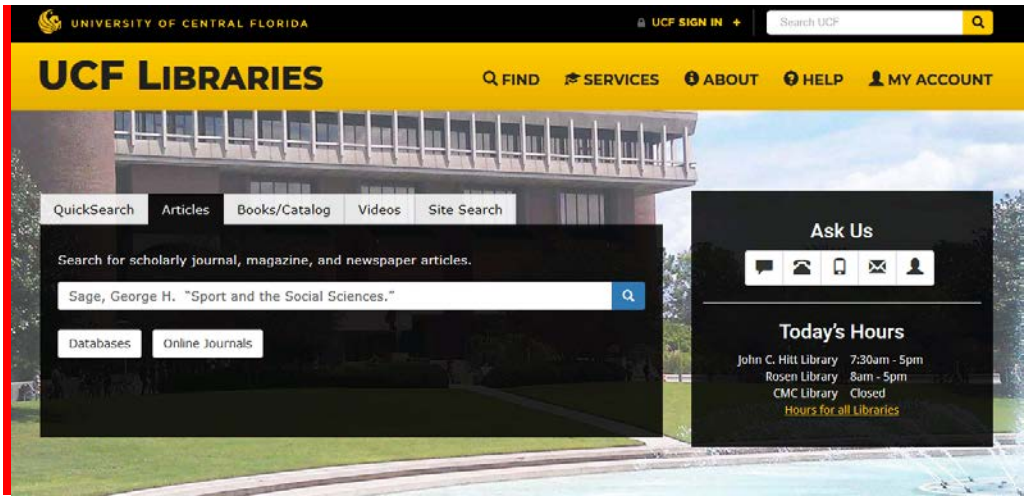
Fall 2019 Syllabus
POS 4030.0001: The Politics of Sports
Instructor: Dr. Paul Vasquez, Department of Political Science

Class location:	Psychology Building, Room 105
Class times	Tuesdays and Thursdays, 1:30-2:50 PM
Office Hours:	Tues. & Thurs. 11:00AM-1:00 PM; Wed. 9:30-11:30 PM or by appointment
Office location:	Howard Philips Hall 102A
Contact information:	paul.vasquez@ucf.edu or (407) 823-2659
Prerequisites/Co-requisites:	POS 2041 or Consent of Instructor

Course Description: This course deals with the intersection of politics and sports. As such it, it deals with the involvement of politics in the world of sports and vice versa. More specifically, we will address topics such as institutional interventions in sports regulations, the politics of sports arenas and teams, civic and political engagement through sports, and emergent concerns in sports policy.

Course goals: In terms of substance, this course is designed to improve students:
1) understanding of the way in which political actors and institutions become involved in sports for political and public policy purposes;
2) understanding of the way in which athletes and sports professionals become involved in political efforts;
3) understanding of the underlying socio-economic conditions that support the aforementioned activities;
4) ability to think critically about both politics and sports; and
5) ability to improve their verbal and written communication skills.

Required Materials: You do not need to buy a text for this class. For most of the readings—the assigned journal articles or newspaper articles, you can attain them by copying author and article names included below and pasting them into the "Articles" or "Quick Search" tab of the UCF Libraries webpage as seen on the following page. To access these texts from off-campus, you will first have to log into that site as a UCF student with your NID and password. If this option doesn't work, try copying the author and article name and searching for it within Google Scholar. These paths should take you to at least one link with which you can access the articles' full-text. A few readings are from the *Orlando Sentinel*, which allows a limited number of free articles each month even to non-subscribers. If you don't subscribe, you might want to go ahead and print these in advance to make sure you don't exhaust your free access opportunities. Finally, you can access a few digital versions of readings marked with a hashtag (#) from the course's Files tab in Webcourses or with links that are provided.



Requirements: I will evaluate your performance in this class in accord with the table below.

Read this syllabus and assignments carefully to put yourself in position to succeed.

A	B	C	D	E
Assignments	**% of Final Grade**	**Assignment average (add grades for each row & ÷ by the # of grades for this task)**	**Component Score = column B x column C**	**Due Date**
Class Participation	5			To be announced
Quizzes	20			To be announced, including online tutorial due Oct. 3
Paper	25			Tuesday, Oct. 22
Midterm Exam	25			Tues., Oct. 24
Final exam	25			Tuesday, Dec. 10, 1:00-3:00 PM
Total	100%	**Add Column D to estimate final grade →**		

Assignments

Class Participation: Participating in class means much more than just attending and spectating. It involves asking and answering questions and participating in class discussions.

