POS 4030: Politics of Sports

Professor Andrea Vieux
Department of Political Science
The University of Central Florida

Office Location	UCF Main Campus HPH 302
Office Telephone	(407) 823-2608
Office Hours	By email and appointment
Email:	Preferred: Webcourse message avieux@knights.ucf.edu

The best way to reach me is the mail tab in webcourses
(note: I don't get notifications if you send messages through the gradebook comments--I don't know why the system is set up that way. Click on "inbox" and "compose" to send me messages in this webcourse)
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.

Course Information:

Course Name	POS 4030: The Politics of Sports
Course ID & Section	ID: 59884 Section: AW59
Credit Hours	3 credits
Semester/Year	Summer 2017
Location/Time	Online

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 sports and politics at the local, state, national, and international levels.
- Discuss the ways in which athletes and sports influence politics and society, and the ways sports are influenced by political contexts, entities, and actors.
- Evaluate governmental and non-governmental oversight and regulation of sports, athletes, and other athletic personnel

Readings:

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:

- There will be additional required readings posted on the webcourse.

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. Therefore, students are responsible for any announcements, and any information or handouts given out. Failure to pay attention or any absence (i.e. not checking into the webcourse regularly) is not an excuse for ignorance.

Additional Items of Note:

- Do the readings first. Then watch the lecture(s). Then complete the activities and assignments.
- *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.
- You may NOT distribute class materials.
- If you have any questions, please ask.

Additional 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://www.uwc.ucf.edu , stop by MOD 608, or call 407.823.2197.

Webcourse Privacy:

Privacy: Access to Webocourses 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 the webcourse 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. Make sure you:

- 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.
- Include "Subject" headings: use something that is descriptive and refer to a particular assignment or topic.

- 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.
- Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
- 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).
- Break up large blocks of text into paragraphs and use a space between paragraphs.
- Sign your e-mail messages.
- 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

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.
In addition, the notes, lectures, videos, handouts, etc. provided by the professor are owned by the professor and considered intellectual property. All intellectual property is safeguarded by copyright law and is not to be shared, distributed, etc. without the professor's consent.

Accessibility and Accommodation(s)

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 who need accommodations must be registered with Student Accessibility Services (SAS), Ferrell Commons room 185, phone 407-823-2371, or email sas@ucf.edu, before requesting accommodations from the professor..

Grading and Responsibilities

The following applies to all assignments:

- Doing the minimum requirement does not guarantee full credit.
- All assignments are due at 11:59 pm on the due date in the schedule
- NO LATE WORK, NO MAKE-UPS.
- All work MUST be your own

Introductory Quiz (5 points): Academic Activity **Due 5pm**

At the beginning of the semester, there is a quiz over the introduction, syllabus, and assignment documents. Review the material; then take the quiz.

Introductory Discussion (5 points):

I have set up small groups in the webcourse to facilitate discussion of the course material, which means you need to find your groups ASAP. In this assignment you will navigate to your group and introduce yourself in the relevant discussion thread. You are required to post one initial post and one reply to another student. In your initial post, well us your year, major, and the reason you took this course (or why you find it interesting, etc.).

Content Discussions (20 points):

There are two discussions over the course content, each is worth 10 points. Both will take place in your groups. They are discussions over the concepts, frameworks, ideas, etc. from the readings and lectures. The objectives of these discussions are to help you develop your understanding of the foundational material and to create a link to the more complex assignments (exams, case explorations, and term paper). The more engaged you are with your groupmates, the easier the remainder of the course assignments will be.

For each discussion I will provide you a list of questions and topics. You are required to post at least one initial post addressing a question/topic from the list I provide (100-250 words) and at least one reply to another student. You may not post about the same topic/question as someone else, and will be penalized for repeat posting. See the group content discussion thread for detail.

Case Explorations and Discussions (20 points):

There are two case exploration activities and discussions; each is worth 10 points and both will occur in your groups. These are examinations of aspects of cases highlighting the intersection of politics and sports. In them you will build on the lectures, readings and content discussions by using core concepts to apply, analyze, and evaluate aspects of the specific cases. They are shorter versions of your course term paper, and will help you develop the skills needed to successfully complete the paper. The difference is that in these activities you will explore one aspect (or a few elements) of the larger case, and in the term paper you will explore the entire case. Beyond helping you practice for the term paper, there will be questions related to these explorations on the exams, so these activities will help you prepare for the midterm and final. The more you utilize the opportunity to explore the cases and discuss them with your groupmates, the greater your chances of success on the paper and exams.

