion 9: Reply***
		12/2	***Assessment 3***

*NOTES:

All graded items are due by 8:00 AM on the due date unless otherwise noted.

All dates and times are subject to change by Professor Vieux. Be informed and routinely check the Schedule, Announcements, and Discussions for any changes or updates

Be Aware that Webcourses@UCF goes down for updates every Sunday at 6am for about four hours. You should not attempt to take an assessment during this time. I **will not** allow extra time for quizzes if you have been kicked from Webcourses@UCF.