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211 Scott Hall

PoliSci 101-6 First Year Seminar
Winter Quarter, 2019
Office Hours: Wed. 4:00-5:00/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? Do citizens prefer politicians who engage in sports? Do media portrayals of sports affect what citizens think about race and/or gender? Is it appropriate 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, the Olympics, FIFA, etc. The class will primarily, although not entirely, focus on college athletics.

Assignments and Grades

The class meets in Scott Hall 107 (Burdick Room) on Tuesdays from 1:00pm-3:50pm (also see note 1).¹ 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 three two-page, single-spaced papers. These papers will be written from weeks three to nine of the class. The course outline provides seven possible questions for each of these weeks; students will be assigned which question to answer the week prior to the class.
 - a. 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).
 - b. 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

¹ On January 28, the class will initially meet at the Walter Athletics Center (see below for details) and then move to 617 Library Place. On February 11, the class will meet from 2:00pm-3:30pm. There is no formal class on February 18. There is a “presentation” class on the first day of Reading week, March 10.

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.

- c. Students should prepare to informally present their paper to the class for 3-4 minutes (most will not present each week, but all should be prepared).
- d. Turn in a stapled hardcopy to the Professor on the day of the class. 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.

2. *Class Research Project.* We will be conducting a survey of student-athletes from a sample of National Collegiate Athletic Association schools. The goal of the survey is to explore the student athletes' attitudes about topics we discuss in class, including athletes making political statements, use of social media, drug use behavior, support for pay-for-play (and the new CA law), gender equity, etc. The specific steps will involve the following:
 - a. We will draw a sample of schools. Each student will be assigned several schools. The student will then identify all student-athletes for every sport and find their e-mail addresses. These may not be available in some cases, but in most cases they are directly available on the school's athletic department homepage. If no e-mails from a particular school are available, we will replace that school with another. The student will record the student-athlete's name, e-mail, school name, and sport (in a spreadsheet).
 - b. Based on students' class papers and general class discussion, we will select items to include in the survey (questions and possible experiments). This will involve some small group discussion. Specific items will be chosen based on class votes, with some guidance provided by the Professor.
 - c. We will file (and obtain) Institutional Review Board approval.
 - d. We will collect and, time permitting, analyze the results.
 - e. There will be class time allotted for e-mail collection.

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

3. *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 *or* acquiring 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, in the Professor's box, by 12:00pm on Wednesday, March 18.

In the course of writing the paper, two Ph.D. students will be available for questions and help with obtaining data, if needed. You will be assigned to work with one of these two Teaching Assistants (TAs). They are Nicolette Alayon

(nicolettealayon2023@u.northwestern.edu) and Jeremy Levy (jeremylevy2023@u.northwestern.edu).

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 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 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 VPN/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 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 are *not* accepted via e-mail (unless the Professor explicitly states that e-mail is allowed). 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 Professor or a teaching assistant. 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.

Course Outline

January 7 Public Goods, Government, and the Regulation of Sports

- *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 at least 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 1/14. (This is unrelated to the class survey with student-athletes.)
- *Readings (to be read by 1/7):* 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.chicagotribune.com/news/breaking/ct-football-youth-decline-met-20170904-story.html>
 - <https://www.si.com/nfl/2018/01/25/illinois-youth-football-law-concussions>
 - <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>
 - <http://www.ncaa.org/sport-science-institute/concussion-management-and-diagnosis-best-practices>
 - <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/>
- *Class activity:* A simulation to explore the nature of public goods.
- *Class debate:* Should youth football be legal?

January 14 Studying Public Opinion

- *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). Set up meetings with your TA for advice on project. Due 1/21.
- *Assignment:* Next week is the first class in which a class paper/presentation is due. See next week's class listing for the topics. *We will assign topics on 1/14; the papers are due 1/21. This will then be the case through 3/3, although it is not listed as an "assignment" each week on the syllabus.*

- *Readings (to be read by 1/14):*
 - *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.)

