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Course Description: This upper division course (POL/KNS) examines the intersection of politics and sports. Because sports occupy an important place in most cultures, it is of little surprise that they are also highly politicized. Governments not only regulate athletics, but have used sports both as a tool of political socialization and as a means to advance the national interest in international affairs. Likewise, politicians have turned to sports as a way of furthering their individual careers. But are politics corrupting sports? Alternatively, can politics save our sports from corruption? We will examine these questions by looking at subjects ranging from BALCO to the BCS. By the end of the semester, you may find that you see both politics and sports in a new light.

Course Objectives: In this course, you should be able to:

• Review and analyze the literature on sports and politics.
• Appreciate how issues of race and gender intersect with politics and sports.
• Understand the political economy of sports, especially concerning publically funded stadiums.
• Learn about the powers and limitations of American political institutions through examples drawn from the sports world.
• Discover how states use sports as a means of political socialization and international relations.

General Education: This course fulfills the general education requirement under Common Inquiries called Understanding Society. The Westmont College catalog offers this definition of Understanding Society:

Students will study social phenomena analyzing and explaining a wide and varied range of human behavior and social institutions and practices. Students should recognize the dynamic interplay among individuals, societal infrastructure, and public policy. Students should also understand the processes of the political economy, the nature of technology and innovation as social phenomena, and the interaction of private enterprise and the public sector. Through exposure to a breadth of literature regarding models or theories that explain social phenomena, students will acquire basic competence to evaluate these phenomena through observation, data collection, and quantitative and qualitative analysis. Students
should reflect on the applications of contemporary technological advances and their impacts on personal relationships, research methodologies, the inquiry process, and the accumulation and dissemination of new knowledge (http://www.westmont.edu/offices/registrar/documents/Catalog.pdf pp. 22-23).

**Learning Outcomes:** *Politics of Sports* gives students the opportunity to:

1. Recognize the dynamic interplay of politics, sports, gender, race and ethnicity.
2. Study social phenomena by analyzing and explaining the political and sporting worlds. In particular, students will examine public policy related to sports and analyze large social movements (e.g., civil rights) through the lens of athletics.
3. Understand the processes of the political economy, especially publically funded sports stadiums.
4. Understand how athletics are often a tool of political socialization and nationalism.
5. Acquire basic competence in data collection and analysis by working with regression models that predict presidential elections and Super Bowl winners.
6. Reflect on the role that Christians play, or ought to play, in both politics and sports.
7. Reflect on the applications of contemporary technological advances impact the sporting and political realms. For instance, how advances in communications have changed the nature of the NFL’s blackout policy.
8. Understand how political and judicial rulings affect religion and sports, particularly rulings on prayers before games.

**Requirements:** Grades will be based on the following:

1. **Research project.** You will write a term paper on a topic of your choosing. Periodically, you will turn in sections of the paper for teacher and peer review. The papers will be graded on the quality of the writing as well as the quality of the argument. Additional guidelines will be handed out in class.

2. **Exams.** There are two in-class exams for the course. The midterm will feature identification, short answer, and essay questions. The final exam is comprehensive and will feature identification, short answer, and essay questions. No make-up exams will be given without documentation for an emergency or illness.

3. **Participation.** This class will rely heavily on student participation. There are three components to the participation grade. First, you are expected to attend all lectures and show up to class on time. Second, you are expected to attend several outside-class activities held throughout the term. Finally, you are expected to actively participate in class discussions. This means that you must complete all the readings before class and be prepared to discuss the course material.

Comment [TK1]: This assignment allows students to explore in greater depth one particular issue in the course.

Comment [TK2]: The exams are designed to span the learning outcomes discussed earlier. Drafts of both exams can be found in the appendix.

Comment [TK3]: Our class discussions will focus on each learning outcome.
4. **Cooperative Learning Assignments.** There will be a number of cooperative learning assignments throughout the term. Most of these assignments will require collaborative work outside the classroom. For example, there will be a simulation on publicly funded stadiums (i.e., the use of tax increases to fund stadiums which are not entirely publicly-owned) where teams of students will research a current stadium controversy. Some of these teams will play the ownership; others will form a public interest lobby that objects to a tax increase. The simulation will teach you about lobbying techniques, public opinion, and “venue shopping” in politics.

