

The Politics of Sport
PS 4635 Fall 2018
Wednesdays, 3:30–6:00 p.m.
Anne Belk Hall 238

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and by appointment

This seminar is designed to introduce you to the field of American politics. Politics is frequently portrayed as sport. The most exciting features of democratic elections and lawmaking, after all, are competition and conflict. However, the relationship between politics and sport isn't purely symbolic. Sports directly influence politics, and are themselves influenced by politics.

In the first place, sports often serve as an instrument for dealing with, and even solving, issues of political, social, and economic inequality. In the second, sports are a product of politics. For example, many countries have ministries of sport, national regulatory bodies like the NCAA, and international organizations such as FIFA and IOC that govern sports across the globe. This course examines the institutional and social intersections of sports and politics. In so doing we will cover topics of economics, race, gender, sexuality, regulation, scandal, and society's obligation to its athletes. Course materials will include popular commentary and films in addition to academic writings.

In this course students will:

- generalize from specifics to larger processes
- analyze current political and athletic events
- describe the reciprocal relationship between sport and politics

1 Required Texts

There is one required text for this course:

- Zirin, Dave. 2013. *Game Over: How Politics Has Turned the Sports World Upside Down*. New York: The New Press.

Students are expected to keep up with current sports news by reading a national newspaper (*Washington Post*, *LA Times*, *Chicago Tribune*, *Wall Street Journal*, or *New York Times*) or website (Deadspin, ESPN, etc) daily. Articles may be assigned as additional reading throughout the semester.

Supplementary material will be posted on AsULearn or distributed via e-mail if necessary. All class communication will be sent through AsULearn or to the e-mail address on file with the university. Students are expected to check this account daily.

2 Course Requirements

- *Participation*: (25%)
- *Stadium Project*: (10%)
- *Fan Observation*: (10%)
- *Title IX Fact Finding*: (10%)
- *Research Paper Proposal*: (20%)
- *Research Paper Final Draft*: (10%)
- *Final Exam*: (15%)

Attendance and Participation: Students are expected to attend every class. Students who arrive after the attendance sheet has been collected will be counted as absent. **Accumulation of three absences in a semester will lower your final grade by two letter grades.**

Some weeks you will be assigned to be the resident expert. On those weeks, you will prepare summaries of each article, serve as discussion leader, and should come prepared with at least two discussion questions for every assigned reading. We will assign resident expert weeks during the first class meeting.

On weeks when you are not the resident expert you are still expected to have completed and thought critically about the reading before you come to seminar. In addition to reading all of the texts before class and attending every meeting, we expect weekly participation. This is not a lecture course, and what you learn depends heavily on the quality of discussion and analysis in our weekly seminars. Participation includes contributing to the discussion by asking and answering questions. You will be evaluated on the *quality* of your analysis, which is comparable to serving as a discussant on a panel at an academic conference.

Students who miss class are responsible for all material missed. Beyond attendance, students are expected to have completed all of the assigned reading before class. Due to the large amount of material covered each meeting, it is imperative that everyone be familiar with the material before each class begins. Completing the reading before class also allows students to engage in thoughtful discussion and makes class more interesting. The quality (not just quantity) of class participation will be considered when computing the student's final grade. Remember: simply showing up is not enough to get credit for participation.

Note: There may be unannounced quizzes if it appears students are not keeping up with the reading. Any material covered up to and including that day's material (textbook readings and lecture) is fair game for a quiz. Note that quizzes may be given at any time during the class period—including multiple quizzes per day—and *there are no make-up quizzes*.

Examination: The final exam will be cumulative. Make-up exams will only be offered under extraordinary circumstances, i.e. a death in the family or medical emergency. Proper documentation is required.

Note that simply visiting a doctor is not sufficient. There must be written documentation stating that the student was physically incapable of taking the exam.

All Graded Work: We will impose a 24-hour moratorium on the discussion of grades beginning when a graded assignment or exam is returned. In addition to this waiting period, all concerns regarding graded work must be presented in writing.

