Spring 2024 Syllabus
POS 4030.0001: The Politics of Sports

Course Information

Course Name	**The Politics of Sports**
Course ID & Section	**POS 4030.0001**
Credit Hours	**3 credit hours**
Semester/Year	**Spring 2024**
Class meeting time	**Tuesdays and Thursdays 12:00-1:20 PM**
Location and Mode	**Biology Building, Room 209 – face-to-face**

Instructor Contact

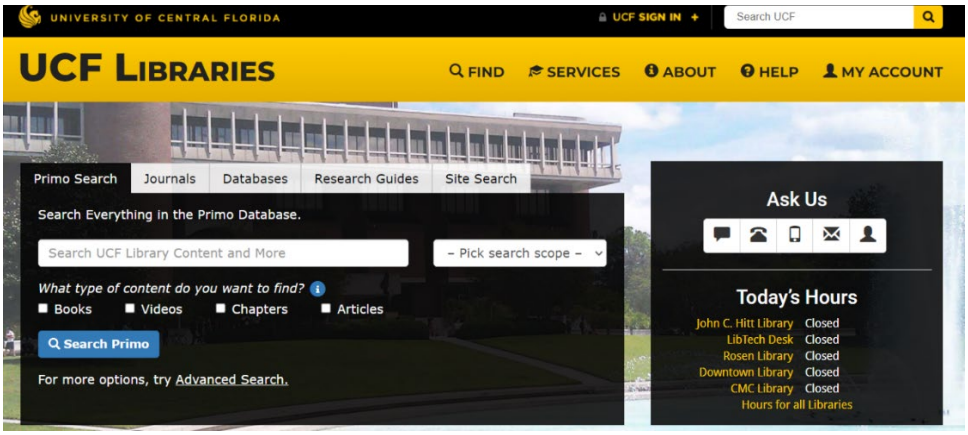
Instructor	**Dr. Joseph Paul Vasquez, III** **School of Politics, Security & International Affairs (SPSIA)**
Office	**102 Howard Philips Hall**
Office Hours	**Tuesday & Thursday 10:45 - 11:15 AM & 1:45 - 4:15 PM; and by appointment in person or over Zoom (https://ucf.zoom.us/j/3142725238)**
SPSIA Phone #	**(407) 823-2608**
E-mail	**paul.vasquez@ucf.edu**
Graduate Teaching Assistant	**Ms. Nadine George (Nadine.George@ucf.edu)**

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.

Important Advice: I want you to do the best work you can. I will try hard to clearly explain assignments and do what I can within the limits of fairness–without compromising on standards—to help you do your best. You should do the readings and take notes when you read and watch lectures. Doing so will set you up to succeed on quizzes and exams. **Read this syllabus and assignments carefully to put yourself in position to succeed.**

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 "Primo Search" or "Journals" 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.



Course Mode via Webcourses

In-person course attendance is expected for this course. This course will use Webcourses primarily as a platform for housing our course syllabus, posting course announcements, using email for communication, and submitting some assignments. To do so, you will need access to a computer and adequate Internet bandwidth. You can contact Webcourses@UCF Support at <https://cdl.ucf.edu/support/webcourses/> if you have any technical problems. Once you access the course from Dashboard in Webcourses, please check out the course home page and the Announcements from the navigation column to the left of the center of your screen.

Illness Notification

If you become ill, please stay home, and contact your primary care physician. Students should contact their instructor(s) as soon as possible if they miss class for any illness-related reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class. If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

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			Daily
Quizzes	25			To be announced, including Mon, Feb. 13
Midterm Exam	25			Thursday, Feb. 29
Paper 1	10			Sunday, March 3
Paper 2	10			Sunday, April 7
Final exam	25			Thursday, April 25, 10:00AM -Noon
Total	100%	**Add Column D to estimate final grade →**		

If you have questions about your final course grade and want to double check the final course grade reported in Webcourses at the end of the semester, you can take the grades for particular assignments and plug them into the grade table above and do the calculations accordingly. If assignments are not yet completed and you are trying to estimate your current course grade during the semester, divide your total for column D by the percentage of the final grade that has been completed. For example, if you have done everything except the final exam, divide your total for column D by 70 since you have only completed the assignments equal to 70% of your course grade. Incidentally, at the end of the semester, I round grades up from .45 to the next nearest whole number. Thus, an 89.45 and a 59.45, would get rounded up to a 90 and 60, respectively.

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 often.