**Course Grades:**

- Research Project 25
- Midterm Exam 20
- Final Exam 25
- Cooperative Learning 15
- Participation 15
- Total 100%

**Academic Integrity:** Academic dishonesty will not be tolerated. It should be noted that I am vigilant about checking the authenticity of students’ work and have no qualms about prosecuting violators. If you have any questions of what constitutes academic dishonesty, please ask me or refer to Westmont’s policy at http://www.westmont.edu/offices/registrar/academic_policies/academic-dishonesty.html.

**Course Schedule:** The schedule is subject to change with prior notification.

**I. Sports in American Politics**

**Lecture 1. Introduction**

No Reading

Cooperative Learning Assignment: Predicting Presidential Elections and Super Bowl Winners.

**Lecture 2. The Presidency**


Cooperative Learning Assignment: Presidents and Sports.

**Lecture 3. Congress**


Cooperative Learning Assignment: Congress and Sports.

Comments:

**Comment [TK4]:** See a short description of these cooperative learning assignments in comments below. A full description of each assignment is found in the appendix.

**Comment [TK5]:** This assignment addresses the GE objective on quantitative methods: “Acquire basic competence in data collection and analysis by working with regression models that predict presidential elections and Super Bowl winners.” Although sports fans are usually comfortable with statistics (e.g., ERAs, PPG, serving percentage, etc.), there is often considerable angst when these same people are asked to apply statistics in a study of the political and social world. This assignment introduces students to some key issues in social science research, including: measurement, validity and reliability, OLS.

**Comment [TK6]:** In this lecture, students survey the literature on the presidency. In particular, students examine whether presidential behavior is the result of institutional or individual factors. We then relate Barber’s theory of presidential character to policy-making and to presidents’ athletic background.

**Comment [TK7]:** This cooperative learning assignment addresses two learning outcomes. GE learning outcome #2 states that students will study social phenomena by analyzing and explaining both the political and sporting worlds. In particular, students will examine public policy related to sports.

**Comment [TK8]:** This lecture surveys the literature on Congress. We will discuss congressional committees, the role of parties and collective action dilemmas within the branch. We will examine the role of Congress in the regulation of athletics. Of particular note is the question of baseball’s anti-trust... 

**Comment [TK9]:** This cooperative learning assignment addresses GE learning outcome #2: “study social phenomena by analyzing and explaining both the political and sporting worlds. In particular, students will examine public policy related to sports and analyze large social movements (e.g., civil...
Lecture 4. The Courts
Fainaru-Wada, Mark and Lance Williams (2006). Game of Shadows. [selections]
Cooperative Learning Assignment: Courts and Sports

II. Race, Ethnicity, Nationalism and Sports


Lecture 7. Beisbol

Lecture 8. Nationalism Expressed: The Ryder Cup, the World Cup, and Hooliganism.
Houlihan, Barrie (1997). Sport, Policy and Politics: A Comparative Analysis. [selections]
Cooperative Learning Assignment: Race and Sports

III. Gender and Sports

Lecture 9. Gender in Sports

Lecture 10. Title IX
Lecture 11. Title IX

Lecture 12. Title IX
Cooperative Learning Assignment: Gender and Politics

III. The Political Economy of Sports

Lecture 13. Public Financing of Stadiums
Cagan, Joanna et. al., (1999). Field of Schemes. [selections]


Lecture 15. Big-Time Money in Big-Time College Sports

Lecture 16. The BCS

Comment [TK17]: This cooperative learning assignment addresses two GE learning outcomes. Learning outcome #1 states: “Recognize the dynamic interplay of politics, sports, gender, race and ethnicity.” Learning outcome #2 states: “Study social phenomena by analyzing and explaining both the political and sporting worlds. In particular, students will explore the triumphs and roadblocks that these athletes encountered in their personal and athletic lives. Additionally, students will research salient events related to gender and sports. Examples of salient events include the inclusion of women in the Olympic Games, the rise of the WNBA, or Billy Jean King defeating Bobby Riggs. This research will culminate in a classroom presentation.”

