Professor Jamie Druckman PoliSci 101-6 First Year Seminar

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211 Scott HallOffice Hours: Mon. 1:00-2:00/by appointment

**Sports, Politics, and Public Opinion**

**Course Description**

Sports and politics have become increasingly intertwined over the last half-century. Local, state, and federal governments, as well as other governing bodies (e.g., the NCAA, universities), regulate who can participate (raising questions about eligibility and equality) and what standards athletes must meet (e.g., drug testing, academic performance). These organizations also oversee economic issues (e.g., resource distribution) and symbolic issues (e.g., mascots). Ideally, governing policies would be responsive to the wishes of their constituents (players, owners, voters), but are they? How would we know? How do we gauge their opinions? Alternatively, how do sports affect public opinion? For example, do media portrayals of sports affect what citizens think about race and/or gender? Is it appropriate (or obligatory) for athletes to use their notoriety to make political statements? These are the kinds of questions we will consider in this class. This involves learning the science of public opinion polling and applying it to study opinions about public policies relevant to sports.

The focus of this class is on what individuals think about sports and how sports affect their behaviors. The class thus does not explore technical aspects of legal rules governing sports. It is also necessary, due to limited time, to be selective in topics. Therefore, the class largely excludes some obviously important topics such as labor relations, FIFA, etc. The class will primarily, although not entirely, focus on college athletics.

**Assignments and Grades**

The class meets in Scott Hall 212 on Monday and Wednesdays from 2:00 pm-3:20 pm. Students are expected to attend all classes, complete assigned readings and assignments on time, and actively participate. Most classes will involve a short lecture, class presentations, small group discussions, class discussions, and work on the class project.

Students will be involved in three formal activities, as follows.

1. *Class Papers/Presentations*. Each student will write two two-page, single-spaced papers. These papers will be written for weeks where class paper topics (questions) are provided. The course outline provides seven possible questions for each of these classes. Students can choose the classes for which they want to write. They can only write one paper in a given week (i.e., students must write on two distinct topics, unless they choose two topics from the two different classes on college sports).
   1. Students are expected to do independent research for these papers – the assigned readings will not be sufficient to address the questions.
   2. There must be a total of at least four sources referenced and cited. This needs to include at least two sources that are *not* on the syllabus, and that are academic articles or books (e.g., use Google Scholar).
   3. The structure of the paper should be: 1) introduction; 2) addressing the question – in so doing, move beyond simple description, discuss the issues at stake and/or sides of the debate (and how this relates to politics/regulation/oversight), and take a position; 3) specification of how one would study this topic from a public opinion perspective, including the most interesting population to study and a few sample questions; 4) conclusion; and 5) references. For the references, do *not* include just links. Any reference style though is acceptable.
   4. Students should prepare to informally present their paper to the class for 4-5 minutes (not everyone will present, but all should be prepared to informally and briefly present).
   5. Turn in a **stapled hardcopy to the Professor on the day of the class. Do not e-mail the paper.** If the aforementioned steps are taken and the paper is carefully proofed, full credit will be granted.

These papers will comprise a total of 20% of each student’s grade.

1. *Class Research Project.* We will be conducting a large public opinion survey. The goal of the survey is to explore the public’s attitudes about topics we discuss in class, such as athletes making political statements, use of social media, drug use behavior, support for pay-for-play, gender equity, etc. The specific steps will involve the following:
   1. For each topic, the class will divide into small group discussions (during class time). Each group will develop a proposal for questions that should be asked. They will be responsible to write out these questions and a short rationale.
   2. Each student will be assigned to a team that will be “in charge” of a topic. The team’s job will be to collect the small group proposals, review them, and then identify up to 5 questions that will appear on the survey, as well as a justification. They will then present this to the class (in the session following the small groups). They can revise their proposal after the class discussion. They then send the final questions to the professor.
   3. We will file (and obtain) Institutional Review Board approval.
   4. We will collect and, analyze the results.

The project(s) will comprise a total of 15% of each student’s grade.

1. *Research Paper.* Each student will produce a research paper, focused on some aspect of sports that is amenable to exploring public opinion on the issue. This will involve choosing a topic near the start of the quarter, identifying relevant *academic* literature (at least a dozen sources) and reviewing it, collecting data, analyzing the data (in a very basic manner), and writing a paper describing the results. The papers should be approximately 15 pages (excluding bibliography and tables/graphs). Students will be asked to provide reports to the class throughout the quarter. This will comprise a total of 50% of each student’s grade. It is due via e-mail to the Professor and the TA, by 12:00pm on Wednesday, December 8. (Thus, in contrast to the shorter papers, these should be turned in via e-mail.)

In the course of writing the paper, Ph.D. student Monique Newton ([mnewton@u.northwestern.edu](mailto:mnewton@u.northwestern.edu)) will act as a teaching assistant (TA) and be available for questions and help with obtaining and analyzing data.

The remaining 15% of each student’s grade will be based on attendance and the quality of participation. There also may be a few small assignments that form part of the participation grade. If a student misses a class, it is the *student’s* responsibility to provide written documentation of a legitimate excuse (see course policies); otherwise, it will be counted as an unexcused absence. Also, if a student misses class (excused or unexcused), it is the *student’s* responsibility to learn about any missed assignments, discussion, and so on. The student should do this by talking to other students *prior* to contacting the TA or the Professor. Participation involves taking part in class activities, discussing class readings in an informed way, and discussing ongoing relevant events. While the quantity of the contribution to class discussion is not definitive, some regular participation is expected. Also, surprise quizzes based on readings are possible and will affect participation grades.

A table with the main due dates appears at the end of the syllabus.

**Readings**

All readings can be found online or will be available from the Professor (as noted on the course outline). Some of the links to readings are accessible only when you log into the Northwestern Global Protect/library, or only if you create a free account with the *New York Times*. If a student has trouble finding a reading, please contact the TA or the Professor. Note that a few of the readings include statistics that may be unfamiliar. Do not worry about the specific statistical analyses. Instead, focus on the overall argument and implications described in the given reading. Also, readings may change – students will be alerted to any changes at least one week prior to the given class (e.g., some readings may be dropped and others possibly added).

Many of the readings are news articles. Students are expected to access more academic literature for their papers.

Students are expected to read all of the assigned readings before each class. Surprise quizzes on the readings are possible (and will become part of the students’ participation grade). If a student misses a class without a legitimate excuse, he or she will receive a 0 on any quizzes.It also will be necessary for students to include direct references to the readings in their assignments.

**Course Policies**

* It is the student’s responsibility to obtain an assignment if he or she is absent during the class in which the assignment is distributed or discussed. Assignments are due at the *start* of the class period on the days they are due. Make-up assignments in class and/or late papers will be permitted only if the student presents written documentation of legitimate circumstances that prevented the student from completing the assignment on time. This documentation must be provided in a timely manner (i.e., within a week); failure to provide such documentation will result in the student receiving a 0 on the assignment in question. Legitimate circumstances include religious holidays, illness (verified by a note from a health care provider), serious family emergencies, subpoenas, jury duty, military service, and participation in group activities sponsored by the University. This means late assignments are *not* acceptable (a score of 0 will be assigned for late assignments absent a legitimate excuse).
* Assignments (other than the final paper and final class survey questions) are **not accepted via e-mail**. An assignment must be turned in as a hard copy at the *start* of the class in which it is due. Assignments must be *stapled* at this time, or they will not be accepted.
* Grading will be done by the TA or the Professor. If a student wishes to appeal an assigned grade, he or she must submit a *written* statement to the Professor explaining why the grade should be changed. This must be done within one week after the assignment is returned to the student.
* Incompletes will be granted only in the case of documented illness, and if the student and Professor complete the required form.
* Students are expected to type each written assignment. The assignments should be proofread; spelling, grammar, and writing style will make up part of a student’s grade. Also, students are expected to make reference to the academic literature when appropriate including journal articles and books.
* Students with accommodations should notify the Professor to ensure needs are met.