All written work (including the topic statement and homework assignments) should be double-spaced and written in 12 pt. Times New Roman font with 1 inch margins on all sides. **Failing to follow formatting instructions will result in a letter grade (10 point) penalty for each assignment. Students will be penalized a letter grade (10 points) for every calendar day written work is late.** Submissions turned in after class has begun on the day the written work is due will also be subject to the half letter grade penalty. Improper citations or other forms of plagiarism will result in a grade of zero (0). Please see the academic integrity section below.

Fan Observation: Students are required to attend two sporting events during the semester. These events must be selected by the date indicated on the syllabus and approved by the instructors. While at the events, students will observe the fans and their interactions with others. In 3-5 pages, write about your observations, comparing and contrasting the experiences. More details to follow.

Stadium Project: Select a professional stadium in a US city, e.g. the Crawdads' field in Hickory or the Rose Bowl. In 3-5 pages, detail stadium's facilities: what sports are played there, seats, average seat price, eateries, other attractions, Jumbotron, etc. Describe the demographics of the community in which the stadium is located from the Census: median household income, age, population density, racial breakdown, etc, as well as other community characteristics such as walkability. Compare this to the greater metro area. Why do you think the stadium is located where it is? How does the stadium incorporate local culture or points of interest? Are there points of interest, thematic, or cultural elements that the stadium is lacking? If so, how would you incorporate them? Lastly, assume the sports team that plays at your stadium is looking to move to a different city. If you were a politician, how would you entice the team to stay?

Title IX Fact Finding: Students will be given a checksheet as well as space for short essay responses in reflection to a particular school's compliance with Title IX requirements. Further details forthcoming.

Research Topic Statement: The research topic statement is a 2-4 page document that explains your research question and introduces the reader to the literature on the topic. It should include at least five potential sources. Although the arguments and organization are not finalized, proper grammar, formatting, punctuation, etc. should be used. The paper should meet the final length requirements. All sources should be correctly cited.

Research Paper: The research paper should be at least 6 full pages. Your written work will be evaluated on quality and content, not on the basis of length or formatting aside from the guidelines for each assignment. Papers that are too short may lack the necessary substance, while papers that are too long may be unfocused and disjointed. Papers are expected to be grammatically sound, demonstrate good command of the subject matter, and make an argument based on the required readings, discussions in class, and supplementary outside sources.

Grading Scale: Letter grades will be assigned according to the scale below:

- 100-94 = "A"
- 93-90 = "A-"
- 89-87 = "B+"

- 86-84 = “B”
- 83-80 = “B-”
- 79-77 = “C+”
- 76-74 = “C”
- 73-70 = “C-”
- 69-67 = “D+”
- 66-64 = “D”
- 63-60 = “D-”
- Below 60 = “F”

A final word on grading: Final grades will only be rounded up in the case of decimals, e.g. an 85.4 will round to an 86. An 89.0 *will not* be rounded to a 90. This policy is non-negotiable. Please plan accordingly.

“Lack of preparation on your part does not constitute an emergency on my end.”
- Unknown Origin

“Do or do not, there is no try.”
- Yoda

3 Classroom Policies

For additional and more detailed policies, please visit <http://academicaffairs.appstate.edu/syllabi>

Electronic Devices: Students are permitted to bring electronic devices to class but use of these devices must be limited to acceptable classroom activities. Laptop and tablet computers may be used solely for note taking. Any internet activity (including checking email), gaming, or other use that does not directly pertain to this class is unacceptable. Students wishing to use laptops or tablets for note taking must sign the Technology Use Contract before so doing.

Students are expected to silence their cell phones and refrain from talking, texting, or otherwise using their phones for the duration of the class period. Students who violate the electronics policy will receive a grade of zero (0) for their final participation grade. If you feel you will not be able to abide by this policy, please leave your electronic devices at home so you won’t be tempted.