January 21 College Sports²

Note: January 24th is the last day to change grade status for a class to P/N.

- *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 1/28.

Class Paper Topics

1. What was the O’Bannon case and how was it settled? Which side do you think had a better argument?
2. What happened with football unionization at Northwestern and how was it settled? Which side do 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?
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>.

² We are addressing college sports prior to the more general topic of “sports and political statements” so as to discuss relevant issues prior to our meeting with Athletic Director Jim Phillips.

- “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/nlrbsays-northwesterns-restrictions-on-football-players-are-unlawful/115038>
- Pay for Play Articles
 - “Some College Athletes Will Now Get Paid—a Little,” by Sean Gregory, *Time*, August 7, 2014.
<http://time.com/3089288/ncaa-college-athletes-pay/>
 - “What Is Full Cost of Attendance for NCAA Athletes?,” by Eric Prisbell, *USA Today*. August 17, 2014.
<http://www.usatoday.com/story/sports/college/2014/08/17/ncaa-full-cost-of-attendance/14200387/>
 - “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>
- California Law Articles
 - NCAA Sends California Governor Letter Calling Name, Likeness Bill ‘Unconstitutional’,” by *Chris Bumbaca and Steve Berkowitz, USA*

- Today, September 11, 2019, <https://usatodayhss.com/2019/ncaa-letter-california-fair-pay-to-play-bill-unconstitutional>.
- Jenkins, Wesley. 2019. "California's Athlete-Compensation Law Is Now Official, Posing a Serious Challenge to the NCAA." *The Chronicle of Higher Education*, October 11, 2019. https://www.chronicle.com/article/California-s/247255?utm_source=pm&utm_medium=en&cid=pm&source=ams&sourceId=18551.
 - "Congressman to Propose Federal Legislation for Paying College Athletes," by Dan Murphy, *ESPN*, October 2, 2019, https://www.espn.com/college-sports/story/_/id/27751454/congressman-propose-federal-legislation-paying-college-athletes.
 - "NCAA Moves to Let Athletes Make Money, a Month After CA Passed College Sports Law," by Associated Press, October 29, 2019. <https://ktla.com/2019/10/29/ncaa-moves-to-let-athletes-make-money-in-hopes-of-avoiding-court-battle-against-ca-other-states/>.
 - Spending Articles
 - "Where Does the Money Go," NCAA. <http://www.ncaa.org/about/where-does-money-go>.
 - "New Benefits for Athletes Trigger Talk of Cutbacks in College Sports," by Brad Wolverton, *The Chronicle of Higher Education*, January 15, 2015. <http://www.chronicle.com.turing.library.northwestern.edu/article/New-Benefits-for-Athletes/151211>
 - "As Sports Spending Soars, Programs Scramble to Keep Up," by Brad Wolverton and Dan Bauman, *The Chronicle of Higher Education*, October 14, 2016. <http://www.chronicle.com.turing.library.northwestern.edu/article/As-Sports-Spending-Soars/238017>.
 - "NCAA Lawyers Up," by Rick Seltzer, *Inside Higher Ed*. July 16, 2019, <https://www.insidehighered.com/news/2019/07/16/ncaa-spending-outside-lawyers-rises-50-percent-two-years>.
 - "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®i_id=717016871228.
 - Scholarship Articles
 - "Scholarships," NCAA. <http://www.ncaa.org/student-athletes/future/scholarships>.
 - "Colleges' Shift on Four-Year Scholarships Reflects Players' Growing Power," by Ben Strauss, *New York Times*, October 28, 2014, <http://www.nytimes.com/2014/10/29/sports/colleges-shift-on-four-year-scholarships-reflects-players-growing-power.html>
 - "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.*)

- “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).

- *Class activity:* Develop questions for our meeting with Athletic Director Jim Phillips next week.