**Course Outline**

**September 22 Public Goods, Government, and the Regulation of Sports**

* *Assignment*: One paragraph description of research topic, and identification of five sources (on the topic) not listed on the syllabus. Three of these must be *academic sources* (e.g., journal articles or books – not news!).List the sources in bibliographic form (i.e., do not just provide links to the sources). Due 9/29.
* *Class activity*: A simulation to explore the nature of public goods.
* *Class debate*: Should youth football be legal?
* *Readings (to be read by 9/22): Skim the following articles on concussions and football:*
  + <https://www.nytimes.com/2014/09/13/sports/football/actuarial-reports-in-nfl-concussion-deal-are-released.html?_r=0>
  + <http://www.nytimes.com/2015/12/07/opinion/dont-let-kids-play-football.html>
  + <https://www.momsteam.com/health-safety/every-state-has-youth-sports-concussion-safety-law>
  + <https://www.momsteam.com/health-safety/youth-football-concussion-study-generates-controversy-over-suggestion-that-limiting-contact-practices-mistake?page=0%2C0>
  + <https://thinkprogress.org/the-dangerous-loopholes-in-the-ncaas-concussion-policy-b3db2a9c930d/>
  + <https://www.usatoday.com/story/sports/ncaaf/2019/08/12/judge-approves-settlement-in-concussion-lawsuit-against-ncaa/39947739/>
  + <https://pulse.seattlechildrens.org/new-findings-on-concussion-in-footballs-youngest-players/>
  + <https://news.yahoo.com/brett-favre-warns-parents-against-192314176.html>

**September 27 Studying Public Opinion**

* *Readings (to be read by 9/27):* 
  + *The Voter’s Guide to Election Polls*, by Michael W. Traugott and Paul J. Lavrakas, Lanham, MD: Rowman & Littlefield Publishing Group, Inc., 2008, chapters 1, 5, 6.  
     (*Available from Professor.*)
  + “Experiments,” by James N. Druckman, In Samuel J. Best and Benjamin Radcliff, eds., *Polling America: An Encyclopedia of Public Opinion*, Volume 2. Westport, CT: Greenwood Publishing Group, 2005. (*Available from Professor.*)
  + “An Anatomy of Survey-Based Experiments,” by Martin Gilens, In Jeff Manza, Fay Lomax Cook, and Benjamin I. Page, *Navigating Public Opinion*, Oxford: Oxford University Press, 2002. (*Available from Professor.*)
  + “The Political Relevance of Irrelevant Events,” by Ethan Busby, James N. Druckman, and Alexandria Fredendall, *Journal of Politics*, 2017. (*Available from Professor.*)

**September 29 Designing a Public Opinion Survey**

* *Assignment*: We will identify approximately five attitudes in class (e.g., attitude towards sports, particular teams, etc.). We will form 3-4 teams in class and each team will develop a measure for each concept, and implement a simple survey with roughly 50 respondents. The data will be collected between this class and the next, from around campus. The teams should be prepared to present the measures and the results to class on 10/4.
* *Assignment*: Next week is the first class in which a class paper/presentation is due. See next week’s class listing for the topics;the papers are due 10/4. This will then be the case each class where class paper topics are provided, although it is not listed as an “assignment” each week on the syllabus.
* *Class activity*: Presentation of Research Project Ideas (3-5 minutes each)

**October 4 Sports and Political Statements (History)**

* *Assignment*: Identify at least 12 total sources on the research topic (a total of five must be academic) and provide a list with a paragraph on each (i.e., produce an *annotated* bibliography; list the sources in bibliographic form – do not just provide links). Due 10/11.

*Class Paper Topics*

1. Discuss the evolution of Michael Jordan’s role in politics. Compare him with Lebron James. What do you think of their different stances?

2. Discuss efforts to boycott the 1968 Olympics. Do you think it was a worthwhile effort?

3. Discuss the reaction to Tommie Smith and John Carlos’ 1968 black power protest. Do you think they made the right decision?

4. Discuss reactions to Muhammad Ali’s opposition to the Vietnam War. Do you think he made the right decision?

5. Discuss the sequence of events involving the University of Missouri football team’s 2015 protest. Do you think the players made the right decision?

6. Discuss the political implications of Curt Flood’s lawsuit. Was Flood in the right?

7. Discuss the NFL national anthem protests. Whose opinions on the right protest matter most?

* Class Activity: *Watch The History of Black Protest in History* (<https://www.youtube.com/watch?v=GzNb6-rZvAU>)
* *Readings:*
* Historical Protest Articles
* “The Politics of Race and Support: Resistance and Domination in the 1968 African American Olympic Protest Movement,” by Douglas Hartmann, *Ethnic and Racial Studies* 19: 548-566, 1996.  
  <http://www.tandfonline.com/doi/abs/10.1080/01419870.1996.9993924>
* “Muhammad Ali and Vietnam,” by [Krishnadev Calamur](http://www.theatlantic.com/author/krishnadev-calamur/), *The Atlantic*, June 4, 2016, <http://www.theatlantic.com/news/archive/2016/06/muhammad-ali-vietnam/485717/>
* “Long Before Kaepernick, There Was Navratilova,” by Juliet Macur, *New York Times*, October 17, 2016. <http://www.nytimes.com/2016/10/17/sports/martina-navratilova-colin-kaepernick-protest.html?_r=0>
* Michael Jordan Articles (and comparisons with LeBron James)
* <http://www.nydailynews.com/sports/basketball/abdul-jabbar-rips-jordan-chose-commerce-conscience-article-1.2423330>.
* <http://espn.go.com/nba/story/_/id/8264956/michael-jordan-obama-fundraiser-22-years-harvey-gantt>.
* <http://espn.go.com/nba/story/_/id/12034228/michael-jordan-contribution-black-issues-greater-perceived>).
* “How Lebron James Became One of Donald Trump’s Most Influential Adversaries By Refusing to Shut Up and Dribble,” by Aaron Manfield, *Complex*, November 15, 2018. <https://www.complex.com/sports/2018/11/how-lebron-james-became-one-of-donald-trump-most-influential-adversaries>
  + Missouri Articles

# “University of Missouri Football Players Exercise Power in Racism Protest,” By William C. Rhoden, New York Times, November 8, 2015. <http://www.nytimes.com/2015/11/09/sports/ncaafootball/missouri-football-players-exercise-power-in-racism-protest.html>.