Quizzes and Information Literacy Tutorial Assessment: Quizzes may cover any material covered in this course. Some quizzes will be announced in advance and other evaluations will be

pop quizzes. In addition to traditional, individually taken quizzes, some quizzes will be taken in small groups to allow for collaboration and discussion. These team quizzes will include questions with more than one correct answer for a question or questions, and you will be graded on your ability to identify all of the correct answers on those quizzes. On these team quizzes you will be aided by knowing the total number of correct answers for the assignment. The lowest quiz grade for each student will be dropped when calculating final course grades.

Also, before midnight Thursday, October 3, you will also be expected to complete the UCF Online Information Literacy tutorial "Avoiding Plagiarism Using Chicago Manual of Style, 16th Edition" and the assessment included in it under the Assignments Tab in Webcourses, which will be counted as a separate quiz. That tutorial should help to improve course paper grade above what they would be otherwise and help avoid instances of plagiarism. You can take the assessment associated with it twice, and you can receive the average of your two scores.

Important Note: In order to verify that you began this course, you should complete a graded syllabus quiz that is due before midnight on Friday, August 30. Failure to complete the assignment will result in a zero for the assignment and could cause a delay in the disbursement of any financial aid (this is a UCF policy and beyond my control). To do this task, go to the myUCF portal (https://my.ucf.edu) and select the Webcourses@UCF button on the left side of the screen. Log in with your NID and NID password, and then access the course by selecting it in the "Courses" dropdown menu at the top of the page. From the course homepage, click on the Assignments tab to left, then click on Syllabus Quiz, complete the quiz and submit it.

Midterm and Final Exams: These will be multiple choice exams with each question having only one correct answer per question. The final exam will be cumulative as it will cover material covered before and after the midterm exam. However, it will be more heavily weighted to cover material from the second half of the class. **Warning:** Do not assume that these exams will be easy simply because they will take the form of a multiple choice exam.

Paper: For this assignment, you will write a paper reflecting on an article that will be disseminated by Thursday, October 17, which relates to three subjects discussed in class. Your task in this assignment will be to apply insights from articles assigned and lecture to the points raised in the article disseminated for this assignment. You should address whether material covered in related readings and lecture supports or questions points raised in the disseminated article, or whether it raises more nuanced points with respect to the regularly assigned articles. Your paper should be between 2,000 and 2,100 words of text beyond the title page and bibliography. Papers should use 12-point font, double-spacing and 1 inch margins, and your word count must appear on your title page along with your name.

Please note that mechanical elements of writing including, but not limited to proper spelling, grammar, punctuation, etc. are all important components of formal writing such as a college paper. Exceptionally poor performance in this regard could lower your paper grade by as much as 20 points, so take steps to avoid this eventuality.

The paper will be graded in accord with the following distribution of credit.

Mechanics of writing	20%
Application of concepts	30%
Clear and logical analysis	30%
Organization of paper	20%
	100%*

*Failure to properly acknowledge source materials in the regularly assigned course materials may result in up to 5 point deductions per oversight.

Missed Assignments/Make-Up Policy: Quizzes are due by dates outlined in the syllabus and may not be made-up unless they are for an officially UCF excused absence, an excused religious holiday or a military deployment. Students who represent the university in an authorized event or activity (for example, student-athletes, intercollegiate debaters, etc) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy (https://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf). Also, you must notify me in advance if you intend to miss class for a religious observance and want latitude for completing assignments. For more information, see the UCF policy (https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf). Finally, if you will be a deployed person who is either on active military duty and/or serving with the National Guard/Reserve personnel and will need an accommodation, you should contact me as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements. If you don't fall into one of these categories, please keep in mind that my policy of dropping the lowest quiz grade is designed to account for unforeseen problems that might arise and keep you from attending class once.

Make-up exams may be given without penalty in instances mentioned above or when students have a verifiable medical, funeral, excuse or one that is sufficiently verifiable, compelling, significant and unexpected. When no such excuse exists students will be allowed to take exams late, but they will be penalized by 10 points "off the top" and by 10 points for every 3 hours that pass from the time an exam began, up to a maximum of 30 points. Late papers will be penalized 10% for each full calendar day they are late, up to as much as 30%. I do not offer extra credit, so direct your energies accordingly.

Grades scale for course assignments: Assignment grades will be recorded in Webcourses.

