



UNIVERSITY OF SOUTHERN MAINE SCHOOL OF BUSINESS
BUS—312 SPORT LAW

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Course Information: BUS 312-001
Course Location: Payson Smith 202--Portland
Meeting Times: Tu/Th 9:30-10:45
Credits: 3
Semester: Spring 2023

SCHOOL OF BUSINESS MISSION STATEMENT:

Preparing life long, entrepreneurial thinkers, fluent in business technologies.

COURSE DESCRIPTION:

This course examines the legal system, its terminology, and principles in the context of professional and amateur sports. Emphasis is on identifying and analyzing legal issues, the ramifications of those issues, and the means of limiting the liability of sport organizations. Prerequisites: BUS 280 and junior standing.

LEARNING OUTCOMES:

Students successfully completing this course will:

1. Understand the nature of the American legal system.
2. Understand the elements and defenses of unintentional and intentional tort negligence as well as the application to sport management.
3. Know the foundations of risk management and key elements of the decision making process including the essential components of an emergency action and crisis management plan.
4. Understand the elements of a valid contract, common provisions within sports contracts, common types of sports contracts, and issues that arise when a sport contract is breached.
5. Understand the main elements of federal employment legislation including key legal issues in employment for sport managers and key issues in employment discrimination and sexual harassment.
6. Understand how the US Constitution applies to private and public sport entities.
7. Understand how the First Amendment and the Equal Protection Clause impacts sport organizations.
8. Understand substantive and procedural due process and how they apply to sport organizations.
9. Understand the various federal gender equity laws, including Title IX, and how they apply to sport.
10. Understand the federal antitrust laws and how they apply to sport including specific exemptions which apply to professional sport.
11. Have an increased awareness of current legal issues in sport.
12. Be able to think, write, and speak critically and analytically about the mutual interaction between the law and society.

This course contributes to the mission of the School by developing student aptitudes:

Oral and written communication skills: Students prepare group presentations and papers, write individual papers, and participate in class discussions.

Analytical and critical thinking skills: Application, analysis, and other higher-order thinking skills are required for discussions, group exercises, all papers, and the final exam.

Appreciation for the ethical context of professional practice: The ethical implications for sport management professionals are discussed throughout the course.

REQUIRED TEXTS:

Spengler, J.O., Anderson, P.M., Connaughton, D.P., & Baker, T.A. 2016. Introduction to Sport Law 3rd Edition, Human Kinetics. (ISBN 9781492597773; eBook 9781492597780)

*Text includes a corresponding Case Studies in Sport Law E-Book which is also required

Subscription to Sports Litigation Alert (\$15): https://sportslitigationalert.com/registration/?level_id=0

ADDITIONAL READINGS:

Additional readings will be posted on Brightspace.

UNIVERSITY POLICIES AND RESOURCES

For USM’s most complete and current information on services available to students, as well as academic policies, see [The Academic Services & Policies Overview webpage](#).

- **Request disability accommodations** | (207) 780-4706 | dsc-usm@maine.edu
- **Report Interpersonal violence** | (207) 780-5767 | usm.titleix@maine.edu
- **Report On-Campus Emergencies and Safety Concerns** | (207) 780-5211 or call 911
- **Get academic help** | mycampus.maine.edu/group/usm/learning-commons1
- **Get technology help** | usm.maine.edu/computing/helpdesk
- **Meet with an Advisor** | usm.maine.edu/advising



Scan the QR Code to go to the [Academic Services & Policies webpage](#)

COUNSELING:

Counseling is available at USM. The best way to schedule an appointment is by phone at 780-5411. More information is available at <https://usm.maine.edu/uahcs>.

RECOVERY ORIENTED CAMPUS CENTER (ROCC):

A peer support community for students in recovery from substance abuse and other mental health conditions is available at USM. More information may be found online at <https://usm.maine.edu/recovery> or by contacting ROCC at 207-228-8141.

NONDISCRIMINATION POLICY:

The University of Southern Maine is an EEO/AA employer, and does not discriminate on the grounds of race, color, religion, sex, sexual orientation, transgender status, gender expression, national origin, citizenship status, age, disability, genetic information or veteran’s status in employment, education, and all other programs and activities. The following person has been designated to handle inquiries regarding non-discrimination policies: Amie Parker, Interim Director of Equal Opportunity, The Farmhouse, University of Maine Augusta, Augusta, ME 04333, 207-581-1226, TTY 711 (Maine Relay System).