I provide a list of cases to choose from (and some resources). You choose a case from the list, examine the resources provided, search for additional resources, and write a discussion post outlining and analyzing the major elements of the case (250-400 words). You are required to post one initial post (your exploration) in the relevant thread, and reply to at least one students' initial post. You may not post on the same thing as someone else. If you post on the same topic, the content of your post must be substantially different. Repeat posts will be penalized. See the group case exploration discussion tread for more detail.

Case Exploration Presentation (5 points):

In this assignment, you are required to make a short video presentation of one of your case explorations. It does not matter which case exploration you create a video for, but it must correspond to your case exploration choice for that discussion (so your initial post and your video will be on the same topic). This assignment works in conjunction with the case explorations, and helps you develop your oral communication skills.
You are required to use PowerPoint (Prezi, etc.) and Screencast-O-Matic (or a similar program) to create a video presentation. You will link your video presentation into your initial post from an online storage account (such as the Cloud or Dropbox). (This is important, because our course file storage capacity is too small to handle all the video files as attachments.) You are also required to type a transcript for your video to ensure accessibility. See the case exploration presentation description for more detail.

Term Paper (15 points):

This assignment is a more extensive examination of a case relevant to our course content. Whereas the case explorations require to explore particular aspects of a case, this paper requires that you explore the entire case (700-900 words). I will give you a list of topics, and you will choose one and complete the assignment. You will upload the paper to the webcourse assignment dropbox. See the course paper description for more detail.

Exams (30 points):

There are two exams, a mid-term and a final. Each is worth 15 points. The exams are comprehensive and cover all of the course content, such as the readings, lectures, discussions, and case explorations. See the mid-term and final description pages for more detail.

Additional Rules and Notes for all Attendance and Participation:

Attendance Policy:
Students should check in on the webcourse at least twice per week.
For all discussions and activities:
In order to fully engage in this course, you are expected *engage with other students* in online discussions and activates—that is, they are discussions between students on which I may occasionally comment. They are intended to promote Active Learning amongst students; which has been shown to enhance information retention and learning. If you aren't fully engaging, then you aren't getting the benefit (and neither are your groupmates).
Grades are based on both the **quantity** and the **quality** of the posts. Doing the bare minimum does not mean you are fully engaged, and does NOT guarantee you an A. Posting something someone else has already said, saying I agree, etc. is **not** considered a quality post. Initial posts should be relevant to the assigned topic. Any disruptive, inappropriate, or offensive behavior,

inappropriate comments, activities not related to the course, etc. will reflect poorly on the your grade. I am looking for thought provoking posts that show you are engaged in the material.

Extra credit:

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

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.

Grade Breakdown:

Introductory Quiz	5
Introductory discussion	5
Content discussions	20
Case explorations and discussions	20
Case exploration presentation video	5
Term paper	15
Exams	30
Total	100

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 Work & Make-ups

As noted at the top of this page, **I do not allow for late work or make-ups**. Do not anticipate any deviation from this policy. I do make exceptions for extenuating circumstances on a case-by-case basis (see below). **The general rule is no late work, no make-ups.**

Under exceptional circumstances and with *my permission* a make-up might be granted. I must be informed, be provided with legitimate documentation for the request and need for the make-up, and give permission prior to the due date. Furthermore the request must conform to University Policy (for example, final exams are governed by stricter rules and will not be given before the University scheduled final exam period or after the University scheduled final exam period), the learning objective for that assignment must still be able to be fulfilled, and there must be a reasonable accommodation that can be made to make-up the missed work. If all these stipulations are met, then I may grant a make-up. In that case, the make-up may not be the same as the original.

Deadlines:

Do not wait until the last minute to complete your work. 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. Your failure to plan is not my emergency.

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.

Academic Honesty (and Misconduct)

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 0 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.

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. 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. 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 or videos, checking scores, playing games or poker, 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.

Schedule

Date range	Due date	Topics readings and assignments (see schedule pages for pdfs)

5/15 to 5/22

Review course introduction, syllabus, and assignment documents

Introduction to the intersection of sports and politics

- *Beyond the Final Score*, Preface & Chapter 1
- *Gaming the World*, Chapter 1 & Conclusion
- Green, Kyle and Doug Hartmann. 2012. "Politics and Sports: Strange, Secret Bedfellows." The Society Pages
- Beam, Christopher. 2009. "Why is Congress Always Meddling with Sports?" Slate
- Thomas, Andrew C. 2003. "Politics and Sports." *The Tech*.
- Joyce, Tim. 2010. "Where Sports and Politics Intersect." *Real Clear Sports*. November 7.

5/19 **Intro Quiz / Academic Activity ** Due 5pm**
5/19 **Introductory Discussion: Initial post**
5/22 **Introductory Discussion: Reply post**

International relations, comparative politics & culture

- *Beyond the Final Score*, Chapters 2-4
- *Gaming the World*, Chapters 2 & 3
- Hill, Christopher H. 1996. "Keeping Politics in Sport." *The World Today*. 52(7): 192-194.