Comment [TK18]: This section explores the political economy of sports. Economic decisions are always filtered through a political process. Most of our time will be spent exploring the public financing of stadiums. We will first examine the question of whether stadiums are a private or public good. We then explore how stadium proposals are (or are not) brought before the public for a vote. Included in this analysis are issues of venue shopping, lobbying, and voting behavior.
Lecture 17. Warfare and Diplomacy on Astroturf: Sports and International Relations
Levermore, Roger and Adrian Budd eds., (2003). Sport and International Relations. [selections]

Lecture 18. The Fight Against Fascism

Lecture 19. The Olympics

Lecture 20. The Olympics II.

Cooperative Learning Assignment: The Olympics

VI. Sports Shaping Politics

Lecture 21. Running to Win: Athletes as Politicians

Readings TBA

Comment [TK19]: This cooperative learning exercise addresses learning outcome #3: “understand the processes of the political economy, especially publically funded sports stadiums.” Students will research one case of publically funded stadiums from the period 1999-2009. Students will pay attention to several questions, including: What was the political process by which the stadium was approved? How much did it cost voters? Does the stadium represent a public or private good?

Comment [TK20]: This section of the class explores the theoretical literature on international relations. Included are discussions on realism, liberalism, and constructivism. We will also examine how athletics plays a small role in the relations between sovereign states. The major focus of this section are the Olympic games, but we also include the “fight against fascism” as exemplified by the Joe Louis vs. Max Schmeling fight.

Comment [TK21]: This wide-ranging assignment encompasses learning outcomes #1-4. The Olympics are perhaps the clearest example of how politics and sports intersect. Students will research and report on a summer and winter Olympic game. Students address the following questions:
• What were the major political events happening in the world at the time of your Summer Olympics? (Were U.S. citizens fighting for civil rights? Were African countries fighting for independence from their European colonizers? Was Communism on the rise?)
• Was there major military conflict in

Comment [TK22]: The final two lectures explore how sports have shaped the political world. The first examines a chapter by David Cannon that argues former professional athletes are surprisingly bad political candidates. We will also look at some notable exceptions, including Steve Largent and J.C. Watts. The second lecture explores the use of sporting analogies in politics. The purpose of this lecture is to explore more deeply some political issues like “Astroturf lobbying.”
Politics of Sports
SAMPLE MIDTERM EXAMINATION
Prof. Knecht

Identifications: Discuss briefly and explain the significance of five of the following terms or phases (worth 5 points each).

- Separation of powers
- Judicial review
- The Sherman Act
- The delegate theory of representation
- Herb Brooks
- NFL television broadcast policy
- Commerce Clause
- FIFA
- The two presidencies thesis
- Tommie Smith and John Carlos

Short Essay: Answer two of the following questions (worth 30 points).

1. Discuss the court case University of Colorado v. Derdeyn. What were the major issues involved and how was the case resolved?
2. Discuss the court case Santa Fe Independent School District v. Doe. What were the major issues involved and how was the case resolved?
3. Discuss the issue of NFL pensions/disabilities policy and Congress. What are the major issues involved in the case. Why and how is Congress involved in the debate? What has Congress done in the context of NFL pensions and disabilities?
4. Discuss the issue of steroids, sports, and Congress. What are the major issues involved in the case. Why and how is Congress involved in the debate? What has Congress done in the context of steroids and sports?
5. Discuss the BCS and Congress. What are some of the major issues involved in the case? Why and how is Congress involved in the debate? What has Congress done in the context of the BCS?
6. Discuss the issue of NFL pensions/disabilities policy and Congress. What are the major issues involved in the case. Why and how is Congress involved in the debate? What has Congress done in the context of NFL pensions and disabilities?
7. Discuss the court case Maurice Clarett v. the NFL. What were the major issues involved and how was the case resolved?
8. Discuss the issue of NFL pensions/disabilities policy and Congress. What are the major issues involved in the case. Why and how is Congress involved in the debate? What has Congress done in the context of NFL pensions and disabilities?

Essay: (worth 45 points).

1. The American political system is very open to competing interests. This has produced a tendency for “venue shopping” for interests groups and political
actors. For instance, a group seeking to change politics might target the federal, state, or local governments. Moreover, that same group might target the presidency, Congress, or the courts to accomplish their goals. Write an essay in which you discuss how various sports interests have sought to accomplish their goals at different “venues.” In your essay, discuss why certain groups targeted the venue that they did. Provide specific examples and cite relevant authors.
Politics of Sports
Draft Final
Prof. Knecht

Identifications: Discuss briefly and explain the significance of five of the following terms or phases (worth 5 points each).