* “A Timeline of the University of Missouri Protests,” by Michael Pearson, CNN, November 10, 2015. <https://www.cnn.com/2015/11/09/us/missouri-protest-timeline/index.html>.
* “Missouri Bid to Strip Scholarships if Athletes Strike Pulled,” Associate Press. December 16, 2015. <http://www.usnews.com/news/sports/articles/2015-12-16/missouri-bid-to-strip-scholarships-if-athletes-strike-pulled>.
* “Long After Protests, Students Shun the University of Missouri,” by [Anemona Hartocollis](http://www.nytimes.com/by/anemona-hartocollis), *New York Times*, July 9, 2017 <https://www.nytimes.com/2017/07/09/us/university-of-missouri-enrollment-protests-fallout.html>.
* National Anthem Protests Articles
* “P.K. Wrigley Once Eschewed Anthem,” by Phil Rosenthal, *Chicago Tribune*, October 4, 2016, Section 3, page 5.  
  <http://digitaledition.chicagotribune.com/tribune/article_popover.aspx?guid=6e6ce418-6fec-4c31-9927-2d241186b877>
* “Athletic Programs Redraw Playbooks for Student Activism,” by Brad Wolverton, *The Chronicle of Higher Education*, October 7, 2016, A6  
  <http://www.chronicle.com.turing.library.northwestern.edu/article/Sports-Programs-Draw-Up-a-New/237887>
* “How Do Americans Feel About The NFL Protests? It Depends On How You Ask,” by [Kathryn Casteel](https://fivethirtyeight.com/contributors/kathryn-casteel/). *FiveThirtyEight.com*. October 9, 2017. <https://fivethirtyeight.com/features/how-do-americans-feel-about-the-nfl-protests-it-depends-on-how-you-ask/>.
* “Americans are split in half on National Anthem protests,” Grace Sparks, CNN, June 5, 2018. <https://www.cnn.com/2018/06/05/politics/anthem-protest-polling/index.html>.
* “What is the NFL’s National Anthem Protest Policy?,” by Tadd Haislop, September 20, 2020, *Sporting News*, <https://www.sportingnews.com/us/nfl/news/nfl-national-anthem-policy-2020-kneeling-protests/1o88fwivdxvqu1d8nnbiw5dw3z#:~:text=The%20NFL%20has%20not%20announced%20any%20changes%20to,national%20anthem%29%2C%22%20Goodell%20said.%20%22Players%20still%20do%20today>.
* “NFL Will Play the ‘Black National Anthem’ Before Every Game in 2021,” by Jaelen Ogadhoh, Yahoo News, July 17, 2021. <https://news.yahoo.com/nfl-play-black-national-anthem-210923979.html>

**October 6 Sports and Political Statements (Contemporary)**

*Class Paper Topics*

1. Discuss the WNBA protest in the bubble. Do you think they were successful in achieving their goal?
2. Do you think it is by chance that it was the WNBA that became most active league in the U.S. in protesting? If not, what factors played a role?
3. Do players have a right to censure their owner? Discuss in light of the Kelly Loeffler case.
4. Do you think the Atlanta Dream’s actions affected the Loeffler election outcome?
5. Should athletes be obliged to visit the White House? Why or why not.
6. If you were in charge of a team, would you impose any limits on political actions/statements? Why or whey not (use the cases from the readings as examples).
7. What has changed in terms of elites becoming more willing to take political statements?

* *Readings:*
* WNBA Bubble Protest
  + - “All Three WNBA games Wednesday postponed as part of protest of Jacob Blake Shooting, ” by Mechelle Voepel, *ESPN* August 26, 2020 <https://www.espn.com/wnba/story/_/id/29748510/all-three-wnba-games-wednesday-postponed-part-protest-jacob-blake-shooting>
* “‘We matter’: WNBA Games Put on Hold as Players Protest Racial Injustice,” by Percy Allen, *Seattle Times*, August 26, 2020. <https://www.seattletimes.com/sports/storm/we-matter-wnba-games-put-on-hold-as-players-protest-racial-injustice-thursday-storm-game-up-in-the-air/>
* “The WNBA is Determined to Keep Saying Her Name,” by Sean Hurd, *The Undefeated*, August 7, 2020 <https://theundefeated.com/features/the-wnba-is-determined-to-keep-saying-her-name/>
* “It’s in our DNA”: WNBA Players’ Record of Activism,” by Lindsay Gibbs, *Global Sport Matters,* April 9, 2021. <https://globalsportmatters.com/culture/2021/04/09/its-in-our-dna-wnba-players-record-of-activism/>
* “No league was more essential to the social justice movement in 2020 than the WNBA,” by LZ Granderson, *Los Angeles Times,* December 24, 2020. <https://www.latimes.com/sports/story/2020-12-24/2020-in-review-social-justice-sports-wnba-breonna-taylor>
* “The NBA’s walkout is historic. But the WNBA paved the way,” by Erica Ayala, *The Washington Post*, August 29, 2020. <https://www.washingtonpost.com/outlook/2020/08/29/nba-wnba-racial-injustice/>
* “The Year the Entire WNBA Became Political Players,” by Louise Radnofsky and Rachel Bachman, *The Wall Street Journal*, October 2, 2020. <https://www.wsj.com/articles/the-year-the-entire-wnba-became-political-players-11601643788>
  + - *Optional:* you might enjoy watching the ESPN documentary “144” which takes viewers inside the WNBA bubble and protests.
  + Atlanta Dream and Kelly Loeffler
* “W.N.B.A. Players Escalate Protest of Anti-B.L.M. Team Owner,” by Sopan Deb, *The New York Times* August 4, 2020. <https://www.nytimes.com/2020/08/04/sports/basketball/wnba-dream-loeffler-warnock.html>
* “Atlanta Dream, Co-Owned by Former Sen. Kelly Loeffler, is Close to Being Sold,” by Emma Peasle, *NPR,* January 21, 2021. <https://www.npr.org/2021/01/21/959247641/atlanta-dream-co-owned-by-former-sen-kelly-loeffler-is-close-to-being-sold>
* “Kelly Loeffler’s Sale of the Atlanta Dream Shows the Stick to Sports Era is Over,” by Julio Aguilar, *NBC News* March 2, 2021. <https://www.nbcnews.com/think/opinion/kelly-loeffler-s-sale-atlanta-dream-shows-stick-sports-era-ncna1259315>
* “Atlanta Dream are Sold After Players’ Revolt Against Kelly Loeffler,” by Sopan Deb and Kevin Draper, *The New York Times*, February 26, 2021. <https://www.nytimes.com/2021/02/26/sports/basketball/atlanta-dream-kelly-loeffler-renee-montgomery-sale.html>
  + Trump White House visits
    - “Sports Teams Court Controversy Over Visiting Trump in White House,” by Brett Samuels, *The Hill*, June 5, 2018. <https://thehill.com/homenews/administration/390826-what-sports-teams-have-gone-to-the-white-house-since-trump-took>
    - “Championship Teams Visiting the White House has Turned Into a Mess,” by Cork Gaines, *Business Insider*, June 26, 2019. <https://www.businessinsider.com/championship-teams-trump-white-house-2019-4>
    - “ Even with a New President, Sports at the White House Won’t be the Same,” by Kurt Streeter, *The New York Times*, November 9, 2020 <https://www.nytimes.com/2020/11/09/sports/biden-sports-trump-protests.html>

**October 11 Olympics**

*Class Paper Topics*

1. How have the Olympics changed over time?
2. How are locations chosen for the Olympics? What approach do you think is best?
3. Should athletes be penalized for making political statements on the medal stands (regardless of the ideology of the statement)?
4. Is there any moral ambiguity to watching the Olympics?
5. Discuss the 1980 and 1984 Olympic boycotts. Were either or both good decisions?
6. What was the significance of the 1936 summer Olympics for politics?
7. What was the significance of the 1972 summer Olympics for politics?

