



Sport, Policy, & Politics

POLS 335

T-Th 11:30 - 12:50, Seigle 210

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Office Hours: M,W,F 11:30a - 1:00p; T,Th 8:00 - 10:00a<sup>1</sup>

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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	130
Essays	200
Group Project	200
Midterm Exam	235
Final Exam	235

## Letter Grade Distribution:

>= 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+	<= 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.**

- **Zoom Attendance**

- Attendance when the class meets via Zoom (expected to be only **Weeks 1 and 2**) is so too mandatory.
- The Zoom meeting links are available on course’s Canvas page.
- **No makeup quizzes or exams will be given without the proper documentation.**

- **Academic Honesty**

- **Don’t 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: The University’s Academic Integrity Policies.

- **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 Washington University *Best Practices for an Inclusive Learning Environment* 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.
- “Washington University in St. Louis values diversity, inclusion and human dignity, and strives to foster an environment in which all community members are respected and able to take part in academic, co- curricular and social activities.” 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 the University's reporting guidelines.

- Also, review the following Title IX and Gender Equity reporting policies:
  - \* Title IX Grievance Process.
  - \* Gender Equity Grievance Process.

- **Disability Services**

- Washington University is committed to providing accommodations and/or services to students with documented disabilities. Students who are seeking support for a disability or a suspected disability should contact [Disability Resources at 935-4153](#). Disability Resources is responsible for approving all disability-related accommodations for WU students, and students are responsible for providing faculty members with formal documentation of their approved accommodations at least two weeks prior to using those accommodations. I will accept Disability Resources Accommodation Letter forms by email and personal delivery. If you have already been approved for accommodations, I request that you provide me with a copy of your Accommodation Letter within the first two weeks of the semester.
- More information on requesting academic accommodations can be found **HERE**.

## 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.
- **Zoom** participation will be extended to the chat function within reason. Students should have a working mic and camera, and be prepared to join in discussion.

- **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.
- **Tests will be administered virtually.**
- The final **will not** be cumulative.

- **Group Project**

- The class will be broken into 5 groups of five, each representing a city of their choosing, and 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:
  - \* February 4: Frey & Eitzen reactions.
  - \* February 24: Response to Cal West panel of your choosing.
  - \* March 31: Response to Olympic Film (1952, 1964, or 1968).
  - \* April 21: Reaction to Foer Chapter of your choosing (2, 7, 8).

### **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: January 18 - 20 via Zoom**

- **Class Introduction**
- **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.
  - \* Gaming Chapter 1
  - \* Frey & Eitzen, 1991

- **Week 2: January 25 - 27 via Zoom**

- **An incomplete history of labor & leisure.**
- **Description:** Without free time you and I cannot participate in, or be a spectator of, sports. Where does leisure time come from and can we all enjoy it equally?

\* Akyeampng & Ambler, 2002

• **Week 3: February 1 - 3** Essay 1 due February 4th.

– **The sport policy subsystem**

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

\* Reilly, 2012

\* Foster, 2000

• **Week 4: February 8 - 10**

– **Social & political identities and sport, week 1.**

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

\* Edwards, 2017, Chapter 1

\* Chakraborty, 2018

\* Gaming chapter 4

\* Soccer chapters 2, 7, 8

• **Cal West Symposium: February 11**

– 2:00 - 6:30p

• **Week 5: February 15 - 17**

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

– **Description:** Complete section on social and political identities, focusing on masculinity (and femininity).

\* Bryson, 1983

\* Hoffman, *et al*, 2006

\* McDevitt

\* Soccer chapters 2, 7, 8

• **Week 6: February 22 - 24**

– **Civil rights, political violence, & sports. Essay 2 due February 24th.**

– **Description:** Continuation & catch-up; political violence discussion and **groups & cities** finalized.

\* Edwards, 2017, Chapter 5

\* Soccer chapter 1

\* Gaming chapter 5

• **Week 7: March 1 - 3** TEST 1 March 3!!!

– **Description:** Wrap-up civil rights and political violence; review for test 1.

• **Week 8: March 8 - 10**

- **International Sports Organizations, week 1**
- **Description:** Begin discussing international organizations and ISOs: Why do ISOs seemingly have so much power, and yet, can never get anything done?
  - \* Berg, 2008
  - \* Chateigianni, 2006
  - \* Tomlinson, 2014 (chapters 1 & 2)
- **Week 9: March 15 - 17 NO CLASS: Spring Break.**
- **Week 10: March 22 - 24**
  - **The politics of international sporting events, aka mega-events, week 1**
  - **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.
    - \* Burbank, *et al*, 2002
    - \* Torres, 2012
    - \* Chalkey & Essex, 1999
- **Week 11: March 29 - 31**
  - **Mega-events, week 2 Essay 3 due March 31.**
  - **Description:** Finish section on international sporting events with a week on diplomacy of the events through history.
    - \* Crilley, *et al*, 2021
    - \* Rose & Speigel, 2011
    - \* Bista, 2017
    - \* Hersch, 2018
- **Week 12: April 5 - 7**
  - **Sports and human rights.**
  - **Description:** Do you have a right to sport? How do sports and sporting events affect you or your community's rights?
    - \* ITUC Beijing Dossier
    - \* Ruggie, 2016
    - \* Bowersox, 2016a
- **Week 13: April 12 - 14**
  - **Sport and human security, week 1.**
  - **Description:** Sport and sporting events are often thought to increase rates of human trafficking. But is this really the case?
    - \* Hayes, 2010
    - \* Bowersox, 2016b
    - \* Ume-Ezeoka, 2018

\* Martin & Hill, 2019

- **Week 14: April 19 - 21** Essay 4 due April 21.
  - **Sport and human security, week 2.**
  - **Description:** Continuing a discussion about the threats to human security presented by international sporting events, now focusing on the exploitation sporting labor and the environment.
    - \* Sage, 1999
    - \* Goldstein, 2016
    - \* Jackson x 2
  
- **Week 15: April 26 - 28** Group bid books due April 25.
  - **Group bid presentations.**
  
- **FINAL EXAM:** May 9, 1 - 3:00p
  - Virtually via Canvas.