- Title IX
- Federalism
- The Bradley Effect
- The “Conveyor Belt”
- Buck O’Neil
- Personal Seat License (PSLs)
- FIFA
- Sam Cunningham
- Charles Yablon’s “On the Contribution of Baseball to American Legal Theory”

Short Essay: Answer two of the following questions (worth 30 points).

1. The intersection of race and politics has a long history in the United States. Discuss Hank Aaron and minority ownership of professional sports franchises as two examples of this intersection.
2. The intersection of race and politics has a long history in the United States. Discuss Jim Thorpe and the Negro Leagues as two examples of this intersection.
3. The intersection of race and politics has a long history in the United States. Discuss Muhammad Ali and the 1966 Texas Western basketball team as two examples of this intersection.
4. One of the most contentious issues in today’s sports world concerns publically funded sports stadiums. Write a short essay in which you examine both Cagan and deMause’s Field of Schemes and Yankee Stadium in New York.
5. One of the most contentious issues in today’s sports world concerns publically funded sports stadiums. Write a short essay in which you examine both Cagan and deMause’s Field of Schemes and Soldier Field in Chicago.

Essay: (worth 45 points).

1. Because sports occupy an important place in most cultures, it is of little surprise they are also highly politicized. Write an essay in which you explore the intersection of politics and sports. Be sure address the following questions. Are politics corrupting sports? Alternatively, can politics save our sports from corruption? This essay should draw on the readings and lectures and should encompass a number of different issues.
Cooperative Learning Assignment: Predicting the Super Bowl and Presidential Elections
Politics of Sports
Professor Knecht

Task 1. Constructing your model [15 minutes]

1) Divide into your group and look at the NFL codebook and data found on Eureka
2) As a group, select three variables that you think predict Super Bowl winners.
   a. To make this interesting, you cannot select total points per game (offense or defense) or total points per season (offense or defense).
   b. You can create a summary measure if you want.
      i. For example, you might think that turnover ratio predicts wins. Therefore, you would want to count: [interceptions by defense + fumble recoveries (by defense)] – [interceptions offense + fumbles lost by offense.]
      ii. If you want a summary measure, tell Professor Knecht what variables to summarize and how you want the summary measure constructed.
3) Write down the three variables and give them to Professor Knecht along with your group name.

Task 2. Creating additional variables [30 minutes]

1) Discuss with your group what variables are missing from the dataset that you think might be good predictors of NFL wins.
   a. For example, good coaching might be a factor in producing wins.
2) Select three such variables that you would like to include in the model
3) Discuss how to measure these variables
   a. Think about the characteristics of a good measure
      i. Non-biased
      ii. Reliable
      iii. Valid (captures the concept it is intended to measure)
   b. For example, let’s say that I thought a good quarterback was a predictor of overall wins. The problem is that “good quarterback” is an abstract concept; to test this hypothesis we need a measure of quarterback quality.
      i. I could look to expert rankings on quarterbacks for each year under analysis (2004, 2005, 2006, 2007). This type of information is readily available on the Internet.
         1. This isn’t a perfect measure (see if you can guess why), but it can be defended.
         2. Be prepared to defend your measures!
4) Write down your variables and how you would measure them.
   a. Be prepared to defend your measures in class.

**Task 3 [Optional]. Gathering the data [Outside of Class]**

1) If you decide as a group, you can actually gather data on your additional measures and gain bonus points.
   a. Depending on the quality of work, each group can get up to 10 bonus points added to your final cooperative learning grade.
   b. The decision to participate in the extra credit assignment must be made as a group and must be unanimous!
2) Actually measure the variables you came up with and include them in the database.
   a. Because you have to come up with three new variables, divide responsibility equally among the three members of the group.
3) How to do this
   a. Download the Excel database
   b. Include the new variable at the end of the dataset
   c. Enter the appropriate values for each team, each year
      i. Include the following years: 2004, 2005, 2006, 2007
   d. Save the file with your group name
   e. Post it to Eureka by [due date]