No audio, recording, image recording, or photography is allowed in the classroom without the express written consent of the instructor.

Posting of Class Materials: Distributing intellectual property belonging to others, including but not limited to syllabi, slides, quizzes, exams and course handouts, is not allowed. As such, students are not permitted to post any course materials online. This includes online “study” sites like Quizlet or Course Hero. Doing so will result in a grade of zero for the course and possible disciplinary or legal action.

Email: Writing a professional email is an important skill one should master before graduation. All emails to the instructor(s) should include the following: a subject line briefly explaining the topic of the email and that it pertains to PS 4635; a greeting more professional than “Yo” or “Hey;” a clear question or request; and should identify the sender by name. **Emails lacking any of these criteria will not be returned.** Most emails will be returned within 24 hours on weekdays and 48 hours on weekends, although circumstances may arise which delay response time.

Office Hours: Office hours are as listed on the top of the syllabus. Students who are having difficulty with the course materials and/or assignments are encouraged to see an instructor during office hours or schedule an appointment to meet with outside of office hours. Please note that office hours are for clarification of material, not for recreating a lecture. In other words, if you miss a class please make sure your first course of action is to read the required readings and obtain the lecture notes from a classmate rather than coming to office hours and asking the instructor to “re-do” the lecture. We are always happy to spend time with students clarifying materials, provided they have made an independent effort to comprehend the material.

A List of Do’s and Don’ts (Mostly Don’ts)

Do’s:

- Attend all classes.
- Read all of the assigned material before class.
- Participate in class discussion.
- Ask for help as soon as you feel yourself falling behind—not the evening before an exam or paper.

Don’ts:

- Don’t ask us if you have to do something. We will always tell you no—but keep in mind there are always consequences for failing to do it.
- Don’t ask us how to get an A in this course. The syllabus clearly states how to achieve this desired outcome—accumulate 94% (or more) of the total available points.
- Don’t ask us if something we are discussing in class is important. Assume if we are talking about it that it is important.
- Don’t complain if you are tardy and miss a quiz or other in-class assignment. Chronic lateness is your problem, not ours.
- Don’t ask us to email you anything. Most things will be placed on ASU Learn. If you are absent, it is your responsibility to get it and this does not mean asking us for it.
- If you miss class for any reason, don’t ask us if you missed something important. Assume you missed something important and figure out how you are going to obtain that information.
- Don’t text or talk on your cell phone, sleep, talk to your fellow classmates, read the newspaper, check your email, Facebook, Twitter, GChat/IM, Snapchat, shop online, or do work or reading for another class during class time. If you feel compelled to engage in any of these activities, STAY HOME (seriously).

4 Americans with Disabilities Act

Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. If you have a disability and may need reasonable accommodations in order to have equal access to the University’s courses, programs and activities, please contact the Office of Disability Services (828.262.3056 or www.ods.appstate.edu). Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations. Please notify us as soon as possible if you require any accommodations related to a disability.

5 Academic Integrity

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Office of Student Conduct. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic integrity code website at <http://studentconduct.appstate.edu/pagesmith/2>

6 Course Schedule

** This syllabus serves a general plan for the course; deviations announced by the instructors may be necessary.*

August 22: Introduction
August 29: International relations
September 5: Governing bodies
September 12: The NCAA — **TITLE IX SCHOOL DUE**
September 19: Economic potpourri — **STADIUM PROJECT DUE**
September 26: Scandals
October 3: Sexuality & sexual orientation — **FAN OBSERVATION DATES & RESEARCH PAPER PROPOSAL DUE**
October 10: Race
October 17: Sex & gender
October 24: Media coverage
October 31: Title IX — **TITLE IX FACT FINDING DUE**
November 7: Sports as agents of social change
November 14: Fandom
November 21: NO CLASS — Thanksgiving Break November 28: What do we (our athletes) owe our athletes (us)? — **FAN OBSERVATION DUE**
December 5 : Life after sports — **FINAL PAPERS DUE**
December 10: **FINAL EXAM, 2:00 p.m.–4:30 p.m.**