* *Assignment*: An approximately three-to four-page literature review of the research topic. At the end of the literature review, offer some broad ideas about the data source. Due 10/18.
* *Class activity*: Presentation of Research Project Literature (3-5 minutes each)
* *Readings:*
* History
* “First modern Olympic Games” *History.com* <https://www.history.com/this-day-in-history/first-modern-olympic-games>
* “Owens Pierced a Myth,” by Larry Schwartz, *ESPN*, <http://www.espn.com/sportscentury/features/00016393.html>
* “Jesse Owens vs. Hitler Wasn’t the Only Story at the 1936 Olympics,” by Andrew Maraniss, *The Undefeated*, February 10, 2020, <https://theundefeated.com/features/jesse-owens-vs-hitler-wasnt-the-only-story-at-the-1936-olympics/>
* “The Tragic Real-Life Story of the Munich Olympics,” by Aimee Lamoreux, August 1, 2020. Grunge, <https://www.grunge.com/232463/the-tragic-real-life-story-of-the-munich-olympics/>.
* “The History of the Olympic Games” *Beijing 2022 website* https://www.beijing2022.cn/en/
* “The History of the Olympic Games” *Paris 2024 website* <https://www.paris2024.org/en/history-of-olympic-games/>
* IOC Scandals
* “What is the I.O.C.?” *The New York Times* January 24, 1999. <https://www.nytimes.com/1999/01/24/us/what-is-the-ioc.html>
* Television News Broadcast about Salt Lake City Olympic Scandal, *CBC* January 12, 1999. <https://www.cbc.ca/archives/entry/salt-lake-city-olympic-scandal>
* “The Olympic Bribery Scandal,” by Bill Mallon, *Journal of Olympic Histor*y May, 2000 <http://isoh.org/wp-content/uploads/2015/04/93.pdf>
* “Opinion: Tokyo Olympics Vote-Buying Scandal Shows Corruption Never Ends,” by Christine Brennan, *USA Today* March 19, 2019. <https://www.usatoday.com/story/sports/christinebrennan/2019/03/20/tokyo-olympics-vote-buying-scandal-2020-games/3221850002/>
* Are You a Bad Person for Watching the Olympics?” by Sasha Mudd, *The New York Times* July 28, 2021. <https://www.nytimes.com/2021/07/28/opinion/tokyo-olympics-tv-ethics.html?smid=em-share>
* Protests and the Olympics
* “Olympics Allows Protests, but Not During Events or on Medals Stand,” by Andrew Keh, *The New York Times* July 2, 2021. <https://www.nytimes.com/2021/07/02/sports/olympics/olympics-protests-tokyo.html?searchResultPosition=3>
* “Olympics Bans ‘Black Lives Matter’ Apparel, Could Punish Athletes for Social Protests,” Wes Wilson, *Chicago WGN9* May 4, 2021. <https://wgntv.com/news/olympics-bans-black-lives-matter-apparel-could-punish-athletes-for-social-protests/>
* “Olympic Athletes are Testing Rules and Taking a Knee for BLM,” by Payne Lubbers, *Bloomberg* July 29, 2021. <https://www.bloomberg.com/news/articles/2021-07-29/black-lives-matter-racial-justice-protests-take-stage-at-tokyo-olympics-2021>
* “What Raven Saunders’ X Protest Means and Why the IOC is Investigating,” by Danielle Abreu, *NBC Sports* August 2, 2021.<https://www.nbcsports.com/northwest/tokyo-olympics/what-raven-saunders-x-protest-means-and-why-ioc-investigating>
* “Russian Olympians Get Kremlin-Approved Responses Over Black Lives Matter and Other ‘Provocative’ Questions,” by Isabelle Khurshudyan, *The Washington Post* July 14, 2021. <https://www.washingtonpost.com/sports/olympics/2021/07/14/russia-olympics-provocative-questions/>
* “Female Athletes Grab Spotlight at Olympics with Political and Social Demonstrations,” by Antonio Planas, *NBC News* July 27, 2021. <https://www.nbcnews.com/news/olympics/female-athletes-grabbing-spotlight-olympics-political-social-demonstrations-n1275222>

**October 13 College Sports**

*Class Paper Topics*

1. What was the O’Bannon case and how was it settled? Which side to you think had a better argument?
2. What happened with football unionization at Northwestern and how was it settled? Which side to you think had a better argument?
3. What is the history of the rule that requires basketball players to attend a year of college before entering the NBA? What do you think of the current rule?
4. What is the history of the rule that requires football players to attend three years of college before entering the NFL? What do you think of the rule?
5. What benefits can sports scholarships provide? Do they vary? How many college athletes receive scholarships? Discuss current provisions. Do you think the benefits are sufficient? (For this, put aside image and likeness benefits.)
6. For how many Division 1 schools does athletic revenue exceed costs? What are the pros and cons for investment in sports?
7. What is the Knight Commission, and what does it suggest?

* *Readings:*

Skim: <http://www.knightcommission.org/>

* Northwestern Articles
  + “Fate of the Union: How Northwestern football union nearly came to be,” by Joe Nocera and Ben Strauss, *Sports Illustrated*, February 24, 2016. <https://www.si.com/college/2016/02/24/northwestern-union-case-book-indentured>.
  + “Football Handbook Modified at NU,” by Alexia Elejaldze-Ruiz, *Chicago Tribune*, October 12, 2016, Section 2, page 1.  
    <http://digitaledition.chicagotribune.com/tribune/article_popover.aspx?guid=6b07bae8-c0ec-4b64-ad3c-926c5eba3b16>
  + “In Memo, NLRB Told Northwestern Its Restrictions on Football Players Were ‘Unlawful’,” by Katherine Knott, *The Chronicle of Higher Education*, October 12, 2016.   
    <http://www.chronicle.com.turing.library.northwestern.edu/blogs/ticker/nlrb-says-northwesterns-restrictions-on-football-players-are-unlawful/115038>