Incidents of discrimination or bias at USM should be reported to Associate Vice President for Student Affairs David Roussel at 207-780-5242.

STATEMENT ON RELIGIOUS OBSERVANCE FOR USM STUDENTS:

Absence for Religious Holy Days: The University of Southern Maine respects the religious beliefs of all members of the community, affirms their rights to observe significant religious holy days, and will make reasonable accommodations, upon request, for such observances. If a student's religious observance is in conflict with the academic experience, they should inform their instructor(s) of the class or other school functions that will be affected. It is the student's responsibility to make the necessary arrangements mutually agreed upon with the instructor(s).

POLICY ON ACCEPTABLE CONDUCT IN CLASS SETTINGS:

If a student substantially disrupts a class, professors have the right to remove the student from class as well as refer the student incident to the Dean of Students for a student conduct code violation.

COVID FACE COVERING REQUIREMENT

Per USM and the University of Maine System, all students, faculty, and staff members are required to wear a face covering during all face-to-face classes unless the course instructor waives the requirement.

COURSE POLICIES & EXPECTATIONS

COURSE FORMAT:

This course will include a variety of teaching styles and learning opportunities. Small group discussions, library research, and experiential learning will be combined with lectures in order to facilitate learning. *Class preparation and participation are critical for student success.*

CLASS PREPAREDNESS & PARTICIPATION:

Students are expected to be fully prepared to participate in the class session. This includes having read all assigned readings, watched any pre-assigned materials prior to the class session, taken notes and preparing questions as appropriate and having course materials (including the text book) available for reference during all class sessions.

In addition to being prepared, active participation is required by all students. This includes:

- Engaging in thoughtful and productive discussions and conversations with faculty and peers,
- Participating fully in all in-class activities
- Leading case discussion when asked, and
- Staying on task during class time.

Participation in class relates to your contribution to the learning environment and it is not enough just to be present.

ATTENDANCE:

As future professionals, students are expected to be on time and stay through the duration of every class session. However, if you are sick or feeling not well at all, you must stay home! Attendance will be taken every class period.

CLASS CONDUCT:

Inappropriate behavior that detracts from the learning environment will not be tolerated and students exhibiting such behavior may be asked to leave the class. (e.g., inappropriate comments (including but not

limited to sexist, racist, homophobic, misogynistic remarks), bullying or harassment of classmates, excessive inattention/distractedness, excessive tardiness, inappropriate food consumption, etc.). Students asked to leave will not be allowed to return to class without first meeting with the professor to discuss the behavior. If the behavior is severe and/or repeated, the student will not be allowed to return to the class at all and will be referred to the Dean of Students on student conduct violation charges.

ASSIGNMENT DUE DATES:

Quizzes, homework, and all assignments may not be made up and late work will not be accepted. It is the student's responsibility to be aware of due dates. All assignments must be submitted via Brightspace (unless otherwise noted by the instructor) and *emailed assignments will not be accepted!* It is the student's responsibility to submit work in a format which can be opened electronically. **A PDF document is the format which is strongly recommended.**

INCLEMENT WEATHER:

This course will not meet if the university closes due to inclement weather. However, the instructor reserves the right to place materials online for students to read, discuss, watch, etc. during those university closures. Assignments due dates will not be altered because of inclement weather or university closings. The instructor will make any announcements regarding the course via Brightspace.

PROFESSIONAL ATTIRE:

Professional attire is expected during individual and/or group presentations as well as when guest speakers join the class session. For presentations, students should be in a minimum of business casual attire (no jeans, no hats, no t-shirts/sweatshirts) and should be neatly groomed. For guest speakers, students should not be wearing hats or sweatpants and should also be neatly groomed. If you have questions, please don't hesitate to ask about what is expected and/or appropriate.

TECHNOLOGY IN THE CLASSROOM

This course will be using the Brightspace learning management system and may also use Zoom if the course is moved online due to Covid-19 outbreaks. Make sure your internet browsers are updated to ensure the best performance of these tools. Additionally, make sure your computers/tablets are fully charged (or plugged in) during any Zoom sessions. Students are expected to use a web camera and microphone during Zoom classroom sessions. Most laptops and tablets have cameras built in and most headphones include a microphone. However, please check to make sure your camera and microphone are working properly before the start of class.