Letter Grade		Points			
A	=	93 – 100	C	=	73 – 76
A-	=	90 – 92	C-	=	70 – 72
B+	=	87 – 89	D+	=	67 – 69
B	=	83 – 86	D	=	63 – 66
B-	=	80 – 82	D-	=	60 – 62
C+	=	77 – 79	F	=	59 and below

Communicating with the Instructor Online: This document was created to empower you to answer many questions on your own as responsible and maturing learners. Communicate online with the instructor using either his UCF email address (Paul.Vasquez@ucf.edu) or using the email feature within Webcourses rather than replying to postings under the Announcements tab, as he can respond to emails much more quickly.

Behavior

Disruptions: If circumstances require you to arrive late for class or leave early, please do so in as discreet a manner as possible. Please limit distractions in class as much as possible. Such behavior bothers others who are paying good money to learn, and it may be distracting to me as I attempt to teach the class.

Academic Integrity Statement: Do not cheat. Students are prohibited from cheating by including, but not limited to: 1) attempting to use, possess or disseminate unauthorized materials for academic assignments; 2) presenting material obtained through the effort of someone other than the student for the student's assignment credit, 3) selling course materials such as class notes or assigned work to other students; 4) falsifying or misrepresenting one's academic work; and 5) plagiarism (including using another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own or submitting work for more than one class without instructor approval). After taking the UCF Online Information Literacy tutorial "Avoiding Plagiarism Using Chicago Manual of Style, 16th Edition," you should clearly understand my expectations of you with regards to correctly citing material. Thus, you should do this prior to starting to write your course paper. For more details on academic integrity matters, you are encouraged to consult UCF's Rules of Conduct (http://osc.sdes.ucf.edu/process/roc) and UCF's student handbook, *The Golden Rule* (https://sdescms.smca.ucf.edu/goldenrule/wp-content/uploads/sites/64/2019/06/goldenrule1.pdf).

All UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so we must seek to prevent unethical behavior and when necessary respond to academic misconduct. Thus, course papers will be submitted through Turnitin.com. If I determine that there has been an instance of unambiguous academic dishonesty in the course, I will inform you of my concern, report the violation to the Office of Student Rights and Responsibilities, and assign you a 0 grade for the associated assignment. At the end of the semester, a letter grade of Z, indicating academic dishonesty, will precede the letter grade earned. For more information about the Z grades and the process for appealing such a finding, please consult the following website: (https://goldenrule.sdes.ucf.edu/zgrade/).

Campus Safety Statement: Campus emergencies are rare, but if one should arise during class, everyone needs to work together. Be aware of your surroundings and familiar with basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted near the door. Please make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html and learn the evacuation routes from our

classroom. If you have a special need that would leave you especially vulnerable during a possible evacuation or emergency, please let me know outside of class.

- If there is a medical emergency during class, you may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see http://www.ehs.ucf.edu/AEDlocations-UCF.
- To stay informed about emergency situations, you can sign up to receive UCF text alerts by going to ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- To learn about how to respond to active-shooter situations here, you can view this video: https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be.

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.

Third-Party Software and FERPA: During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Academic Support Services

Student Academic Resource Center (SARC): (Trevor Colbourn Hall, Room 117/ (407) 823-5130): If you have trouble succeeding in this class and comprehending the material, you might benefit from contacting this office for assistance with improving your study skills.

University Writing Center (UWC): The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers' strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due dates to allow yourself time to revise after your consultation,

browse the writing resources on our website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available. The main location is in Trevor Colburn Hall, Room 109 and can be reached at 407-823-2197 or http://uwc.cah.ucf.edu/. In addition, the UWC seeks graduate and undergraduate tutors from all majors; contact the UWC to learn more about peer writing consulting and ENC 4275/5276: Theory & Practice of Tutoring Writing, our three-credit tutor-education course.

UCF Counseling Center: (Building #27/ (407) 823-2811 Students experiencing challenges, including, but by no means limited to stress, anxiety, or depression, that are hindering their ability to be the best they can be should contact this office for help. There is absolutely no shame in getting help so that you can attempt to live up to your true potential.

Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access issues in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (http://sas.sdes.ucf.edu/) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Course Schedule

Important UCF Deadlines	Dates
Course Drop Deadline	Thursday, Aug. 29
Course Add Deadline	Friday, Aug. 30
Course Withdrawal Deadline	Friday, Nov. 1

Note: When entries fall at the bottom of the page, flip to the next page to make sure additional readings aren't listed on the following page.