Quizzes: These will include multiple-choice quizzes with one correct answer for each question that will be administered in class. Occasionally, you will be allowed to take quizzes in small groups in class. These quizzes will usually cover substantive information from class, including any assigned courses materials, including course readings, videos, lectures, etc. Information from assigned readings or videos should be mastered by the day it is listed on the syllabus, at which point it could be included on a quiz. By Thursday, Feb. 22, you will also be expected to complete a quiz about proper citation practices using the Chicago Manual of Style. This exercise should help to improve course paper grades above what they would be otherwise and help avoid instances of plagiarism. At the end of the semester, the lowest quiz grade for each student will be dropped when calculating final course grades.

Important Note: All faculty members are required by UCF to document students' academic activity at the beginning of each course. In order to document that you began this course, you should complete a graded syllabus quiz that is ideally due by 11:59 on Friday, January 12, or as soon as possible for those who add the course late. Failure to do so will result in a zero for the assignment and a possible delay in the disbursement of any financial aid. 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 access the course from the Dashboard. From the course homepage, click on the Assignments tab to left, click on the Syllabus Quiz under the Quizzes banner, 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. **Warning:** Do not assume that these exams will be easy simply because they will take the form of a multiple-choice exam. Students tend to do less well on their short paper than other assignments such as the exams so you should not only invest serious time and effort in crafting your papers, but also do the very best you can on other assignments such as the exams if you want high marks at the end of the semester. Students who arrive late to an exam will not be allowed to take that version of the exam if another student has

already completed the exam and left the room. In such cases, a make-up exam will need to be administered (see the Missed Assignments/Make-Up Policy section below).

Paper 1: For this assignment, you will write a paper reflecting on a prompt that will be disseminated on Thursday, Feb. 29, which relates to a subject/subjects covered in class. Your task in this assignment will be to apply insights from articles assigned and lecture to address the paper prompt that will be due by 11:59 on Sunday, March 3. Due to the compressed time for completion of this assignment, no additional research outside of assigned class materials will be necessary. Your paper should be between 1,000 and 1,100 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.

Closer to the assignment deadline, a grading rubric for this assignment will be released. 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. Also, students have a tendency to lose points for failing to use evidence to support their arguments by appropriately citing scholarly sources, so be sure to consult the section below on academic dishonesty for details on how to avoid plagiarism. Hopefully, these standards will help you to develop sound writing skills that will help you not only when applying for jobs or further educational opportunities, but once you secure those opportunities.

Paper 2: For this assignment, you will write a paper reflecting on a prompt that will be disseminated on Thursday, April 4, which relates to a subject/subjects covered in class. Your task in this assignment will be to apply insights from articles assigned and lecture to address the paper prompt that will be due by 11:59 on Sunday, April 4. Due to the compressed time for completion of this assignment, no additional research outside of assigned class materials will be necessary. Your paper should be between 1,000 and 1,100 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. Once again follow the guidance in the paragraph above about crafting your paper.

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 or when a student arrives after a tested student has left the room, the student will be allowed to take exams late, but they will be penalized by 10 points "off the top." As for the course papers, once the deadline for a paper passes by more than two hours, late papers will only be accepted if there is a verifiable, compelling, significant, and unexpected reason or if a 20-point late penalty is imposed. Once papers have been graded and returned, late papers will only be accepted if students satisfy one of the underlined criteria above. Thus, taking the 20-point late penalty at that stage is not allowed. 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: 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) buying and 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, but not limited to, a) using another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own, b) submitting work for more than one class without the instructor's approval or c) use of tools related to Artificial Intelligence (AI). After hearing my lecture on proper citation practices using the Chicago Manual of Style, you should clearly understand my expectations of you with regards to correctly citing material. For more details on academic integrity matters, you are encouraged to consult UCF's student handbook, *The Golden Rule* (https://goldenrule.sdes.ucf.edu/).

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: Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <https://centralflorida-prod.modolabs.net/student/safety/index>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <www.getrave.com/login/ucf> and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

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.

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 students from first-year to graduate in every discipline. Tutors 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 or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website. The UWC is located in Trevor Colbourn Hall Room 109 with satellite Locations in the Main Library, Rosen Library, and online. They can be reached at 407-823-2197 or http://uwc.cah.ucf.edu/

UCF Cares: (Counseling Building #27/ (407) 823-2811): During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

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 access to course content due to course design limitations 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). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Important UCF Deadlines	Dates
Course Drop/Add Deadline	Friday, January 12
Course Withdrawal Deadline	Friday, March 29

Course Schedule

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, January 9th — Welcome lecture

Thursday, January 11th — **Class will not meet (Due to conference participation out of town by the instructor, you will be asked to watch a recorded lecture online for this day.)**

Overview of Variables and Processes

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

Friday, January 12th — Lecture, and **online syllabus quiz due before midnight**

Tuesday, January 16th — Lecture

International and Cultural Constraints on Sports

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

Waddington, Ivan and Martin Roderick. 1996. "American Exceptionalism: Soccer and American Football." *The Sports Historian* (became *Sport in History* in 2003) 16 (May): 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

Thursday, January 18th — Lecture

Doyle, Andrew. 1997. "Foolish and Useless Sport: The Southern Evangelical Crusade against Intercollegiate Football." *Journal of Sport History* 24 (Fall): 317-340.