7 Readings

7.1 International relations

Required Reading:

1. *Game Over*, Pre-Game.
2. Markovits, Andrei S. and Steven L. Hellerman. 2001. *Offside: Soccer and American Exceptionalism*. Princeton University Press: Princeton, NJ. **chapters 1 & 6**
3. Zidan, Karim. 2018. Saudi Arabia Has Turned Sports Into A Public Relations Machine
4. Grix, Jonathan. 2013. "Sport Politics and the Olympics." *Political Studies Review*. 11(1): 15-25.

Recommended Reading:

- Xu, Xin. 2006. "Modernizing China in the Olympic Spotlight: China's National Identity and the 2008 Beijing Olympiad." in *Sports Mega-Events: Social Scientific Analyses of a Global Phenomenon*. John Horne and Wolfram Manzanreiter, eds. Blackwell: Oxford.
- *Offside: Soccer and American Exceptionalism*
- *Sports Mega-Events: Social Scientific Analyses of a Global Phenomenon*

7.2 Governing bodies

Required Reading:

1. *Game Over* chapter 3
2. GymCastic, Episode TBA

Recommended Reading:

- Meyers, Dvora. 2017. “The U.S. Gymnastics System Wanted More Medals, And Created A Culture Of Abuse To Get Them” in **Deadspin**
- Hoehn, Thomas. 2006. “Governance and Governing Bodies in Sport.” in *Handbook on the Economics of Sport*. Wladimir Andreff and Stefan Szymanski, eds. Edward Elgar: Cheltenham, UK.
- Miller, John J. 2012. *The Big Scrum: How Teddy Roosevelt Saved Football* HarperPerennial: London, UK.

7.3 The NCAA

Required Reading:

1. *Game Over* chapter 6
2. Wallsten et al. 2017. “Prejudice or Principled Conservatism? Racial Resentment and White Opinion toward Paying College Athletes.” *Political Research Quarterly*
3. Branch, Taylor. 2011. “The Shame of College Sports.” *The Atlantic*. October.

Recommended Reading:

- The Knight Commission on Intercollegiate Athletics. 2012. “College Sports 101: A Primer on Money, Athletics, and Higher Education in the 21st Century.” in *Sport in Contemporary Society*. 9th edition. D. Stanley Eitzen, ed. Boulder: Paradigm Press.
- *Big-Time Sports in American Universities*
- Eitzen, D. Stanley. 2012. “The Big-Time College Sports Plantation and the Slaves Who Drive It.” in *Sport in Contemporary Society*. 9th edition. D. Stanley Eitzen, ed. Boulder: Paradigm Press.

7.4 Economic potpourri

Required Reading:

1. *Game Over* chapter 1; chapter 4
2. Sage, George H. and D. Stanley Eitzen. 2014. “Is Sport a Mobility Escalator?” In *Sport in Contemporary Society*. 10th edition. Sage, George H. and D. Stanley Eitzen, eds. Oxford University Press: Oxford, UK.
3. Swindell, David and Mark S. Rosentraub. 1998. “Who Benefits from the Presence of Professional Sports Teams? The Implications for Public Funding of Stadiums and Arenas.” *Public Administration Review*. 58(1): 11-20.
4. Coates, Dennis. 2007. “Stadiums and Arenas: Economic Development or Economic Redistribution?” *Contemporary Economic Policy*. 25(4): 565-577.

Recommended Reading:

- Danielson, Michael N. 1997. *Home Team: American Sports and the American Metropolis*. Princeton University Press: Princeton, NJ.
- Andranovich, Greg, Matthew J. Burbank and Charles H. Heying. 2001. "Olympic Cities: Lessons Learned from Mega-Event Politics." *Journal of Urban Affairs*. 23(2): 113-131.

