



Sport, Policy, & Politics  
POLS 385 - 6  
MWF 3 - 3:50, Tarbutton Hall 106

Zack Bowersox

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**Course Description:** The students participating in this class should expect to learn the ways in which sport and politics intersect; how sport is both the cause, and result, of political processes; how society's attachment to teams are linked to our identities, both social and political; how sport defines us physically, reflects class, and reproduces shared history. This is primarily a political science course, and no prior knowledge of sport in general, or any sport in particular, is necessary.

**Course Objectives:** At the completion of this course, students will be able to identify and critically evaluate common, contemporary political science theories and practices. The class will mostly resemble the comparative political genre; that is we will be comparing the social and political behavior of states. You will not be tested on sport, *per se*, but will be able to identify the unique policy outcomes and political structures that define and shape sport from the domestic level to the international level.

**Text(s):** *How Soccer Explains the World* (2004) **Author(s):** Franklin Foer; **ISBN-13:** 978-0-06-073142-7

*Gaming the World* (2010) **Author(s):** Andrei S. Markovits & Lars Rensmann; **ISBN-13:** 978-0-69-116203-4

**Grade Distribution:**

Participation	10%
Essays	20%
Group Project	20%
Midterm Exam	25%
Final Exam	25%

## Letter Grade Distribution:

$\geq 94$	A	$74 - 76$	C
$90 - 93$	A-	$70 - 73$	C-
$87 - 89$	B+	$67 - 69$	D+
$84 - 86$	B	$64 - 66$	D
$80 - 83$	B-	$60 - 63$	D-
$77 - 79$	C+	$\leq 59$	F

## Course Policies:

### • Attendance

- Attendance is mandatory, as in you must come to class. Make-up tests and quizzes will only be allowed in the event of a **documented** medical or family emergency, or university sanctioned event. In the case of the latter, student athletes, or members of any other University organization, it is in your and my best interest that I be informed of any of these events as soon as possible so that we may schedule a make-up.
- **No makeup quizzes or exams will be given without the proper documentation.**

### • Academic Honesty

- **Dont cheat.** The honor code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the teacher is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.
- See: <http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html>.

### • Classroom Conduct

- The students in this class will be respectful of others. I welcome diverse opinions and invite you all to do the same. I invite you to review the Emory University Standards of Conduct and to familiarize yourself with those expectations I and the University have, not only for your conduct, but also for that which you should expect in the classroom. (<http://policies.emory.edu/4.62>).
- Emory “University is committed to maintaining an environment that is free of unlawful harassment and discrimination” (<http://policies.emory.edu/1.3>). If for any reason you are made to feel uncomfortable, have been the victim of, or feel you may at risk of harassment and/or discriminatory behavior, I invite you to review Emory University’s Reporting Guidelines in the following documents:
  - \* Equal Opportunity and Discriminatory Harassment: <http://policies.emory.edu/1.3>
  - \* Standards of Conduct: <http://policies.emory.edu/4.62>
  - \* Sexual Misconduct: <http://policies.emory.edu/8.2>

### • Disability Services

- Emory University is committed under the Americans with Disabilities Act and its Amendments and Section 504 of the Rehabilitation Act to providing appropriate accommodations to individuals with documented disabilities. If you have a disability-related need for reasonable academic adjustments in this course, provide the instructor(s) with an accommodation notification letter from Access, Disabilities Services and Resources office. Students are expected to give two weeks-notice of the need for accommodations. If you need immediate accommodations or physical access, please arrange to meet with instructor(s) as soon as your accommodations have been finalized.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the Office of Equity& Inclusion, 201 Downman Dr., [404-727-9867](tel:404-727-9867), and then notify me of your eligibility for reasonable accommodations. For other Emory resources for persons with disabilities visit: (<http://www.equityandinclusion.emory.edu/access/index.html>)

## Assignments:

- **Participation**

- Students are expected to participate in class. This means join in during discussions, ask questions, and practice engaged learning.
- While I do not keep attendance, a student's absences can only hurt, not help, their participation grade.

- **Tests**

- There are two tests, one midterm and one final, which will make up the majority of a student's grade.
- Each test will be a combination of multiple choice, true-or-false, and a few essay questions. **Students will need bring a blue book.**
- The final **will not** be cumulative.

- **Group Project**

- The class will be broken into 8 groups of five, each representing a city of their choosing. Four groups will create a bid for their city to host the FIFA World Cup; four groups will create a bid to host the Olympics.
- Groups will be required to create a “bid book” detailing the strengths & weaknesses (and how these will be overcome) of their city. Groups will need answer for some specific socio-political questions:
  - \* **Political and popular support:** Who comprises groups that support the bid, and who comprises those groups that do not? For what reasons might opposition to your city's bid exist? How will your city's bid work to bring these latter actors into the fold?
  - \* **Event legacy:** What sort of socio-economic benefits do you see emerging from your event and benefiting your city? Greater tourism? Greater exports?
  - \* **Human security:** It is likely that your city will need build new infrastructure and do it cheaply. Further, your city will need respond to the increased security threats that these events inherently bring to a host city. How will you address issues like labor exploitation, human trafficking, and the threat of terrorism?