**Task 4. Presidential Elections [30 minute]**

1) The same method that is used to predict Super Bowl winners is used to predict Presidential Election winners.
2) Tasks for group
   a. One member fill out worksheet provided on Eureka and draw a line through the data points
   b. One member figure out what the incumbent party’s share of the two-party vote was in 2008
   c. One member figure out the growth in per capita Real Disposable Income, from 2\textsuperscript{nd} quarter 2008 to 2\textsuperscript{nd} quarter 2009.
   d. As a group, create your prediction of what would happen if the 2012 Presidential Election happened this year.
   e. Turn in your worksheet to Professor Knecht.
3) As a group, discuss:
   a. Why the state of the economy seems to be a good predictor of presidential election (i.e., causal reasons behind these empirical results).
   b. Additional variables that you feel predict presidential election outcomes
   c. How you would measure these variables
   d. Write down these additional variables and their measures and turn in to Professor Knecht
COOPERATIVE LEARNING ASSIGNMENT:
PRESIDENTS AND SPORTS
POLITICS AND SPORTS
PROFESSOR KNECHT

Overview

Your group will research and report on one president. Your report will consist of 1) the president and his athletic background; 2) the president and key domestic policy events/policies during his term(s) in office; 3) the president and key foreign policy events/policies during his term(s) in office; 4) the psychological character of the president. Your research will produce four outlines and one presentation. Work should be divided equally among group members. Because work is divided equally among members, you will have to cooperate as a team to accomplish your goal.

Group Assignments

Group 1: Ronald Reagan
Group 2: George H.W. Bush
Group 3: Bill Clinton

Tasks

Due Date: X

Goal. Your goal is to research, note, and report on a particular president. You should describe the president’s athletic background and interests, his foreign and domestic policies, and how Barber’s classification scheme does or does not inform our understanding of the president. You will then provide an oral and written report to the class on your research. The oral report will be no longer 15 minutes and should include PowerPoint (preferably the Windows version). The written reports can be submitted in note format, but should be comprehensible to your classmates.

Research Roles

1) Athletic Biographer. One member will read a biography by Watterson (posted on Blackboard) and prepare notes for the group/class. Post notes to Eureka.
2) Psychoanalyst. One member will read the article by Nelson and prepare notes for the group/class. You should prep your group to answer the following question: Does a president’s personality type (using Barber’s classification scheme) relate to past athletic history? Post notes to Eureka.
3) Domestic Policy Scholar. One member will research key domestic political events/policies/agenda of a president’s term and report to the group/class. You should also research key decisions regarding sports made during the president’s
tenure. Unlike the other tasks, this job requires outside research (an Internet search should be sufficient). Post notes to Eureka.

4) **Foreign Policy Scholar.** One member will research key foreign political events/policies/agenda of a president’s term and report to the group/class. You should also research key decisions regarding sports made during the president’s tenure. Unlike the other tasks, this job requires outside research (an Internet search should be sufficient). Post notes to Eureka.

5) **Project Manager.** The Project Manager is the most important role in the team. The Manager is responsible for several things: 1) assigning individuals to various roles and ensuring the work is done; 2) reading the notes to ensure they are clear and comprehensive, editing when needed; 3) ensuring the notes are both posted on Eureka; 4) developing the PowerPoint presentation and organizing speaking time for the group members; and 5) ensuring that all work gets done.

**Notes**

- Notes should be detailed (see example on Eureka).
- Notes should be posted to the Eureka before class (late postings will result in loss of 1 letter grade per day).
- Notes should include full citation.
- Direct quotes should be in quotations; paraphrase argument.
- Be sure to include in the notes your name and your group number.
COOPERATIVE LEARNING ASSIGNMENT #2: CONGRESS AND SPORTS
POLITICS AND SPORTS
PROFESSOR KNECHT

Learning Outcomes

1) Students will learn how to conduct secondary source research
2) Students will analyze one policy related to Congress and sports

Topics

Group #1. Congress and the BCS
Group #2. Congress and steroids
Group #3. Congress NFL disability/pensions

Research Roles

1) Backgrounders [two team members]. Two team members will conduct a Lexis-Nexis search for background articles on your topic. You should read and note a minimum of four newspaper articles a piece (total of eight articles). You need to find out key pieces of information, including what the core issue was, why and how Congress got involved, who the main actors were, and how the case was or was not resolved. Post citations to Eureka.