COURSE EVALUATIONS

At the end of each semester every student has the opportunity to provide constructive feedback on the course. It is important that you take the time to share your thoughts about the course as your feedback is used to make improvements in the course materials, assignments, and outcomes.

ACADEMIC INTEGRITY / PLAGIARISM

Everyone associated with the University of Southern Maine is expected to adhere to the principles of academic integrity central to the academic function of the University. Any breach of academic integrity represents a serious offense. Each student has a responsibility to know the standards of conduct and expectations of academic integrity that apply to academic tasks. Violations of academic integrity include any actions that attempt to promote or enhance the academic standing of any student by dishonest means. Cheating on an examination, stealing the words or ideas of another (i.e., plagiarism), making statements known to be false or misleading, falsifying the results of one's research, improperly using library materials or computer files, or altering or forging academic records are examples of violations of this policy which are contrary to the academic purposes for which the University exists. Acts that violate academic integrity disrupt the educational process and are not acceptable.

Evidence of a violation of the academic integrity policy will normally result in disciplinary action. A copy of the complete policy may be obtained from the office of Community Standards and Mediation, online at <https://www.maine.edu/board-of-trustees/policy-manual/section-314/>.

COVID-19

The UMS is requiring students to be fully vaccinated against Covid-19. If you are not fully vaccinated (or have an approved exemption), you will not be allowed to enter campus buildings. Thus, you will not be able to continue on in this course. You will not be able to complete this course online or by Zooming into class sessions.

Additionally, the UMS system has mandated that masks be worn in classrooms unless the instructor waives the requirement. Masks must be worn over both the mouth and nose. If you choose not to comply with the mask requirements, you may be asked to leave class.

Disruptions—If you are sick or not feeling well, please stay home. If you miss time from class due to Covid (or another illness), I will work with you, within reason, to make up missed work. However, ultimately, it is your responsibility to keep up with the assignments and get the course notes from a peer.

If I am unable to come to campus, or if the class or campus moves to remote learning due to a Covid-19 outbreak, we will meet via Zoom for our class sessions (as long as I am physically able to conduct class. If I am unable physically to conduct class I will communicate via email and Brightspace and provide further instructions for the class.)

***ZOOM (ONLY if we end up meeting online due to a Covid-19)**

Zoom may be used for class meetings. A Zoom meeting link and password will be sent to students prior to class and students must use their maine.edu account to join the Zoom class session. Students are also expected to turn their webcam on while in class.

Students should be aware that some of the Zoom class sessions may be recorded. Recording the class sessions is permitted under federal laws that protect your educational privacy (FERPA), since the recording would only be available to students enrolled in this course and anything an enrolled student would learn about another student from watching the recording is the same that they would learn about each other if they were both in a face-to-face class at the same time. Please note that ‘breakout’ rooms or small group discussions in Zoom will never be recorded; only the all group portions of class would be recorded. Please let me know if you have questions or concerns about Zoom class recordings.

Zoom etiquette considerations:

- Test your audio and video before joining the class session
- Mute yourself at all times unless speaking as background noise is heard by everyone
- Be aware of your background and surroundings which are on camera and visible to everyone
- Understand that everyone in the class can see you. Please dress appropriately.
- Make sure your laptop/tablet is on a solid surface so the camera remains steady and still.
- If you need to step away from the class for a moment, be sure to turn off your video until you return.

COURSE GRADING SCALE & ASSESSMENT:

100-93%=	A	79-77% =	C+
92-90% =	A-	76-73% =	C
89-87% =	B+	72-70% =	C-
86-83% =	B	69-60% =	D
82-80% =	B-	59% or lower =	F

Library Assignment & SLA Summaries	10%
Current Event Research Paper	20%
MC Tests (x3)	15%
Fact Patterns (x4)/Contract	25%
Case Readings Preparation & Discussion Participation	10%
Mock Trial	
Written Assignment	10%
Trial Presentation	10%

Grading Criteria:

An A represents outstanding performance. Effort alone does not guarantee above average grades, nor does meeting the minimum standards expected of an assignment.

Grades for each assignment are based on the level of detail, the soundness and justification of your ideas, and the quality of your work. If you struggle with writing, use the Learning Commons at the library. Rubrics will be provided for most assignments.

ASSIGNMENT INFORMATION:

Library Assignment—

Learning Outcomes

- Students will be able to demonstrate a working knowledge of the Heinonline database and the Sport Litigation website including being able to locate both primary and secondary legal sources.
- Students will demonstrate how to correctly cite legal sources.
- Students will be able to recognize the difference between primary and secondary legal sources.