Pay for Play Articles

* + “Large Majority Opposes Paying NCAA Athletes, Washington Post-ABC News Poll Finds,” by Alex Prewitt, *The Washington Post*, March 24, 2014. <http://www.washingtonpost.com/sports/colleges/large-majority-opposes-paying-ncaa-athletes-washington-post-abc-news-poll-finds/2014/03/22/c411a32e-b130-11e3-95e8-39bef8e9a48b_story.html>.
  + “Supreme Court Won’t Hear O’Bannon Fight Over NCAA’s Amateurism Model”, by Nick DeSantis, *The Chronicle of Higher Education*, October 3, 2016.  
    <http://www.chronicle.com.turing.library.northwestern.edu/blogs/ticker/supreme-court-wont-hear-obannon-fight-over-ncaas-amateurism-model/114843>
  + “Court’s Refusal to Hear O’Bannon Case Leaves Player-Pay Issue Unsettled,” by Brad Wolverton, *The Chronicle of Higher Education*, October 3, 2016.  
    <http://www.chronicle.com.turing.library.northwestern.edu/article/Court-s-Refusal-to-Hear/237985>
  + *Skim*
    - “Public Perceptions on Paying Student Athletes,” by Michael Mondello, Alex R. Piquero, Nicole Leeper Piquero, Marc Gertz, and Jake Bratton, *Sport in Society: Cultures, Commerce, Media, Politics* 16: 106-119, 2014  
      <http://www.tandfonline.com/doi/abs/10.1080/17430437.2012.690408>
    - “Prejudice or Principled Conservatism? Racial Resentment and White Opinion toward Paying College Athletes,” by Kevin Wallsten,, Tatishe M. Nteta, Lauren A. McCarthy, and Melinda R. Tarsi, *Political Research Quarterly* 70: 209–222, 2017. <https://journals.sagepub.com/doi/full/10.1177/1065912916685186>
* Scholarship Articles
  + “Scholarships,” NCAA. <http://www.ncaa.org/student-athletes/future/scholarships>.
    - “The Myth of the Sports Scholarship” and “Coaches Offer Unfiltered Views of NCAA Scholarship Limits,” by Brad Wolverton, *The Chronicle of Higher Education*, November 21, 2016.  
      <http://www.chronicle.com.turing.library.northwestern.edu/article/The-Myth-of-the-Sports/238453>
    - *The Planation Education*, by Rashad McCants, New York: Post Hill Press. Pages 1-12, 109-130, 151-178, 2018. (*Available from Professor.*)
  + “The Confounding Case of Jan Boxill,” by [Andy Thomason](https://www.chronicle.com/author/andy-thomason), *The Chronical of Higher Education*, September 7, 2021. <https://www.chronicle.com/article/the-confounding-case-of-jan-boxill?utm_source=Iterable&utm_medium=email&utm_campaign=campaign_2838432_nl_Academe-Today_date_20210908&cid=at&source=ams&sourceid=>

**October 18 College Sports**

*Class Paper Topics*

1. What do the new NCAA rules say about names, image, and likeness? What loopholes might exist?
2. Describe variations in state rules regarding names, image, and likeness.
3. Argue for or against the name, image, and likeness rules.
4. How might the name, imagine, and likeness rules change recruiting and colleges sports more generally?
5. Is amateur status worth preserving for college sports?
6. If you were re-writing the NCAA constitution, would are some items you would add and/or remove?
7. Do you think Congress should spend its time regulating the NCAA?

* *Assignment*: Complete the survey to be used. Due 10/25.
* *Class activity*: Develop questions for our meeting with Athletic Director Derrick Gragg next week.
  + *Readings:*
  + “Report and Recommendations to Address the Issues Facing Collegiate Basketball,” by the Commission on College Basketball, 2018. <http://www.ncaa.org/sites/default/files/2018CCBReportFinal_web_20180501.pdf>. Read pages 1-14 (the Executive Summary and Recommendations).
  + NCAA Sets Timetable for Dramatic Overhaul of How it Governs Collegiate Athletics,” by Associate Press, *ESPN*, July 30, 2021 <https://www.espn.com/college-sports/story/_/id/31922593/ncaa-sets-table-dramatic-overhaul-how-governs-college-athletics>
  + Spending Articles
    - “Where Does the Money Go,” NCAA. <http://www.ncaa.org/about/where-does-money-go>.
    - “Adding Football Saved One College. Dumping It Boosted Another,” by Bill Pennington, *New York Times*, December 27, 2019. <https://www.nytimes.com/2019/12/27/sports/dropping-football-northeastern.html?nl=todaysheadlines&emc=edit_th_191228?campaign_id=2&instance_id=14808&segment_id=19910&user_id=97e80e0673b2adddee55a68becfbc8cb&regi_id=717016871228>.
* Name, Image and Likeness Readings
* “State Name, Image and Likeness Laws with July 1st Effective Dates Continue to Grow,” by Gregg Clifton and John Long, *The National Law Review*, May 7, 2021 <https://www.natlawreview.com/article/state-name-image-and-likeness-laws-july-1st-effective-dates-continue-to-grow>
* “Supreme Court Rules against NCAA in Antitrust Case in Unanimous Decision,” by Steve Berkowitz, *The Palm Beach Post,* June 21. 2021 <https://www.palmbeachpost.com/story/sports/2021/06/21/shawne-alston-vs-ncaa-case-supreme-court-ruling/5237656001/>
* ”NCAA Adopts Interim Name, Image and Likeness Policy,” by Michelle Hosick, *NCAA Official Statement,* June 30, 2021, <https://www.ncaa.org/about/resources/media-center/news/ncaa-adopts-interim-name-image-and-likeness-policy>
* “College Athletes May Earn Money From Their Fame, N.C.A.A. Rules,” by Alan Binder, *The New York Times,* June 30, 2021 <https://www.nytimes.com/2021/06/30/sports/ncaabasketball/ncaa-nil-rules.html>
* “NCAA Approves Interim NIL Policy for College Athletes,” by The Athletic Staff, *The Athletic,* July 1, 2021 <https://theathletic.com/news/ncaa-approves-interim-nil-policy-for-college-athletes/HSSJIy9wkRMg>
* “UNC Becomes the First School to Organize Group Endorsement Deals for Its Players,” by Becky Sullivan, *NPR*, July 21, 2021 <https://www.npr.org/2021/07/21/1018887697/unc-group-licensing-college-sports-players>

**October 20 Meeting with Northwestern Athletic Director Dr. Derrick Gragg**

The class will meet at the Walter Athletics Center (2255 Campus Drive) for a Q&A with NU Athletic Director Derrick Gragg (see <https://nusports.com/staff-directory/dr-derrick-gragg/8573>).

**October 25 Present Project Ideas**

* *Assignment*: All data must be obtained. Due 11/3.
* *Class activity*: Presentation of Research Project Survey Plan (4-5 minutes each)

**October 27 Gender**

*Class Paper Topics*

1. What does Title IX require? How many schools seem to be compliant? Do you think compliance requirements are about right, too stringent, or not stringent enough?

2. What counts as a sport when it comes to Title IX compliance? Does cheerleading? Do you think cheerleading should count?

3. Since Title IX, what has been the trend in the percentage of female college coaches? Explain. Do you think there is a problem?