2) Congressional Researchers [two team members]. Two team members will conduct research on the congressional record of the case. This may include bills, testimony, and hearings. You will find this information at Lexis-Nexis Congressional and/or www.thomas.gov. Some of the bills and hearings are quite long and you need not read everything. Try to find the most important information to review. Post citations to Eureka.

3) Project Manager. The Project Manager is the most important role in the team. The Manger is responsible for several things. 1) Assigning individuals to various roles and ensuring the work is done; 2) reading the notes to ensure they are clear and comprehensive, editing when needed; 3) ensuring the notes are posted on Eureka; 4) developing the PowerPoint presentation and organizing speaking time for the group members; 5) basically ensuring that all work gets done, 6) working as an ad hoc researcher helping others with their task.

Notes

- Notes should be detailed (see example on Eureka).
- Notes should be posted to Eureka before class (late postings will result in loss of 1 letter grade per day).
- Notes should include full citation.
- Direct quotes should be in quotations; paraphrase argument.
- Be sure to include in the notes your name and your group number.
COOPERATIVE LEARNING ASSIGNEMENT #2: CONGRESS AND SPORTS
POLITICS AND SPORTS
PROFESSOR KNECHT

Learning Outcomes

1) Students will learn how to conduct secondary source research
2) Students will analyze one policy related to U.S. courts and athletics

Topics. Groups will choose to research two of the following court cases:

1) Santa Fe Independent School District v. Doe
2) Bloom v. NCAA
3) Clarett v. NFL
4) Martin v. PGA Tour
5) USFL v. NFL
6) Fraser v. Major League Soccer
7) Hill v. NCAA
8) University of Colorado v. Derdeyn

Research Roles

1) Backgrounders [two team members]. Two team members will conduct a Lexis-Nexis search for background articles on your topic. You should read and note a minimum of four newspaper articles a piece (total of eight articles). You need to find out key pieces of information, including what the core issue was, why and how the courts got involved, who the main actors were, and how the case was or was not resolved. Post citations to Eureka.

2) Court Researchers [two team members]. Two team members will research the majority and minority opinion of the court.

3) Project Manager. The Project Manager is the most important role in the team. The Manger is responsible for several things. 1) Assigning individuals to various roles and ensuring the work is done; 2) reading the notes to ensure they are clear and comprehensive, editing when needed; 3) ensuring the notes are posted on Eureka; 4) developing the PowerPoint presentation and organizing speaking time for the group members; 5) basically ensuring that all work gets done, 6) working as an ad hoc researcher helping others with their task.

Notes

- Notes should be detailed (see example on Eureka).
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- Notes should include full citation.
- Direct quotes should be in quotations; paraphrase argument.
Cooperative Learning Assignment: Race and Sports

Overview: Your group will research several key figures and events relating to race, ethnicity and sports.

Research Roles

Biographers. Two students will research the biographies of an important minority athlete. In particular, you will explore the triumphs and roadblocks that these athletes encountered in their personal and athletic lives. The research will culminate in notes and a presentation.

Event Researcher. Two students will examine a salient event related to race and sports. The research will culminate in notes and a presentation.

Project Manager. The Project Manager is the most important role in the team. The Manager is responsible for several things. 1) Assigning individuals to various roles and ensuring the work is done; 2) reading the notes to ensure they are clear and comprehensive, editing when needed; 3) ensuring the notes are posted on Eureka; 4) developing the PowerPoint presentation and organizing speaking time for the group members; 5) basically ensuring that all work gets done, 6) working as an ad hoc researcher helping others with their task.

Notes

• Notes should be detailed (see example on Eureka).
• Notes should be posted to Eureka before class (late postings will result in loss of 1 letter grade per day).
• Notes should include full citation.
• Direct quotes should be in quotations; paraphrase argument.
• Be sure to include in the notes your name and your group number.

Athletes
Muhammad Ali
Jim Thorp
Jim Brown
Arthur Ashe
Hank Aaron
Athena Gibson

Events
1951 San Francisco Dons
1961 Texas Western basketball
The Negro Leagues
History of the Black Quarterback
Minority Ownership of Professional Sports Teams
Cooperative Learning Assignment: Gender and Sports

POLITICS AND SPORTS
PROFESSOR KNECHT

Overview: Your group will research several key figures and events relating to gender and sports.