January 28 College Sports (continued) / Sports and Political Statements

NOTE: The class will meet at 1:00PM at the Walter Athletics Center (2255 Campus Drive) for a one our Q&A with NU Athletic Director Jim Phillips (see <https://nusports.com/staff-directory/jim-phillips/1>).³ The meeting will last one hour. We will then move to 617 Library Place for the remainder of the class from 2:00PM-3:50PM.

- *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 2/4.

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 1980 and 1984 Olympic boycotts. Were either or both good decisions?

○ *Readings:*

- “Politicians and Their Games: Emotional Reactions to Politicians Who Play Sports,” by Alexander L. Curry, Working Paper, University of Texas at Austin. (*Available from Professor.*)
- 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.

³ Please arrive at 12:50 at the main entrance to the Walter Athletics Center. We will then check in, as a class, at the front desk, and go to the Wendy Nelson Conference Room, which is located on the 4th floor (a receptionist on the 4th floor will lead us to the Conference Room).

- <http://www.tandfonline.com/doi/abs/10.1080/01419870.1996.9993924> (Also Available from Professor.)
- “Muhammad Ali and Vietnam,” by 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, page D1. 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/ncaaf-football/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>.
 - “Attempt to Silence College Athletes Could Backfire on Missouri Legislators,” by Shannon Ryan, *Chicago Tribune*, December 15, 2015. <http://www.tidewaterreview.com/sports/ct-missouri-scholarship-legislation-ryan-spt-1216-20151215,0,7327210.column>.
 - “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, *New York Times*, July 9, 2017 <https://www.nytimes.com/2017/07/09/us/university-of-missouri-enrollment-protests-fallout.html>.
 - “N.B.A. Lends Its Name and Its Stars to Campaign Against Gun Violence,” by Zach Schobrun, and Michael Barbaro, *New York Times*, December 24, 2015, http://www.nytimes.com/2015/12/24/sports/basketball/nba-gun-violence-campaign-michael-bloomberg.html?_r=0
 - 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
- “The Perilous Fight,” by Sean Gregory, *Time*, October 3, 2016, 36-41.
http://telegram.bookhouse.me/englishmagazines/kc7ij4febd3agh2_@englishmagazines.pdf (SEE relevant pages!).
- “Athletic Programs Redraw Playbooks for Student Activism,” by Brad Wolverson, *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. *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>.

February 4 Gender

- *Assignment:* For those collecting their own data, complete the survey to be used; for those using secondary data, identify the data source and how it will be acquired. Due 2/11.

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. Are some sports seen as more “female” than others? Do you think these stereotypes are accurate?
5. Discuss the US women’s soccer national team equal pay lawsuit (also touch on the 2015 artificial turf World Cup controversy). Which side do you think has a strong argument?
6. Some argue women and men should compete against one another, at least in some sports. What do you think?
7. 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?

- *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/>.

- Gender Equity Forty Years Later,” by Paul M. Anderson, *The International Sports Law Journal*, 13, 3-8, 2013.
<http://link.springer.com.turing.library.northwestern.edu/article/10.1007/s40318-013-0001-9>
- “Public Support for Gender Equality in Athletics Programs,” by Lee Sigelman, and Clyde Wilcox, *Women & Politics* 22: 85-96, 2001.
http://www.tandfonline.com/doi/abs/10.1300/J014v22n01_04
- 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>
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 - “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/>.
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 - “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>.
- Bias/Equality Articles
 - “Biased Voices of Sports: Racial and Gender Stereotyping in College Basketball Announcing,” by Susan Tyler Eastman, and Andrew C. Billings, *The Howard Journal of Communications* 12: 183-201, 2001.
<http://www.tandfonline.com/doi/abs/10.1080/106461701753287714> (Also Available from Professor.)
 - “You Throw Like a Girl:’ The Effect of Stereotype Threat on Women’s Athletic Performance and Gender Stereotypes,” by Kimberly Hively and Amani El-Alayli, *Psychology of Sport and Exercise* 38-55, 2014.
<http://www.sciencedirect.com/science/article/pii/S1469029213000861> (Also Available from Professor.)
 - Zamora, Karen. 2018. “Former UMD Women’s Hockey Coach Wins Discrimination Case, \$3.7 Million Award.” *Star Tribune*.
<http://www.startribune.com/former-umd-women-s-hockey-coach-wins-discrimination-case/477007603/>.
 - “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>

- “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.)