Tuesday, August 27 **Class Welcome and Overview**

Thursday, August 29 **No Class—Football Game Cancellation/Drop Deadline**

Friday, August 30 **Course Add Deadline/Webcourse Syllabus Quiz Deadline**

Tuesday, September 3

Sports, Psychology and Politics

Sage, George H. "Sport and the Social Sciences." *Annals of the American Academy of Political and Social Science* 445 (September 1979): 1-14.

Cialdini, Robert B., Richard. J. Borden, Avril Thorne, Marcus R. Walker, Stephen Freeman and Lloyd R. Sloan. "Basking in Reflected in Glory: Three (Football) Field Studies." *Journal of Personality and Social Psychology* 34, no. 3 (1976): 366-375.

Thursday, September 5

International and Domestic Politics and Cultural Support for Sports

#Markovits, Andrei S., and Steven L. Hellerman. Excerpt from "The Argument: Sports as Culture in Industrial Societies-American Conformities and Exceptions." Chapter 1. In *Offside: Soccer and American Exceptionalism*. Princeton: Princeton University Press, 2014, pp. 13-49.

Waddington, Ivan and Martin Roderick. "American Exceptionalism: Soccer and American Football." *The Sports Historian* (became *Sport in History* in 2003) 16 (May 1996): 28-49. Use the link below. https://www.researchgate.net/profile/Ivan_Waddington/publication/241349280_American_Exceptionalism_Soccer_and_American_Foot_ball/links/0c960528614f635e5f000000/American-Exceptionalism-Soccer-and-American-Foot-ball.pdf

Andrew Doyle. "Foolish and Useless Sport: The Southern Evangelical Crusade against Intercollegiate Football." *Journal of Sport History* 24, no. 3 (Fall 1997): 317-340.

Tuesday, September 10

Community Identity and Social Capital

Lipsky, Richard. "The Athleticization of Politics: The Political Implication of Sports Symbolism." *Journal of Sport and Social Issues* 3, no. 2 (1979): 28-37. Use the link below. https://journals.sagepub.com/doi/pdf/10.1177/019372357900300204

Putnam, Robert D. "Bowling Alone: America's Declining Social Capital." *Journal of Democracy* 6, no. 1 (1995): 65-78.

Borucki, Wes. "'You're Dixie's Football Pride:" American College Football and Resurgence of Southern Identity." *Identities: Global Studies in Culture and Power* 10, no. 4 (2003): 477-494.

Staurowsky, Ellen J. "“You Know, We Are All Indian” Exploring White Power and Privilege in Reactions to the NCAA Native American Mascot Policy." *Journal of Sport and Social Issues* 31, no. 1 (2007): 61-76.

Thursday, September 12

Dissent and Protest

#Jay, Kathryn. “Making Sense of the Sixties.” Excerpt from “Making Sense of the Sixties.” Chapter 4. In *More than Just a Game: Sports in American life since 1945*. New York: Columbia University Press, 2004, 113-136.

#Zirin, David. “The Flood Gates.” Chapter 8. In *A People's History of Sports in the United States: 250 Years of Politics, Protest, People, and Play*. New York: The New Press, 2008.

Tuesday, September 17

Waxman, Olivia B. “The NFL Told Teams to Stand during the National Anthem in the 1960s. Here's How One Player Protested.” *Time*, May 23, 2018.

Wagoner, Nick. "Transcript of Colin Kaepernick's comments about sitting during national anthem." *ESPN.com*, August 28, 2016. Use the link below: https://www.espn.com/blog/san-francisco-49ers/post/_/id/18957/transcript-of-colin-kaepernicks-comments-about-sitting-during-national-anthem

Druckman, James. N., Howat, Adam. J. and Rothschild, Jacob E. “Political Protesting, Race, and College Athletics: Why Diversity Among Coaches Matters.” *Social Science Quarterly* 100 (2019): 1009-1022

Thursday, September 19

Domestic League Governance

McKinny, Christopher J. "Professional Sports Leagues and the First Amendment: A Closed Marketplace." *Marquette Sports Law Review* 13 (2002): 223-255.

Tuesday, September 24

#Keith Dunnavant. “The Musical Chairs.” Chapter 13. In *The Fifty-year Seduction: How Television Manipulated College Football from the Birth of the Modern NCAA to the Creation of the BCS*. 1st ed. New York: Thomas Dunne Books, 2004.