Research Roles

Biographers. Three students will research the biographies of three important female athletes. In particular, you will explore the triumphs and roadblocks that these athletes encountered in their personal and athletic lives. The research will culminate in notes and a presentation.

Event Researcher. One student will examine a salient event related to gender and sports. Examples of salient events could be: the inclusion of women in the Olympic Games, the rise of the WNBA, or Billie Jean King defeating Bobby Riggs. The research will culminate in notes and a presentation.

Project Manager. The Project Manager is the most important role in the team. The Manager is responsible for several things. 1) Assigning individuals to various roles and ensuring the work is done; 2) reading the notes to ensure they are clear and comprehensive, editing when needed; 3) ensuring the notes are posted on Eureka; 4) developing the PowerPoint presentation and organizing speaking time for the group members; 5) basically ensuring that all work gets done, 6) working as an ad hoc researcher helping others with their task.

Notes

- Notes should be detailed (see example on Eureka).
- Notes should be posted to Eureka before class (late postings will result in loss of 1 letter grade per day).
- Notes should include full citation.
- Direct quotes should be in quotations; paraphrase argument.
- Be sure to include in the notes your name and your group number.
Cooperative Learning Assignment: Publically Funded Sports Stadiums
POLITICS AND SPORTS
PROFESSOR KNECHT

Overview. Your group will research and report on a publically funded stadium controversy from the period 1999-2009. Your case must involve a stadium that was financed, either entirely or in large part, by public monies. Your case could also involve a situation in which a stadium was proposed by owners, but *not* funded.

Tasks

1) *Lexis-Nexis research.* Each member of your group should read at least two newspaper articles on the case. Be sure to coordinate so that your research does not overlap.
2) *Internet research.* In addition, each member of the group should conduct research on Internet sites.
3) *Presentation.* Your group will provide a 10 minute oral and PowerPoint presentation.
COOPERATIVE LEARNING ASSIGNMENT: 
POLITICS AND THE OLYMPIC GAMES 
POLITICS AND SPORTS 
PROFESSOR KNECHT

Overview

Your group will research and report on a summer and winter Olympic game (e.g., if you choose 1980, you should research both the Moscow and Lake Placid games). Your research should address the questions stated below (research questions). Work should be divided equally among group members. Because work is divided equally among members, you will have to cooperate as a team to accomplish your goal.

Group Assignments

Olympic Summer Games:

- Athens 1896
- Paris 1900
- St. Louis 1904
- London 1908
- Stockholm 1912
- Antwerp 1920
- Paris 1924
- Amsterdam 1928
- Los Angeles 1932
- Berlin 1936
- London 1948
- Helsinki 1952
- Melbourne 1956
- Rome 1960
- Tokyo 1964
- Mexico City 1968
- Munich 1972
- Montreal 1976
- Moscow 1980
- Los Angeles 1984
- Seoul 1988
- Barcelona 1992
- Atlanta 1996
- Sydney 2000
- Athens 2004

Olympic Winter Games:

- Chamonix 1924
- St. Moritz 1928
- Lake Placid 1932
- Garmisch-Partenkirchen 1936
- St. Moritz 1948
- Oslo 1952
- Cortina d'Ampezzo 1956
- Squaw Valley 1960
- Innsbruck 1964
- Grenoble 1968
- Sapporo 1972
- Innsbruck 1976
- Lake Placid 1980
- Sarajevo 1984
- Calgary 1988
- Albertville 1992
- Lillehammer 1994
- Nagano 1998
- Salt Lake City 2002
- Torino 2006

Tasks

Due Date:

Research Questions

- What were the major political events happening in the world at the time of your Summer Olympics? (Be specific: Were U.S. citizens fighting for civil rights? Were African countries fighting for independence from their European colonizers? Was Communism on the rise?)
• Was there major military conflict in the world at the time your Olympics took place? If so, where was it and what was the basis of the conflict?
• In what ways did these political events or military conflicts affect the Olympic Games? (Did world events influence the location of the Games? Did any countries boycott the games? Were there any shows of protest during the games?)
• How many countries participated? How many athletes?
• Who were the most famous athletes at your Olympic Games? Why were they singled out for attention?
• Which countries won the most medals?

Presentation: Each group will give a 10 minute presentation to the class. Each member of the group should talk during the presentation. There will be a short question and answer period after the presentation.