February 11 Race (Note this class will meet from 2:00pm-3:30pm).

Note: February 14th is the last day to drop a class.

- *Assignment:* All data must be obtained. Due 2/18.

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. Discuss trends in the hiring of minority coaches in professional football and basketball (both men and women’s basketball). Is there a problem?
4. Are there discrepancies in graduation rates, by race, for college student-athletes? Is there a problem?
5. Are racial stereotypes prevalent in sports (e.g. pain tolerance, natural ability)? Do you think more should be done to address stereotypes?
6. What are trends in college sports participation by race? Are there implications for professional sports? Is there a problem?
7. Is there evidence of media racial bias in the coverage of sports? Is it a problem, if so?

- *Readings:*

- *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.)
- “Opportunity Seldom Knocks for Black Football Coaches,” by Marc Tracy, *New York Times*, December 14, 2015.
<http://www.nytimes.com/2015/12/15/sports/ncaafotball/black-college-football-coaches-see-few-opportunities.html?partner=rss&emc=rss>
- “Skill in Black and White: Negotiating Media Images of Race in a Sporting Context,” by Daniel Buffington and Todd Fraley, *Journal of Communication Inquiry* 32: 292-310, 2008.
<http://journals.sagepub.com.turing.library.northwestern.edu/doi/abs/10.1177/0196859908316330> (Also Available from Professor.)
- “Racial Bias in Perceptions of Others’ Pain,” by Sophie Trawalter, Kelly M. Hoffman, and Adam Waytz, *PLoS One* 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.)

- “Baseball’s racial disparity continues, from Little League to the majors,” by Shannon Ryan, *Chicago Tribune*, September 23, 2016.
<http://www.chicagotribune.com/sports/baseball/ct-black-baseball-spt-0925-20160923-story.html>

February 18 No Class Meeting. Set-up individualized TA meetings this week to work on data analysis.

Note: Pre-registration for spring begins on February 17 (registration begins on February 24).

- *Assignment:* Analyze data and write 3-to-4 page description. Due 2/25.

February 25 Drugs

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. Discuss the Russian Olympic doping scandal. Do you think Russian athletes who have not tested positive are too blame at all?
5. What are arguments for legalizing all drugs in sports? What do you think?
6. 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?
7. Is there a discrepancy between the penalties for drug use in sports and those for domestic violence in the Major League Baseball? Summarize the rules, and discuss. What do you think of their rules?

- *Readings:*
 - “*Sports Illustrated*, the ‘War on Drugs,’ the Anabolic Steroid Control Act of 1990,” by Bryan E. Denham, *Journal of Sport & Social Issues* 21: 260-273, 1997.
<http://journals.sagepub.com.turing.library.northwestern.edu/doi/abs/10.1177/019372397021003003> (Also Available from Professor.)
 - College Sports Articles
 - “NCAA Study of Substance Use and Abuse Habits of College Student-Athletes,” by Gray A. Green, Frank D. Uryasz, Todd A. Petr, and Corey D. Bray, *Clinical Journal of Sport Medicine* 11: 51-56, 2001.
http://journals.lww.com/cjsportsmed/Abstract/2001/01000/NCAA_Study_of_Substance_Use_and_Abuse_Habits_of.9.aspx (Also Available from Professor.)
 - *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> (Also Available from Professor.)
 - 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/chris-smith/2012/08/24/why-its-time-to-legalize-steroids-in-professional-sports/#6d0ac1e31c0d>
- Russia Articles
 - “Doping in Russia.” https://en.wikipedia.org/wiki/Doping_in_Russia.
 - “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/>
- “Do Fans Care about Compliance to Doping Regulations in Sports? The Impact of PED Suspension in Baseball,” by Jeffrey Cisyk and Pascal Courty, Working Paper, University of Victoria, 2014. <http://www.uvic.ca/socialsciences/economics/assets/docs/discussion/ddp1407.pdf>

March 3 Mascots

- *Assignment:* Complete a draft of the entire research paper. Due 3/10.