7.5 Scandals

Required Reading:

1. *Game Over* chapter 5
2. Lordan, Edward J. 2014. *Sports and Scandals: How Leagues Protect the Integrity of Their Games*. Praeger: Santa Barbara, CA. **chapter 8**
3. Smith, Jay M. and Mary Willingham. 2015. *Cheated: The UNC Scandal, The Education of Athletes, and the Future of Big-Time College Sports*. University of Nebraska Press: Lincoln, NE. **chapters 1–3**

Recommended Reading:

- *Cheated* **chapters 4–9**
- *Sports and Scandals*. **chapters 1 & 6**

7.6 Sexuality & sexual orientation

Required Reading:

1. *Game Over* chapter 8
2. Griffin, Pat. 2012. "Changing the Game: Homophobia, Sexism, and Lesbians in Sport." in *Sport in Contemporary Society*. 9th edition. D. Stanley Eitzen, ed. Boulder: Paradigm Press.
3. Cotton, Anthony. 2012. "Gay Athletes' Dilemma." in *Sport in Contemporary Society*. 9th edition. D. Stanley Eitzen, ed. Boulder: Paradigm Press.
4. Cahn, Susan. 2007. "Coming on Strong: Gender and Sexuality in Twentieth-Century Sports." in *Equal Play: Title IX and Social Change*, Nancy Hogshead-Makar and Andrew Zimbalist, eds. Philadelphia: Temple University Press.

Recommended Reading:

- *Strong Women, Deep Closets*
- *Alone in the Trenches: My Life as a Gay Man in the NFL*
- *Sexual Sports Rhetoric: Historical and Media Contexts of Violence*

7.7 Race

Required Reading:

1. *Game Over* chapter 9
2. Hancock, Ange-Marie. 2008. "Black Female Athletes." in *African Americans and Popular Culture*. Todd Boyd, ed.

3. Sailes, Gary A. and Rebecca Milton Allen. 2014. "Institutional Barriers and Self-Handicapping Behaviors of Black Male Student-Athletes: Catalysts for Underperformance in the Classroom." in *Race in American Sports: Essays*. James L. Conyers, Jr., ed. McFarland & Co.: Jefferson, NC.
4. Timothy Davis. 2008. "Race and Sports in America: An Historical Overview." *Virginia Sports and Entertainment Law Journal*. 7(2): 291-311.

Recommended Reading:

- *Race in American Sports*
- King, C. Richard. 2010. "Hail to the Chiefs: Race, Gender, and Native American Sports Mascots." in *Sexual Sports Rhetoric: Historical and Media Contexts of Violence*. Linda K. Fuller, ed. New York: Peter Lang Publishing.

7.8 Sex & gender

Required Reading:

1. Messner, Michael A. 2012. "The Meaning of Success: The Athletic Experience and the Development of Male Identity." in *Sport in Contemporary Society*. 9th edition. D. Stanley Eitzen, ed. Boulder: Paradigm Press.
2. Friedman, Hilary Levey. 2013. "Soccer Isn't for Girly-Girls? How Parents Pick the Sports Their Daughters Play." *The Atlantic*. August.
3. Starr, Alexandra. 2018. "As USA Swimming Grapples With Sexual Abuse, Athletes Cite Lack Of Female Coaches"
4. Griffin, Pat, and Helen J. Carroll. 2012. "On the Team: Equal Opportunity for Transgender Student Athletes." in *Sport in Contemporary Society*. 9th edition. D. Stanley Eitzen, ed. Boulder: Paradigm Press.