Druckenmiller, Brian. "UCF is the Entitled Brat of College Football, thanks to AD White." *Orlando Sentinel*, May 30, 2019, A16.
https://www.orlandosentinel.com/opinion/guest-commentary/os-op-my-word-ucf-danny-white-20190529-ly63vct77veenppg4cm74o4ev4-story.html

Bianchi, Mike. "Why doesn't national media back UCF scheduling philosophy instead of blasting it?" *Orlando Sentinel*, July 31, 2019. Use the link below.
https://www.orlandosentinel.com/sports/mike-bianchi-commentary/os-sp-ucf-fiu-national-media-scheduling-20190730-lqdwi3gvibcwldw47ji5upxu6i-story.html

Goodman, Lizzy. "The Grass Ceiling." *New York Times Magazine*, June 16, 2019, 40-45.

Jenkins, Sally. "The US women's national team is an American treasure. Pay them a bounty." *The Washington Post*, June 12, 2019.

Thursday, September 26

Sports and Politicians

Sarantakes, Nicholas Evan. "Nixon versus Paterno: College football and presidential politics." *Pennsylvania History* 73, no. 2 (2006): 236-260.

Tuesday, October 1

Stephens, Sean. "How Did Athletes Visiting the President at the White House Become a Tradition?" *Rolling Stone*, February 9, 2017. Use the link below:
https://www.rollingstone.com/culture/culture-sports/how-did-athletes-visiting-the-president-at-the-white-house-become-a-tradition-111073/

Korte, Gregory. "Analysis: Trump's approach to sports breaks with long bipartisan tradition." *USA Today*, Sept. 25, 2017.
https://www.usatoday.com/story/news/politics/2017/09/25/trumps-approach-sports-breaks-long-bipartisan-tradition/699543001/

Porro, Nicola, and Pippo Russo. "Berlusconi and other matters: The era of 'football-politics'." *Journal of Modern Italian Studies* 5, no. 3 (2000): 348-371.

Thursday, October 3 ****Complete Online Information Literacy Tutorial by 11:59 PM****

Political Parties, Unions and Voters

Kaufman, Haim and Yair Galily. "Sport, Zionist ideology and the State of Israel." *Sport in Society* 12, no. 8 (2009): 1013-1027.

Pettengill, Ryan S. "“Fair Play in Bowling”: Sport, Civil Rights, and the UAW Culture of Inclusion, 1936–1950." *Journal of Social History* 51, no. 4 (2017): 953-979.

Tuesday, October 8

Ridout, Travis N., Michael Franz, Kenneth M. Goldstein, and William J. Feltus. "Separation by television program: Understanding the targeting of political advertising in presidential elections." *Political Communication* 29, no. 1 (2012): 1-23.

Healy, Andrew J., Neil Malhotra, and Cecilia Hyunjung Mo. "Irrelevant events affect voters' evaluations of government performance." *Proceedings of the National Academy of Sciences* 107, no. 29 (2010): 12804-12809.

Busby, E., & Druckman, J. “Football and Public Opinion: A Partial Replication and Extension.” *Journal of Experimental Political Science*, 5, no. 1 (2018): 4-10.

Thursday, October 10

Sports and National Bureaucracies

Collins, Tony. "English Rugby Union and the First World War." *The Historical Journal* 45, no. 4 (2002): 797-817.

Wilson, John J. "Skating to Armageddon: Canada, hockey and the First World War." *The International Journal of the History of Sport* 22, no. 3 (2005): 315-343.

Vasquez III, Joseph Paul. "America and the garrison stadium: How the US Armed Forces shaped college football." *Armed Forces & Society* 38, no. 3 (2012): 353-372.

Tuesday, October 15

#Vasquez, III, Joseph Paul. “Patriot Games, War Games and Political Football: A Psycho-Constructivist Analysis of Militarization in an American Sport.” Unpublished Manuscript. 2019.

Koesters, Todd C., Matthew T. Brown, and Mark S. Nagel. “Defending Your Sponsorship: The Outlawing of 'Paid Patriotism'.” *Sport Marketing Quarterly* 26, 2 (June 2017): 121-124.

Bleich, Keiran. "Dropping the Ball: Analyzing the Impact and Hurdles of Potential OSHA Regulation in Collision Sports." *Texas Review of Entertainment & Sports Law*. 18 (2016): 85-109.

Thursday, October 17 **Midterm Review and article dissemination for Paper**

Tuesday, October 22 ****Paper Due by 11:59 PM****

Thursday, October 24 ****Midterm Exam****

Tuesday, October 29

Congress

#Martin, Michael S. "New Orleans Becomes a Big-League City: The NFL-AFL Merger and the Creation of the New Orleans Saints." In *Horsehide, Pigskin, Oval Tracks and Apple Pie: Essays on Sport and American Culture*, edited by James A. Vlasich, 119-131. Jefferson, NC: MacFarland & Company, Inc. 2006.