4. Is Title IX still working? Why or why not?

5. What happened at the 2021 NCAA Basketball tournaments? Do you think it will lead to lasting changes?

6. Do you think market demand should play an important role men’s and women’s sports when tax dollars are being used?

7. Discuss the US women’s soccer national team equal pay lawsuit. Which side do you think has a stronger argument?

* *Readings:* 
  + Title IX Articles
    - “What is Title IX?,” by Women’s Sports Foundation. <https://www.womenssportsfoundation.org/advocacy/what-is-title-ix/>.
    - “History of Title IX,” by Women’s Sports Foundation*.* <https://www.womenssportsfoundation.org/advocacy/history-of-title-ix/>.
    - “Title IX and Girls in Sport,” by YouGov America Inc., and Women’s Sports Foundation, June/July 2017, <https://www.womenssportsfoundation.org/wp-content/uploads/2017/07/title-ix-and-girls-in-sport-report-public-final.pdf>
    - Executive Summary of “Chasing Equity: The Triumphs, Challenges, and Opportunities in Sports for Girls and Women,” by Ellen Staurowsky et al., 22020. New York, NY: Women’s Sports Foundation. <https://www.womenssportsfoundation.org/wp-content/uploads/2020/01/Chasing-Equity-Full-Report-Web.pdf>
    - “Title IX Through Their Daughters Eyes: First Daughters and Public Opinion Toward Gender Equality Policies,” by Elizabeth Sharrow, Jill Greenlee, Tatishe Nteta, and Jesse H Rhodes, Women's Sports Foundation, 2018. <https://works.bepress.com/elizabeth_sharrow/23/> (or *Available from Professor if not on-line.*)
  + 2021 Basketball Tournament Gender Disparities
    - “The Many Shining Disparities Between Men's and Women's College Basketball,” by Emma Baccellieri, *Sports Illustrated*, April 19, 2021, <https://www.si.com/college/2021/04/19/daily-cover-womens-tournament-equality-initiative-daily-cover>
    - “NCAA Probe Finds Systemic Gender Disparities, Recommends Combined Basketball Final Four,” by Molly Hensley-Clancy, *The Washington Post*, August 3, 2021 <https://www.washingtonpost.com/sports/2021/08/03/ncaa-gender-equity-report-combined-final-four/>
    - NCAA External Gender Equity Review August 2, 2021 <https://context-cdn.washingtonpost.com/notes/prod/default/documents/58085c46-e386-4fb4-a9af-1349573c2133/note/4f6f18da-d3bd-4630-86fd-8a18f06efb65.#page=1?itid=lk_inline_manual_4&itid=lk_inline_manual_4>
* National Women’s Soccer Team
  + “U.S. Women’s Soccer Team Granted Class Status in Equal Pay Lawsuit,” by Andrew Das, *New York Times*, November 8, 2019. <https://www.nytimes.com/2019/11/08/sports/uswnt-equal-pay-lawsuit.html>
  + “U.S. Women’s Soccer Team’s Equal Pay Demands are Dismissed by Judge,” by Andrew Das, *The New York Times,* May 1, 2021

<https://www.nytimes.com/2020/05/01/sports/soccer/uswnt-equal-pay.html>

* + “U.S. Women’s Soccer Equal Pay Appeal Focuses on Superior Performance,” Rachel Bachman, *The Wall Street Journal,* July 23, 2021 <https://www.wsj.com/articles/u-s-womens-soccer-equal-pay-appeal-11627048834>
  + “The U.S. Women’s Soccer Team Files an Opening Brief in Their Ongoing Equal Pay Lawsuit,” by Alexandra Petri and Andrew Das, *The New York Times,* July 24, 2021 <https://www.nytimes.com/2021/07/24/sports/olympics/us-womens-soccer-equal-pay-lawsuit.html>
    - *Optional:* you might enjoy watching the HBO MAX documentary “LFG” on the Women’s National Soccer team’s fight for equal pay.

**November 1 Female Classification and Trans-Inclusion**

*Class Paper Topics*

1. Some argue women and men should compete against one another, at least in some sports. What do you think?

2. Discuss the International Association of Athletics Federation’s (aka World Athletics since June 2019) eligibility regulations for female athletes with differences of sex development. Where do you stand?

3. Do you think there are particular sports where it is reasonable to have rules concerning testosterone levels? If not, why not? If so, which sports and why?

4. What are arguments for and against anti-trans sports legislation?

5. Choose two states with trans exclusion legislation. Discuss the history and ongoing debates in those states. Compare and contrast them.

6. Is there a partisan split on trans exclusion legislation? Why or why not?

7. Did you find the Athlete Ally statement on Transgender Women and Girls persuasive? Why or why not? In answering this, try to consider counter-arguments.

* *Class activity*: Brief updates on data collection.
* *Readings:* 
  + Female Classification Articles
    - “IAAF introduces new eligibility regulations for female classification,” World Athletics Press Release, April 26, 2018. <https://www.worldathletics.org/news/press-release/eligibility-regulations-for-female-classifica>
    - “New Regulations Challenge the Evidence Based, Benevolent Ethos that Underlies Medical Practice,” by Cara Tannenbaum and Sheree Bekker, *BMJ* 364: l1120, 2019. <https://www.bmj.com/content/364/bmj.l1120>. (Also see coverage of the editorial at: <https://www.dailymail.co.uk/health/article-6830651/Controversial-testosterone-rule-female-athletes-unscientific-experts-warn.html>).
    - “Expert Reaction to Editorial about Testosterone, Women Athletes, and Rules in Elite Sport,” *Science Media Centre*, March 20, 2019. <https://www.sciencemediacentre.org/expert-reaction-to-editorial-about-testosterone-women-athletes-and-rules-in-elite-sport/>.
    - “Ruling Leaves Caster Semenya with Few Good Options,” by [Victor Mather](https://www.nytimes.com/by/victor-mather) and [Jeré Longman](https://www.nytimes.com/by/jere-longman), *New York Times*, July 31, 2019. <https://www.nytimes.com/2019/07/31/sports/caster-semenya.html>.
    - “This Intersex Runner Had Surgery to Compete. It Has Not Gone Well,” by Geneva Abdul, *New York Times*, December 17, 2019, <https://www.nytimes.com/2019/12/16/sports/intersex-runner-surgery-track-and-field.html>
    - “The Clock Ticks on Caster Semenya’s Olympic Career,” by Lynsey Chutel and [Jeré Longman](https://www.nytimes.com/by/jere-longman), *New York Times*, June 28, 2021, <https://www.nytimes.com/2021/06/28/sports/olympics/caster-semenya-olympics-gender.html>
    - “Scientists Correct Study That Limited Some Female Runners,” by By [Jeré Longman](https://www.nytimes.com/by/jere-longman), *New York Times*, August 19, 2021, <https://www.nytimes.com/2021/08/18/sports/olympics/intersex-athletes-olympics.html>
  + Trans Inclusion in Sports
    - “Nearly 550 College Athletes Demand NCAA Pull Championships From States With Anti-Trans Sports Legislation,” by Julie Kliegman, *Sports Illustrated,* March 10, 2021 <https://www.si.com/college/2021/03/10/ncaa-petition-anti-trans-legislation>
    - “Republicans And Democrats Largely Oppose Transgender Sports Legislation, Poll Shows,” by Danielle Kurtzleben, *NPR,* April 16, 2021 <https://www.npr.org/2021/04/16/987765777/republicans-and-democrats-largely-oppose-transgender-sports-legislation-poll-sho>
    - “The Impact of Layshia Clarendon’s Coming Out and What it Means for Transgender Athletes,” River Schiff, *The Oberlin Review,* February 5, 2021 <https://oberlinreview.org/22370/sports/the-impact-of-layshia-clarendons-coming-out-and-what-it-means-for-transgender-athletes/>
    - “Living Nonbinary in a Binary Sports World,” by Britni De la Cretaz, *Sports Illustrated,* April 16, 2021 <https://www.si.com/wnba/2021/04/16/nonbinary-athletes-transgender-layshia-clarendon-quinn-rach-mcbride-daily-cover>
    - “Transgender Weightlifter Hubbard Makes History at Olympics,” by Associated Press, August 2, 2021 <https://apnews.com/article/2020-tokyo-olympics-sports-weightlifting-laurel-hubbard-e721827cdaf7299f47a9115a09c2a162>
    - “The Future of Women’s Sports Includes Transgender Women and Girls,” by Athlete Ally, <http://www.athleteally.org/wp-content/uploads/2021/08/The-Future-of-Womens-Sport-includes-Transgender-Women-and-Girls-Statement_8.11.21.pdf>

**November 3 Race**

*Class Paper Topics*

1. What is the Rooney Rule? Do you disagree or agree with the rule?

2. Discuss trends in the hiring of minority coaches in college football and basketball (both men’s and women’s basketball). Is there a problem? See work by Shaun Harper et al. and Richard Lapchik.