Recommended Reading:

- Hudson, Jessica. 2010. "Women Playing Rugby: Rejection of 'The Girly' by Girls." in *Sexual Sports Rhetoric: Historical and Media Contexts of Violence*. Linda K. Fuller, ed. New York: Peter Lang Publishing.
- *The Stronger Women Get, The More Men Love Football*
- *Whatever It Takes: Women on Women's Sport*
- Eitzen, D. Stanley, and Maxine Baca Zinn. 2012. "The De-Athleticization of Women: The Naming and Gender Marking of Collegiate Sport Teams." in *Sport in Contemporary Society*. 9th edition. D. Stanley Eitzen, ed. Boulder: Paradigm Press.
- Thompson, David. 2010. "Hot Wheels and High Heels: Gender Roles in Stock Car Racing." in *Sexual Sports Rhetoric: Historical and Media Contexts of Violence*. Linda K. Fuller, ed. New York: Peter Lang Publishing.
- Staurowsky, Ellen J. 2010. "Reflections on Sport, Masculinity, and Nationalism in the Aftermath of 9/11." in *Sexual Sports Rhetoric: Historical and Media Contexts of Violence*. Linda K. Fuller, ed. New York: Peter Lang Publishing.

7.9 Media Coverage

Required Reading:

1. Bowden, Mark. 2009. "The Hardest Job in Football." *The Atlantic*. January/February Issue.
2. Eitzen, D. Stanley. 2014. "ESPN: A Force in Sports." In *Sport in Contemporary Society*. 10th edition. Sage, George H. and D. Stanley Eitzen, eds. Oxford University Press: Oxford, UK.
3. Sage, George H. 2014. "New Media and Global Sports." In *Sport in Contemporary Society*. 10th edition. Sage, George H. and D. Stanley Eitzen, eds. Oxford University Press: Oxford, UK.
4. Thompson, Derek. 2015. "ESPN's Plan to Dominate the Post-TV World." *The Atlantic*. July Issue.

Recommended Reading:

- Messner, Michael A., Michele Dunbar, and Darnell Hunt. 2012. "The Televised Sports Manhood Formula." in *Sport in Contemporary Society*. 9th edition. D. Stanley Eitzen, ed. Boulder: Paradigm Press.
- Messner, Michael A., and Cheryl Cook. 2012. "Gender in Televised Sports." in *Sport in Contemporary Society*. 9th edition. D. Stanley Eitzen, ed. Boulder: Paradigm Press.
- Daddario, Gina. 2010. "Media, Masculinity, and *The World's Strongest Man*: Exploring Postmodern Sports Programming." in *Sexual Sports Rhetoric: Historical and Media Contexts of Violence*. Linda K. Fuller, ed. New York: Peter Lang Publishing.
- Thompson, Derek. 2013. "The Global Dominance of ESPN." *The Atlantic*. September Issue.

7.10 Title IX

Required Reading:

1. Gavora, Jessica. 2007. "Tilting the Playing Field: Schools, Sports, Sex and Title IX." in *Equal Play: Title IX and Social Change*, Nancy Hogshead-Makar and Andrew Zimbalist, eds. Philadelphia: Temple University Press.
2. Hogshead-Makar, Nancy. 2007. "A Critique of *Tilting the Playing Field: Schools, Sports, Sex and Title IX*" in *Equal Play: Title IX and Social Change*, Nancy Hogshead-Makar and Andrew Zimbalist, eds. Philadelphia: Temple University Press.
3. Ross, Terrance F. 2015. "What Gender Inequality Looks Like in Collegiate Sports." *The Atlantic* March.
4. Flanagan, Linda, and Susan H. Greenberg. 2012. "How Title IX Hurts Female Athletes." *The Atlantic* February.

Recommended Reading:

- Sports Justice: The Law and Business of Sports

7.11 Sports as agents of social change

Required Reading:

1. *Game Over* chapter 2

2. Doyle, Andrew. 2002. "An Atheist in Alabama is Someone Who Doesn't Believe in Bear Bryant: A Symbol for an Embattled South." in *The Sporting World of the Modern South*. Patrick B. Miller, ed. Urbana: University of Illinois Press.
3. Davis, Noah. 2017. "Racially biased people are far more likely to oppose black athletes? protests. Here's the evidence."
4. Zirin, Dave. 2018. "Uncovering the Hidden Resistance History of Black Women Athletes"