Economic development: Mega-events

- *Beyond the Final Score*, Chapters 5-7 & Postscript
- Humphreys, Brad R., and Andrew Zimbalist. 2011. "The Financing and Economic Impact of the Olympic Games." in *The Business of Sports*. (pgs. 460-469)

Economic development: Sports stadiums

- Rich, Wilbur. 2000. *The Economics and Politics of Sports Facilities*. Introduction (pgs. 1-9)
- Rich, Wilbur. 2000.. *The Economics and Politics of Sports Facilities*. Conclusion (pgs. 223-228)
- DeMause, Neil. 2011. "Why do Mayors Love Sports Stadiums." *The Nation*. August 15/22

5/23 to 5/31

Engage in discussions and activities

- Review the material
- Complete the content discussion
- Study the material on the case exploration pages
- Complete your case exploration discussion (and video*)

	5/24	**Content Discussion 1: initial post**
	5/26	**Content Discussion 1: reply post**
	5/29	**Case Exploration Discussion 1: initial post (and video*)**
	5/31	**Case Exploration Discussion 1: reply post**
6/1 to 6/5		Review for the Mid-Term
	6/5	**Mid-Term**
6/6 to 6/14		Social construction and identity • *Gaming the World*, Chapters 2 & 3 Social construction and identity: Gender • Markovits & Rensmann: Chapter 4 • US Department of Education, Office of Civil Rights. In *The Business of Sports*. (pgs. 622-631). • Markovits, Andrei S. and Emily K. Albertson. 2012. "Introduction." In *Sportista: Female Fandom in the United States*. 1-12. • Kane, Mary Jo. 2011. "Sex Sells, Not Women's Sports." *The Nation*. August 15/22 Social construction and identity: Race & Ethnicity • Markovits & Rensmann: Chapter 5 (pgs. 207-219 & 251-270) • Rosner, Scott R. and Kenneth L. Shropshire. 2011. Race. In *The Business of Sports*. (pgs. 683-689) • Paul, Ari. 2011. "Class Struggle on the Court." *The Nation*. August 15/22 • Tillery, Mike. 2011. "The Black Athlete Today." *The Nation*. August 15/22 Social construction and identity: Sexual orientation & gender identity • Wolf, Sherry. 2011. "America's Deepest Closet." *The Nation*. August 15/22. • Women's Sports Foundation. "Sexual Orientation Discrimination in Sport. • NPR. Shifting Playing Field. • Bass, J. R., Hardin, R., & Taylor, E. 2015. "The Glass Closet": Perceptions of homosexuality in intercollegiate sport. *Journal*

of Applied Sport Management. 7(4): 1-36.

Pro sports

- Jacobs, Michael. 1991. "Professional Sports Leagues, Anti-Trust." *Indiana Law Journal*.
- US Senate. Anti-Trust
- SCOTUS blog. Anti-Trust Preview
- Bartee, Howard. 2005. The Role of Anti-Trust Laws in the Professional Sports Industry from a Financial Perspective. *The Sport Journal. US Sports Academy*.
- 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)
- Federal Trade Commission: The Anti-Trust Laws

College sports

- *Gaming the World*, Chapter 6
- Bass, Jordan and Joshua I. Newman. 2013. "Too big to fail: The Penn State scandal and the crisis of the corporate university. *Journal of Issues in Intercollegiate Athletics*. Special Issue. 22-40.
- Sauer, Skip. College Sports Economics
- Pappano, Laura. 2012. "How Big-Time Sports Ate College Life." NYT.

Athletes rights & responsibilities

- Lipsyte, Robert. 2011. "Jocks vs. Pukes." *The Nation*. August 15/22
- Purdue University. "Athletes as Role Models." *Difference Makers*. (read all three Professors' answers)
- Steinberg, Leigh. 2013. "Why do we Make Athletes Role Models?" *Forbes*. January 20.

Engage in discussions and activities

- Review the material
- Complete the content discussion
- Study the material on the case exploration pages
- Complete your case exploration discussion (and video*)

6/7 **Content Discussion 2: initial post**

	6/9	**Content Discussion 2: reply post**
	6/12	**Case Exploration Discussion 2: initial post (and video*)**
	6/14	**Case Exploration Discussion 2: reply post**
6/15 to 6/21		Review for Final Work on Term Paper
	6/19	**Final Exam**
	6/21	**Term Paper**

* Students are required to create one video presentation for one of their case explorations and post it with their initial post for the corresponding discussion.