Tuesday, January 23rd Lecture

Sports, Community Identity, and Status

Lipsky, Richard. 1979. "The Athleticization of Politics: The Political Implication of Sports Symbolism." *Journal of Sport and Social Issues* 3 (September): 28-37. Use the link below. https://journals.sagepub.com/doi/pdf/10.1177/019372357900300204

Cialdini, Robert B., Richard. J. Borden, Avril Thorne, Marcus R. Walker, Stephen Freeman, and Lloyd R. Sloan. 1976. "Basking in Reflected in Glory: Three (Football) Field Studies." *Journal of Personality and Social Psychology* 34 (Fall): 366-375.

Thursday, January 25th Lecture

Borucki, Wes. 2003. "'You're Dixie's Football Pride:" American College Football and Resurgence of Southern Identity." *Identities: Global Studies in Culture and Power* 10: 477-494.

Staurowsky, Ellen J. 2007. "'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(February): 61-76.

Tuesday, January 30th Lecture

Dissent and Protest

#Jay, Kathryn. 2004. "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*., 113-136 New York: Columbia University Press.

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

Thursday, February 1st Lecture

#Zirin, David. 2008. "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.

Waxman, Olivia B. 2018. "The NFL Told Teams to Stand during the National Anthem in the 1960s. Here's How One Player Protested." *Time*, May 23. https://time.com/5289276/national-anthem-standing-rule-history/

Tuesday, February 6th Lecture

Wagoner, Nick. 2016. "Transcript of Colin Kaepernick's comments about sitting during national anthem." *ESPN.com*, August 28. 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. 2019. "Political Protesting, Race, and College Athletics: Why Diversity Among Coaches Matters." *Social Science Quarterly* 100 (June): 1009-1022.

Thursday, February 8th Lecture and **Paper 1 Prompt released**

Domestic League Governance and Politics

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

#Keith Dunnavant. 2004. "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.

Sunday, February 11 **Paper 1 due before midnight**

Tuesday, February 13th Lecture

Druckenmiller, Brian. 2019. "UCF is the Entitled Brat of College Football, thanks to AD White." *Orlando Sentinel*, May 30, A16.

https://www.orlandosentinel.com/opinion/guest-commentary/os-op-my-word-ucf-danny-white-20190529-ly63vct77veenppg4cm74o4ev4-story.html

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

Bianchi, Mike. 2023. "FSU is suing ACC instead of looking in mirror and taking responsibility." *Orlando Sentinel*, December 23. (updated December 24).

https://www.orlandosentinel.com/2023/12/23/fsu-lawsuit-acc-florida-state-seminoles-suing-sec-big-ten-grant-of-rights-mike-bianchi-commentary/

Thursday, February 15th Lecture

Goodman, Lizzy. 2019. "The Grass Ceiling." *New York Times Magazine*, June 16, 40-45. https://www.proquest.com/docview/2239578132?pq-origsite=primo&_oafollow=false&sourcetype=Magazines

Jenkins, Sally. 2019. "The US women's national team is an American treasure. Pay them a bounty." *The Washington Post*, June 12. https://go.gale.com/ps/i.do?p=AONE&u=orla57816&id=GALE|A588699089&v=2.1&it=r

Tuesday, February 20th Lecture

Thursday, February 22nd Lecture and **online citation literacy quiz due before midnight**

Sports and Politicians

Stephens, Sean. 2017. "How Did Athletes Visiting the President at the White House Become a Tradition?" *Rolling Stone*, February 9. 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. 2017. "Analysis: Trump's approach to sports breaks with long bipartisan tradition." *USA Today*, Sept. 25. https://www.usatoday.com/story/news/politics/2017/09/25/trumps-approach-sports-breaks-long-bipartisan-tradition/699543001/

Tuesday, February 27th

Sarantakes, Nicholas Evan. 2006. "Nixon versus Paterno: College football and presidential politics." *Pennsylvania History* 73 (April): 236-260.