Recommended Reading:

- Kaufman, Peter, and Eli A. Wolf. 2010. "Playing and Protesting: Sport as a Vehicle for Social Change." *Journal of Sport and Social Issues* 34(2): 154-175.
- Heere, Bob, Matthew Walker, Heather Gibson, Brijesh Thapa, Sue Geldenhuys and Willie Coetzee. 2013. "The power of sport to unite a nation: the social value of the 2010 FIFA World Cup in South Africa." *European Sport Management Quarterly* 13(4): 450-471.
- Sugden, John. 2015. "Assessing the Sociology of Sport: On the Capacities and Limits of Using Sport to Promote Social Change." *International Review for the Sociology of Sport* 50(4-5): 606-611.
- Davis-Delano, Laurel R., and Todd Crosset. 2008. "Using Social Movement Theory to Study Outcomes in Sport-Related Social Movements." *International Review for the Sociology of Sport* 43(2): 115-134.
- Doyle, Andrew. 2002. "Turning the Tide: College Football and Southern Progressivism." in *The Sporting World of the Modern South*. Patrick B. Miller, ed. Urbana: University of Illinois Press.
- Henderson, Russell J. 2002. "'Something More Than the Game Will Be Lost': The 1963 Mississippi State University Basketball Controversy and the Repeal of the Unwritten Law." in *The Sporting World of the Modern South*. Patrick B. Miller, ed. Urbana: University of Illinois Press.

7.12 Fandom

Required Reading:

1. Aden, Roger C. and Scott Titsworth. 2012. "Remaining Rooted in a Sea of Red: Agrarianism, Place Attachment, and Nebraska Cornhusker Football Fans." In *Sports Fans, Identity, and Socialization: Exploring the Fandemonium*. Earnheardt, Adam C., Paul M. Haridakis and Barbara S. Hugenberg, eds. Lexington Books: Lanham, MD.
2. Wann, Daniel L., Frederick G. Grieve, Ryan K. Zapalac, Amanda J. Visek, Julie A. Patridge, and Jason R. Lanter. 2012. "The Importance of Team Identification in Perceptions of Trust of Fellow and Rival Sports Fans." In *Sports Fans, Identity, and Socialization: Exploring the Fandemonium*. Earnheardt, Adam C., Paul M. Haridakis and Barbara S. Hugenberg, eds. Lexington Books: Lanham, MD.
3. Quinn, Kevin G. 2009. *Sports and Their Fans: The History, Economics and Culture of the Relationship between Spectator and Sport*. McFarland: Jefferson, NC. **Chapters 1 & 2**

Recommended Reading:

- Price, Anne E. 2010. "Football Hooliganism: A Rhetoric of Frustration and Honor." in *Sexual Sports Rhetoric: Historical and Media Contexts of Violence*. Linda K. Fuller, ed. New York: Peter Lang Publishing.

7.13 What do we (our athletes) owe our athletes (us)?

Required Reading:

1. “Concussions and the National Football League (1900–Current).” in *Sports and Scandals*.
2. What Happens When Soccer Bans Heading?
3. Kim, Janine Young, and Matthew J. Parlow. “Off-Court Misbehavior: Sports Leagues and Private Punishment.” *Journal of Criminal Law and Criminology* 99(3): 573-597.
4. *Penalties and Procedures*

Recommended Reading:

- McGrath, Ben. 2011. “Does Football Have a Future?” *The New Yorker*

7.14 Life After Sports

Required Reading:

1. Wylleman, Paul and David Lavalee. 2004. “A Developmental Perspective on Transitions Faced by Athletes.” In *Developmental Sport and Exercise Psychology: A Lifespan Perspective*. Maureen R. Weiss, ed. Fitness Information Technology.
2. Arnold, Jeff. 2012. “Living Large and Staying Alive.” *SB Nation*. <http://www.sbnation.com/longform/2012/10/11/3484522/nfl-linemen-weight-issues>
3. TBD