3. Are there discrepancies in graduation rates, by race, for college student-athletes? Is there a problem?

4. Are racial stereotypes prevalent in sports (e.g. pain tolerance, natural ability)? Do you think more should be done to address stereotypes?

5. Why did racial protests seem to gain momentum in 2020?

6. Are athletes obliged to take stands on social issues?

7. Should leagues have the right to regulate protesting?

* *Assignment*: Analyze data and write 3-to-4 page description. Due 11/17. *Contact TA for help with data analysis.*
* *Readings:* 
  + Experience of Black Athletes
    - *Forty Million Dollar Slaves: The Rise, Fall, and Redemption of the Black Athlete*, by William C. Rhoden, New York: Three Rivers Press, 2006, pages 1-11, 231-245.(*Available from Professor.*)
    - “Racial Bias in Perceptions of Others’ Pain,” by Sophie Trawalter, Kelly M. Hoffman, and Adam Waytz, *PLoSOne* 7: e48546, 2012. <http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0048546&version=meter+at+null&module=meter-Links&pgtype=article&contentId=&mediaId=&referrer=&priority=true&action=click&contentCollection=meter-links-click> (*Also* *Available from Professor.*)
  + Racial Protesting in Sports
    - “Sport by Sport Snapshot of Racial Injustice Protests,” by Anne Peterson, *Associated Press* August 27, 2020 <https://apnews.com/article/virus-outbreak-sports-mlb-race-and-ethnicity-baseball-e820207080a5938bc659d67df420df2f>
    - “When Sports and Racial Injustice Collide, White Athletes Must Choose If They’re Allies or Foes,” by Steve Greenberg, *Chicago Sun Times,* August 28, 2020 <https://chicago.suntimes.com/sports-saturday/2020/8/28/21406215/nba-wnba-nhl-mlb-black-lives-matter-kenosha-2020>
    - “In Photos: The Sports World Has Been Taking a Stand,” Associated Press, *CNN,* October 1, 2020. <https://www.cnn.com/2020/08/27/world/gallery/sports-protests/index.html>
    - “Timeline: A Look Back at Some of the Most Prominent Sports Protests Over the Years,” by Shannon Ryan, *Chicago Tribune,* September 9, 2020 <https://www.chicagotribune.com/sports/ct-athlete-protests-timeline-liststory-20200909-yl4x7b3hk5gkxj5wdxqwdmxfrq-list.html>
    - “Athletes Will Never Be Quiet Again,” by Jemele Hill, *The Atlantic* May 29, 2021 <https://www.theatlantic.com/ideas/archive/2021/05/george-floyd-murder-athletes-sports-public-life/619043/>

**November 8 Drugs**

* *Class activity*: Presentation of Data Collection Experience (3 minutes each)

*Class Paper Topics*

1. Discuss the Lance Armstrong case and the controversy over him re-paying sponsors. Does he have a justifiable stance?

2. Is drug testing in sports an invasion of privacy? Yes or no?

3. What are the NCAA rules on drugs, and what are usage trends? Are the rules reasonable?

4. What are arguments for legalizing all drugs in sports? What do you think?

5. Is there a discrepancy between the penalties for drug use in sports and those for domestic violence in the NFL? Summarize the rules, and discuss. What do you think of their rules?

6. What should have the punishment been for Russia regarding the Olympics? Why?

7. Discuss the Russian Olympic doping scandal. Do you think Russian athletes who have not tested positive are to blame at all?

* *Readings:* 
  + College Sports Articles
    - *Substance Use: National Study of Substance Use Trends Among College Student-Athletes*, NCAA, 2012. <https://www.ncaapublications.com/p-4266-research-substance-use-national-study-of-substance-use-trends-among-ncaa-college-student-athletes.aspx>
  + Legal Articles
    - “Why We Should Allow Performance Enhancing Drugs in Sport,” by J. Savulescu, B. Foddy, and M. Clayton, *British Journal of Sports Medicine* 38: 666:-670, 2004. <https://bjsm.bmj.com/content/bjsports/38/6/666.full.pdf>.
    - “Clemens and Armstrong Aren’t Worth Pursuing,” by Jonathan Mahler, *New York Times,* July 2, 2011, B9. <http://www.nytimes.com/2011/07/02/sports/why-clemens-and-armstrong-arent-worth-pursuing-anymore.html>
    - “Why It’s Time To Legalize Steroids In Professional Sports,” by Chris Smith, *Forbes*, October 24, 2012. <http://www.forbes.com/sites/chrissmith/2012/08/24/why-its-time-to-legalize-steroids-in-professional-sports/#6d0ac1e31c0d>
  + Russia Articles
    - “Redefining Sport Based on the Russian Doping Experience,” by Irina Zelenkova et al., *Current Sports Medicine Reports* 18: 188-191, 2019. <https://journals.lww.com/acsm-csmr/Fulltext/2019/06000/Redefining_Sport_Based_on_the_Russian_Doping.3.aspx>.
    - “Russia Banned From Competition For 4 Years Over Continuing Doping Scandal,” by Charles Maynes, *Eurasia Review*, December 10, 2019. <https://www.eurasiareview.com/10122019-russia-banned-from-competition-for-4-years-over-continuing-doping-scandal/>
    - “Russia Doping Ban Cut to Two Years, Country Still Barred From 2021, 2022 Olympics,” by Associated Press, *Sports Illustrated,* December 17, 2020. <https://www.si.com/olympics/2020/12/17/russia-doping-ban-halved-barred-olympics-world-cup>
    - “Russians Suspected of Doping Stopped From Going to Olympics,” by Graham Dunbar, *Associated Press*, July 23, 2021. <https://apnews.com/article/2020-tokyo-olympics-sports-europe-russia-winter-olympics-ad8a4dbc23f23cf3979f51cb3e1c37cf>
    - “Russia is Banned at the Tokyo Olympics, but Russians are Everywhere,” by Adam Kilgore, *The Washington Post,* July 30, 2021, <https://www.washingtonpost.com/sports/olympics/2021/07/30/russian-olympic-committee-tokyo-olympics/>
  + *SKIM*“Do Fans Care about Compliance to Doping Regulations in Sports? The Impact of PED Suspension in Baseball,” by Jeffrey Cisyk and Pascal Courty, *Journal of Sports Economics* 18(4): 323-350, 2017. <https://journals.sagepub.com/doi/full/10.1177/1527002515587441?casa_token=FGVbIdqHImkAAAAA%3AVniVIReohzkgx7pZccLNi-3w5aHlj5xV9w5k3zRUdDJh9Zq_u2ZMP701b-rJccVoegYQjopqej8>

**November 10 Mascots**

*Class Paper Topics*

Each of this week’s topics concerns a particular controversy involving a sports mascot. You will choose one to discuss and explain if you would oppose or support having the mascot.