Gordon, Brian. “Kim Terrell-Kearney and Gazmine Mason trying to add some color to women’s bowling.” *The Undefeated*, June 12, 2019. Use the link below: https://theundefeated.com/features/kim-terrell-kearney-and-gazmine-mason-trying-to-add-some-color-to-womens-bowling/

Thursday, October 31

Spaude, Lance K. "Time to Act: Correcting the Inadequacy of Youth Concussion Legislation through a Federal Act." *Marquette Law Review* 100 (2016): 1093-1122.

Haines, Hunter M. "Passing the Ball: The United States Supreme Court Strikes Down PASPA and Throws Sports Gambling Back to State Legislatures." *Maryland Law Review* 78, no. 3 (2018): 604-635.

Friday, November 1 **UCF Class Withdrawal Deadline**

Tuesday, November 5

Courts

Hobson, W. "Six years later, Penn State remains torn over the Sandusky scandal." *The Washington Post*, Dec. 28, 2017. Use the link below:

https://www.washingtonpost.com/graphics/2017/sports/penn-state-six-years-after-sandusky-scandal/?utm_term=.60b1d454224e

Fainaru, Steve and Mark Fainaru-Wada. "For the NFL and all of football, a new threat: an evaporating insurance market." *ESPN.com*, January 17, 2019; Updated: February 22, 2019). Use one of the links below:
http://www.espn.com/espn/print?id=25776964&type=Story&imagesPrint=off
http://www.espn.com/espn/print?id=25776964

Korngold, Caleb, Helen M. Farrell, and Manish Fozdar. "The National Football League and chronic traumatic encephalopathy: legal implications." *Journal of the American Academy of Psychiatry and the Law Online* 41, no. 3 (2013): 430-436.

Rothstein, Caroline. "The Behind-the-Scenes Case That Helped Expose Larry Nassar: A Story of Lawsuits, Leads and Old-Fashioned Legwork." *American Bar Association Journal* 104, no. 6 (2018): 9–10.

Thursday, November 7

States and Localities

High School Sports. "School consolidations have changed Indiana basketball landscape." *US Today*, July 1, 2012. Use the link below:
https://usatodayhss.com/2012/school-consolidations-have-changed-indiana-basketball-landscape

Bianchi, Mike. "Georgia on their mind for practice." *Orlando Sentinel*. February 21, 2019, C1. Use the link below:
http://www.orlandosentinel.com/sports/open-mike/os-sp-orlando-apollos-workmans-comp-georgia-practice-20190219-story.html#share=email~story

Morris, David, and Daniel Kraker. "Rooting the Home Team: Why the Packers Won't Leave--and Why the Browns Did." *The American Prospect*, no. 40 (September 1998): 38–43.

Tuesday, November 12

Martin, Charles H. "Integrating New Year's Day: The Racial Politics of College Bowl Games in the American South." *Journal of Sport History* 24, no. 3 (1997): 358-377.

Barra, Allen. "The Integration of College Football Didn't Happen in One Game." *The Atlantic*. Nov. 15, 2013. Use the link below: https://www.theatlantic.com/entertainment/archive/2013/11/the-integration-of-college-football-didnt-happen-in-one-game/281557/

Thursday, November 14

International Sports—Coming together and going apart

Lapchick, Richard E. "A Political History of the Modern Olympic Games." *Journal of Sport and Social Issues* 2, no. 1 (1978): 1-12.

Lapchick, Richard E. "South Africa: Sport and apartheid politics." *The Annals of the American Academy of Political and Social Science* 445, no. 1 (1979): 155-165.

Pielke Jr, Roger. "Obstacles to accountability in international sports governance." *Transparency International, Global Corruptions Report: Soccer* (2016). Use the link below: https://www.transparency.org/files/content/feature/1.2_ObstaclesToAccountability_Pielke_GCRSport.pdf

Tuesday, November 19 To be ann0unced

Thursday, November 21 To be announced

Tuesday, November 26 To be announced

Wednesday, November 27 **UCF Holiday—No Office Hours**

Thursday, November 28 **Thanksgiving Holiday—No class**

Tuesday, December 3 End of Semester Review

Tuesday, December 10 ****Final Exam: 1:00 PM– 3:00 PM****