Porro, Nicola, and Pippo Russo. 2000. "Berlusconi and other matters: The era of 'football-politics'." *Journal of Modern Italian Studies* 5 (Fall): 348-371.

Thursday, February 29 **Midterm Exam** and **Paper 1 prompt released**

Sunday, March 3rd **Paper 1 due before midnight**

Tuesday, March 5th Lecture

Sports, Social Capital, and Political Organizations

Putnam, Robert D. 1995. "Bowling Alone: America's Declining Social Capital." *Journal of Democracy* 6 (January): 65-78.
https://muse-jhu-edu.eu1.proxy.openathens.net/article/16643

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

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

Thursday, March 7th Lecture

Ridout, Travis N., Michael Franz, Kenneth M. Goldstein, and William J. Feltus. 2012. "Separation by television program: Understanding the targeting of political advertising in presidential elections." *Political Communication* 29: 1-23.

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

Busby, E., & Druckman, J. 2018. “Football and Public Opinion: A Partial Replication and Extension.” *Journal of Experimental Political Science*, 5: 4-10.

Tuesday, March 12th Lecture

Sports and National Bureaucracies

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

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

Thursday, March 14th Lecture

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

Vasquez, III, Joseph Paul. 2020. "Patriot Games, War Games, and Political Football: A Constructivist Analysis of Militarization in an American Sport." *Journal of Global Security Studies* 5, no. 2 (July): 299–318. https://doi.org/10.1093/jogss/ogaa015

Thursday, March 14th Lecture

March 18th - March 23rd **Class does not meet-Spring Break**

Tuesday, March 26th Lecture

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

Bleich, Keiran. "Dropping the Ball: Analyzing the Impact and Hurdles of Potential OSHA Regulation in Collision Sports." 2016. *Texas Review of Entertainment & Sports Law.* 18, no. 2: 85-109. https://web.p.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=0&sid=fdda34fa-93b5-440d-a09b-09f65ba75249%40redis

Thursday, March 28th Lecture

Congress

#Martin, Michael S. 2006. "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.

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

Spaude, Lance K. 2017. "Time to Act: Correcting the Inadequacy of Youth Concussion Legislation through a Federal Act." *Marquette Law Review* 100 (Spring): 1093-1122.

Haines, Hunter M. 2018. "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: 604-635.

Tuesday, April 2nd Lecture

Courts

Korngold, Caleb, Helen M. Farrell, and Manish Fozdar. 2013. "The National Football League and Chronic Traumatic Encephalopathy: Legal Implications." *Journal of the American Academy of Psychiatry and the Law* 41, no. 3: 430-436.

Fainaru, Steve and Mark Fainaru-Wada. 2019. "For the NFL and all of football, a new threat: an evaporating insurance market." *ESPN.com*, January 17, updated: February 22). 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

Hobson, W. 2017. "Six years later, Penn State remains torn over the Sandusky scandal." *The Washington Post*, Dec. 28. Use the link below: https://www.washingtonpost.com/graphics/2017/sports/penn-state-six-years-after-sandusky-scandal/?utm_term=.60b1d454224e

Rothstein, Caroline. 2018. "The Behind-the-Scenes Case That Helped Expose Larry Nassar: A Story of Lawsuits, Leads and Old-Fashioned Legwork." *American Bar Association Journal* 104 (June): 9–10.

Thursday, April 4th Lecture and **Paper 2 prompt released**

States and Localities

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

Bianchi, Mike. 2019. "Georgia on their mind for practice." *Orlando Sentinel*. February 21, C1. Use the link below: https://digitaledition.orlandosentinel.com/tribune/article_popover.aspx?guid=3965c36f-e469-499c-9f86-201dffe443c1

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

Sunday, April 7 **Paper 2 due before midnight**

Tuesday, April 9th Lecture

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

Watch the videos below about the neighborhood of Chavez Ravine and the building of Dodger Stadium in Los Angeles, California.
https://www.youtube.com/watch?v=NAtoyOI5VZg
https://www.youtube.com/watch?v=yc-V7OXJeS0

Thursday, April 11th Lecture

International Sports—Coming together and going apart

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

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

Tuesday, April 16th Lecture

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

Elsborg, Stanis.2023. "The power players behind Saudi Arabia's sports strategy." Play the Game (Danish Institute for Sports Studies). November 1. https://www.playthegame.org/news/the-power-players-behind-saudi-arabias-sports-strategy/

Thursday, April 18th Lecture--Last class day

Thursday, April 25th **Final Exam from 10:00 AM – Noon**