1. Washington Redskins (Football Team). Discuss.

2. Kansas City Chiefs. Discuss.

3. University of North Dakota. Discuss.

4. Florida State University. Discuss.

5. Cleveland Indians (Guardians). Discuss.

6. Kid’s sports teams with Native mascots. Discuss.

7. Discuss the NCAA rules on Native American mascots.

* *Readings:* 
  + Native American Articles
    - “The Indian Wars,” by S.L. Price, *Sports Illustrated*, March 4, 2002. <http://www.si.com/vault/2002/03/04/8100154/the-indian-wars-the-campaign-against-indian-nicknames-and-mascots-presumes-that-they-offend-native-americansbut-do-they-we-took-a-poll-and-you-wont-believe-the-results>
    - “Of Polls and Race Prejudice: Sports Illustrated’s Errant ‘Indian Wars’,” by C. Richard King, Ellen J. Staurowsky, Lawrence Baca, Laurel R. Davis, and Cornel Pewewardy, *Journal of Sport & Social Issues* 26: 381-402, 2002. <http://journals.sagepub.com.turing.library.northwestern.edu/doi/abs/10.1177/0193732502238255>
    - “Of Warrior Chiefs and Indian Princesses: The Psychological Consequences of American Indian Mascots,” by Stephanie A. Fryberg, Hazel Rose Markus, Daphna Oyserman, and Joseph M. Stone, *Basic and Applied Social Psychology* 20: 208-218, 2008. <http://www.tandfonline.com/doi/abs/10.1080/01973530802375003>
* Washington Redskins Articles
  + “Why the Redskins Scored a Victory in the Supreme Court's Ruling in Favor of The Slants,” by Michael McCann, *Sports Illustrated*, January 19, 2017.<https://www.si.com/nfl/2017/06/19/washington-redskins-name-slants-trademark-supreme-court>.
  + “NFL’s Washington Redskins to Change Name Following Years of Backlash,” by Rosa Sanchez, *ABC News,* July 13, 2020 <https://abcnews.go.com/US/washington-redskins-change-years-backlash/story?id=71744369>
  + “Washington Football Team Bans Wearing Native American Headdresses and Face Paint at Home Games,” by Lauren Johnson, *CNN,* August 5, 2021. <https://www.cnn.com/2021/08/05/us/washington-football-team-no-native-american-attire-trnd/index.html>
* Kansas City Chiefs Mascot
* “Still Chiefs, Kansas City Team Will Retire the Mascot Warpaint,” Eduardo Medina, *The New York Times*, July 26, 2021 <https://www.nytimes.com/2021/07/26/sports/kansas-city-chiefs-warpaint-mascot.html>
* “Name Scrutiny Extends from Redskins to Chiefs, but Kansas City’s Mascot Has a Different Origin Story,” by Jeff Fedotin, *Forbes,* July 14, 2020 <https://www.forbes.com/sites/jefffedotin/2020/07/14/why-the-kansas-city-chiefs-team-name-may-not-actually-be-racist/?sh=44ca03fe2e1a>
* Cleveland Indians Switch
  + “Guardians Chosen as New Name for Cleveland’s Baseball Team,” by Tom Withers, *Associated Press,* July 23, 2021 <https://apnews.com/article/cleveland-guardians-name-change-41849399d222d872eb6f1cae23551c29>
  + Not a Moment Too Soon: Native American Community Welcomes Cleveland baseball Team Name Change,” by Deena Zaru, *ABC News,* July 23, 2021 <https://abcnews.go.com/Sports/moment-native-american-community-welcomes-cleveland-baseball-team/story?id=79016197>
* North Dakota
  + The Sioux Nickname Is Gone, but North Dakota Hockey Fans Haven’t Moved On,” by Pat Borzi, *New York Times*, March 1, 2016. <https://www.nytimes.com/2016/03/03/sports/hockey/with-sioux-nickname-gone-north-dakota-hockey-fans-are-fighting-change.html>.

**November 15 Mental Health and Sports**

*Class activity*: We will finalize our class survey.

1. What is the NCAA doing about mental health? Is it enough, the right amount, or too much?
2. Do you think the Tokyo Olympics will have a lasting effect on how we view athletes’ mental health?
3. Should professional athletes be paid if they need to miss games for mental health reasons?
4. Should college athletes lose their scholarship if they can no longer participate due to mental health reasons?
5. Are mental health issues more salient among athletes than among the general population?
6. Are there gender distinctions in perceptions of mental health of athletes?
7. Would people have paid attention if Olympic athletes who were not top ranked had expressed mental health concerns? Why or why not?

* *Readings:* 
  + “The Weight,” by Mardy Fish, *The Players’ Tribune*, September 2, 2015 <https://www.theplayerstribune.com/articles/mardy-fish-us-open>.
  + *Optional:* you might enjoy watching the Netflix documentary “Breaking Point” on Mardy Fish. <https://www.netflix.com/title/81026434>
  + “Mental Health,” NCAA Initiatives, <https://www.ncaa.org/sport-science-institute/mental-health>
  + “Mentally, That’s a Whole Nother Ball Game,” by Julie Kliegman, *Sports Illustrated*, April 29, 2020 <https://www.si.com/olympics/2020/04/29/mental-impact-of-the-pandemic-on-athletes>
  + “Why Do So Many Athletes Have Mental Health Issues?,” Ellis Cashmore, *Fair Observer,* June 16, 2021 <https://www.fairobserver.com/more/science/health/ellis-cashmore-naomi-osaka-tennis-news-sports-mental-health-french-open-wimbledon-tennis-83420/>
  + “Young Black Athletes Are Launching a Mental Health Revolution,” by Char Adams, *NBC News,* July 23, 2021 <https://www.nbcnews.com/news/nbcblk/young-black-athletes-are-launching-mental-health-revolution-rcna1490>
  + “How Olympians Are Fighting to Put Athletes Mental Health First,” by Alice Park, *Time,* July 22, 2021 <https://time.com/6082203/tokyo-olympics-mental-health/>
  + “Simone Biles, Naomi Osaka Signal New Era of Prioritizing Mental Health,” by Michael Rosenberg, *Sports Illustrated,* July 27, 2021 <https://www.si.com/olympics/2021/07/27/simone-biles-naomi-osaka-mental-health-era-sports>
  + “Ok to Not be Ok: Mental Health Takes Top Role at Olympics,” by *Associated Press,* July 28, 2021 <https://apnews.com/article/2020-tokyo-olympics-swimming-gymnastics-sports-mental-health-0766e3e512f877254b11b1cf99710473>

**November 17 Presentations**

* *Assignment*: Complete a draft of the entire research paper. Due 11/24
* *Class activity*: Presentation of Data Analyses with 2-4 slides (5-6 minutes each)

**November 22 Discuss Class Survey Results, Wrap-up**

**November 24 No Class**

**November 29 Reading Week**

**December 8 Final Paper Due by 12:00PM.**

**Main Due Dates**

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| **Due Date** | **Assignment** |
| September 29 | Research Topic and Five Sources |
| Assigned Weekly, October 4-November 15 | Class Papers/Presentations |
| October 4 | Survey |
| October 11 | Twelve Sources for Research Paper |
| October 18 | Literature Review for Research Paper |
| October 25 | Survey Design |
| November 3 | Data Collection |
| November 17 | Data Analysis |
| November 24 | Draft of Research Paper |
| December 8 | Final Research Paper |