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. Discuss.
2. University of Illinois. Discuss.
3. University of North Dakota. Discuss.
4. Florida State University. Discuss.
5. Cleveland Indians. 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>
- Summary of the APA Resolution Recommending Retirement of American Indian Mascots, 2005. <http://www.apa.org/pi/oema/resources/indian-mascots.aspx>.
- “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> (Also Available from Professor.)
- SKIM: “Activating Stereotypes with Brand Imagery.” by Justin W. Angle, Sokiente W. Dagogo-Jack, Mark R. Forehand, and Andrew W. Perkins. *Journal of Consumer Psychology* 27: 84–90, 2017. <https://reader.elsevier.com/reader/sd/pii/S1057740816300237?token=3008EC914DE2437D6A0D9E30AB8F0DBB1A106FD56EAFB1409AFE480050B72FA0A5CD437E75A4D1986CBCBB0F14ABCF67>.
- “Tribe Supports Native American Mascotism,” by Paul Lukas, ESPN, February 20, 2013, http://espn.go.com/blog/playbook/fandom/post/_/id/18484/tribe-supports-native-american-mascots
- “The 2,128 Native American Mascots People Aren’t Talking About,” by Hayley Munguia, FiveThirtyEight.com, September 5, 2014. <http://fivethirtyeight.com/features/the-2128-native-american-mascots-people-arent-talking-about/>
- “Native American mascots – Honoring Culture or Symbol of Disrespect?,” *Global Sports Matters*, by Allison Torres Burtka, April 24, 2018. <https://globalsportmatters.com/culture/2018/04/24/native-american-mascots-honoring-culture-symbol-disrespect/>.
- Washington Redskins Articles
 - “Ruling Could Help Washington Redskins in Trademark Case,” by Richard Sandomir, *New York Times*, December 22, 2015. http://www.nytimes.com/2015/12/23/sports/football/washington-redskins-trademark-nickname-offensive-court-ruling.html?_r=0
 - “U.S. Supreme Court Declines to Hear Redskins Copyright Appeal,” by Alex Brandon, *Reuters*, October 3, 2016. <http://www.reuters.com/article/us-usa-court-redskins-idUSKCN1231G2>
 - “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>.

- “Burying the Hatchet?: Elite Influence and White Opinion on the Washington Redskins Controversy,” by Tatishe Nteta, Elizabeth Sharrow, Melinda Tarsi, *Social Science Quarterly* 99: 473-489, 2018. <https://onlinelibrary.wiley.com/doi/abs/10.1111/ssqu.12406>.
- “Amherst College Drops ‘Lord Jeff’ as Mascot,” by Jess Bidgood, *New York Times*, January 26, 2016. <https://www.nytimes.com/2016/01/27/us/amherst-college-drops-lord-jeff-as-mascot.html>.
- “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>.

Class activity: We will finalize our class survey.

March 10 Catch-Up, Wrap-up, and Project Reports (We will have class this day even though it is the first day of Reading Period)

March 18 Final Paper Due by 12:00PM.

Due Date	Assignment
Assigned Weekly, Weeks 3-9	Class Papers/Presentations
January 14	Survey
January 21	Research Topic and Five Sources
January 28	Twelve Sources for Research Paper
February 4	Literature Review for Research Paper
February 11	Data Identified
February 18	Data Collected
February 25	Data Analysis
March 10	Draft of Research Paper
March 18	Final Research Paper