Quiz: You will be quizzed on each group’s presentation. Therefore, pay attention during these presentations and take notes.
This assignment addresses the GE objective on quantitative methods: “Acquire basic competence in data collection and analysis by working with regression models that predict presidential elections and Super Bowl winners.” Although sports fans are usually comfortable with statistics (e.g., ERAs, PPG, serving percentage, etc.), there is often considerable angst when these same people are asked to apply statistics in a study of the political and social world. This assignment introduces students to some key issues in social science research, including: measurement, validity and reliability, OLS regression, and how to use the statistical software SPSS. It does so by first asking them to predict a Super Bowl winner, then asking them to predict the next presidential winner. Learning about statistics in a familiar setting can then help students better understand how quantitative methods might apply to the study of politics.

This cooperative learning assignment addresses two learning outcomes. GE learning outcome #2 states that students will “study social phenomena by analyzing and explaining both the political and sporting worlds. In particular, students will examine public policy related to sports and analyze large social movements (e.g., civil rights) through the lens of athletics.” This assignment asks students to analyze the major domestic and foreign policy accomplishments of a president. Students then focus explicitly on the interplay of sports and the presidency. The assignment also covers GE learning outcome #4: “Understand how athletics are often a tool of political socialization and nationalism.” In particular, the assignment asks students to investigate a president’s athletic background and how, if at all, presidents have used sports as a political tool (e.g., Nixon trying to engage college-aged Vietnam protestors by trying to talk to them about football).

This lecture surveys the literature on Congress. We will discuss congressional committees, the role of parties and collective action dilemmas within the branch. We will examine the role of Congress in the regulation of athletics. Of particular note is the question of baseball’s anti-trust exemption and the failure of Congress to close the loophole.

This cooperative learning assignment addresses three GE learning outcomes. Learning outcome #2 states that students will “study social phenomena by analyzing and explaining both the political and sporting worlds. In particular, students will examine public policy related to sports and analyze large social movements (e.g., civil rights) through the lens of athletics.” Among the social phenomena that we will examine are the rights of the disabled, the tradeoff between individual privacy and equal athletic competition, and anti-trust issues in athletics. Additionally, this assignment covers both learning outcome #6—“Understand how political and judicial rulings affect religion and sports, particularly rulings on prayers before games—and #8 -- Reflect on the role that Christians play, or ought to play, in both politics and sports.” These two learning outcomes are covered, for instance, in the Supreme Court case Santa Fe Independent School District v. Doe. The Santa Fe Court ruled that student-led prayers before games violated the Establishment Clause of the Constitution.
From comparative politics, we will look at the literature on Cuba and its sports program. Perhaps no country better exemplifies sports as a means of social cohesion than Cuba. We will examine how Cuba has used its vast reservoir of baseball to advance political goals.

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<td>This cooperative learning assignment addresses two GE learning outcomes. Learning outcome #1 states: “Recognize the dynamic interplay of politics, sports, gender, race and ethnicity.” Learning outcome #2 states: “Study social phenomena by analyzing and explaining both the political and sporting worlds. In particular, students will examine public policy related to sports and analyze large social movements (e.g., civil rights) through the lens of athletics.” This assignment asks students to both to write a biography on a minority athlete and to research a particular event as it relates to the intersection of race and sports.</td>
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<td>In this section, we examine the role of women in sports. The section begins with assessing women in sports as a microcosm of women in America. We then take on the issue of Title IX. Students will explore the legislative process that produced Title IX, the court challenges to the Act, and the current political debate surrounding the issue.</td>
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<td>This wide-ranging assignment encompasses learning outcomes #1-4. The Olympics are perhaps the clearest example of how politics and sports intersect. Students will research and report on a summer and winter Olympic game. Students address the following questions:</td>
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<td>• What were the major political events happening in the world at the time of your Summer Olympics? (Were U.S. citizens fighting for civil rights? Were African countries fighting for independence from their European colonizers? Was Communism on the rise?)</td>
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<td>• Was there major military conflict in the world at the time your Olympics took place? If so, where was it and what was the basis of the conflict?</td>
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<td>• In what ways did these political events or military conflicts affect the Olympic Games? (Did world events influence the location of the Games? Did any countries boycott the games? Were there any shows of protest during the games?)</td>
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