- \* **Cost of the event:** How will the event be paid for? How much, proportionally, do you expect to cover with public monies?
- Each group’s “bid book” will be made available to the class prior to **Week 15** of class when all groups will present their city’s case to their peers.

- **Essays**

- Students will be asked to write 4, 2-3 page essays.
- These will take two forms:
  - \* The first will be a reaction paper to an article read for, or film viewed in, class.
  - \* The second will be a policy evaluation pertaining to cases presented in class lectures.
- **A set of guidelines may be found on the class's Canvas page.**
- Due dates are subject to change but will roughly occur on or about:
  - \* September 6: Frey & Eitzen reactions.
  - \* Week 7: Response to Frontline documentary.
  - \* October 20: Response to Olympic Film (1952 or 1968).
  - \* November 20: Small report on an ISO that is neither the IOC or FIFA.

## Tentative Course Outline:

The weekly coverage might change as it depends on the progress of the class. However, you must keep up with the reading assignments.

- **Week 1: August 23 & 25**

- **Class Introduction & a brief history of labor-leisure**
- Gaming Chapter 1
- Frey & Eitzen (1991)

\* **Description:** This week we will discuss how sport emerged from a pastoral, folk activity to be an institution that affects the lives of billions across the globe.

- **Week 2: August 28**

- NO CLASS August 30 & September 1: APSA Conference.

- Complete a history of labor-leisure.

- **Week 3: September 6 & 8**

- NO CLASS September 4: Labor Day. Essay 1 due September 6.

- **The sport policy subsystem**
- EU Chapters 1 - 3

\* **Description:** This week we will discuss the local and international sport policy subsystems and ways in which they may (and are) described and studied by political scientists.

- **Week 4: September 11, 13, & 15**

- **Social & political identities and sport, week 1.**
- Soccer chapters 2, 7, & 8
- Gaming chapter 4.

\* **Description:** Gender, racial, and social identities as represented (or not) in sport are discussed, leading into our discussions of civil rights and political violence.

- **Week 5: September 18 & 20**

- NO CLASS September 22: Rosh Hashanah.

- **Social & political identities and sport, week 2.**

\* **Description:** Complete section on social and political identities and sport.

- **Week 6: September 25, 27, & 29**

- **Civil rights, political violence, & sports.**
- Soccer chapter 1
- Gaming chapter 5
- In class viewing of Frontline documentary on DFS.

- \* **Description:** Continuation & catch-up; political violence discussion and **groups & cities** finalized.
- **Week 7: October 2, 4, & 6**
  - TEST 1 October 6!!! Essay 2 due October 4.
    - **Description:** Wrap-up civil rights and political violence; review for test 1.
- **Week 8: October 11 & 13**
  - NO CLASS October 9: Fall Break.
    - **International Sports Organizations, week 1**
    - Quanz, 1993; Tomlinson, 2014a
    - \* **Description:** Begin discussing international organizations and ISOs: Why do ISOs seemingly have so much power, and yet, can never get anything done?
- Week 9: October 16, 18, & 20
  - **Essay 3** due October 20.
    - **International Sports Organizations, week 2**
    - Tomlinson, 2014b; EU chapters 5 & 6
    - \* **Description:** Wrap-up IO and ISO discussion.
- **Week 10: October 23, 25, & 27**
  - **The politics of international sporting events, aka mega-events, week 1**
  - Matheson, 2006;
    - \* **Description:** Begin section on large scale sporting events, why states/cities bid to host them, how the bid process works (or doesn't), and the local, sub-national, and national politics surrounding them.
- **Week 11: October 30, November 1 & 3**
  - **The politics of international sporting events, aka mega-events, week 2**
  - Rhamey & Early, 2013; Rose & Speigel, 2011
    - \* **Description:** Finish section on international sporting events with a week on diplomacy of the events through history.
- **Week 12: November 6, 8, & 10**
  - **Sports and human rights.**
  - Murdie & Davis, 2012; Bowersox, 2016a
    - \* **Description:** Do you have a right to sport? How do sports and sporting events affect you or your community's rights?
- **Week 13: November 13, 15, & 17**

- Sport and human security.
- Hayes, 2010; Minneart, 2012; Bowersox, 2016b
  - \* **Description:** Sport and sporting events often result in unique threats to human security such as labor exploitation for construction of stadia, human trafficking for local sex-industries during events, and the eviction of typically poorer citizens to make way for the aforementioned stadia. Are there solutions? Is there something that ISOs can do to prevent or avert these negative externalities of their events?

- **Week 14: November 20**

- NO CLASS November 22 & 24: Thanksgiving Break. **Essay 4** due November 20.

- Class wiffle-ball tournament.

- **Week 15: November 27 & 29, December 1**

- Group bid books due before class November 27.

- Group bid presentations.

- **Week 16: December 4**

- Prepare for FINAL

- **FINAL EXAM:** December 8, 11:30a - 2:00p

- Usual classroom.