Description

The purpose of this assignment is to introduce you to the Heinonline database, which is a legal data base, as well as the Sports Litigation Alert. The Heinonline database will allow you to search and find primary as well as secondary legal sources. The Sports Litigation Alert will provide you with secondary legal sources including very recent developments in sport law and access to an archive of sport law material. You will need to use these resources throughout the semester to locate, read, and cite law cases and case briefs for your discussions, your current event, and your debate. With this assignment, you will explore the Heinonline database and the Sports Litigation Alert website searching for legal sources while also gaining greater understanding about legal citations as well as correctly writing the citations.

Watch the database tutorial and then use the Heinonline database and Sports Litigation Alert website to complete the assignment worksheet. Pay attention to if I am asking for a *primary* or *secondary* source and use correct citations. Type directly on the worksheet, save (as a Word or PDF document), and upload to Brightspace.

Sports Litigation Alert Summaries—

Learning Outcomes

- Students will demonstrate knowledge and understanding of the cases and legal proceedings currently happening in the sport industry.
- Students will be able to connect these current cases to the relevant content learned throughout the course.

Description

The purpose of this assignment is for students to read what is currently happening in the sport industry pertaining to the law. Students will read the Sport Litigation Alert twice monthly when it is distributed (via email) and prepare a brief summary of one of their favorite articles in the alert. Summaries can be brief (1-2 pages double spaced) but should include the following points:

- Facts of the case & parties involved
- Laws involved
- Legal analysis
- Relevance to sport managers
- Thoughts/opinions/why you thought this was interesting

Sport Law Current Event—

Learning Outcomes

- Students will be able to find and recognize sport law events currently happening in the sports world.
- Students will be able to apply the concepts and content learned in the course to current sport law events to provide a thorough legal analysis of the case.
- Students will be able to locate legal resources and use them to evaluate the current event.

Description

The purpose of this assignment is for students to begin recognizing the interaction of sport and law in current settings. Students should use course materials and readings as well as find additional legal resources to provide an insightful analysis of a current event.

Students should seek out sport law topics/scenarios or cases which are currently happening in the sport industry. ESPN, SI, Bleacher Report, etc. or the Sport Litigation Alert are all fine places to initially find information about a current event topic. Once the student has located a current event, they should prepare a 6-8 page research paper current event. The paper should include a brief summary of the current event, the facts of the case, the key issues, and a *thorough legal analysis*. If it is an actual law case, the brief should also include the outcome of the case. The brief should include at least six (6) sources, three (3) of which must be legal sources. Papers should be APA formatted and include a separate reference page and uploaded to Brightspace.

Fact Patterns/Contract—

Learning Outcomes

- Students will demonstrate and apply knowledge and comprehension of the presented course material.
- Students will be able to analyze and evaluate a legal situation/problem and make recommendations based on legal theory and case law.

Description

There will be four (4) fact patterns given during this course and one (1) contract assignment. Fact patterns are like ‘mini cases’ which students will read and then write a detailed and thoughtful analysis taking into consideration course materials, laws, and cases.

Fact Patterns #1 and #2 will be on Tort Law and Risk Management. Fact Patterns #3 and #4 will be on Constitutional Law, Employment Law, and/or Gender Equity Laws. Student will submit their written analysis to Brightspace.

The contract assignment will require students to negotiate and draft an employment contract within the parameters provided. The contract assignment will take place following the section on contract law and contracts will be submitted to Brightspace.

Discussion Participation—

Learning Outcomes

- Students will be able to apply the concepts learned in the course material in discussion of assigned law cases and other topics.
- Students will be able to analyze sport law cases and determine the important facts of the case, why the cases were decided as they were, what laws are relevant in the case, and if they agree with the outcome of the case.
- Students will be able to synthesize the course material and the law cases to evaluate the relevance of the cases to sport managers.

Description

Classroom discussions are intended to provide thoughtful interaction about specific course content between students. Discussions will largely focus on the case readings assigned. All case readings are listed in the syllabus and can be found in the case study text. The reading and discussion of actual cases helps to clarify the law in a sport specific context, provides examples of how laws might be applied, and should serve as a learning tool for all sport managers. For instance, what were the most important facts of the case, do you agree with the ruling in the case, how does this case help clarify the law, and/or what impact does this case have on sport managers, what are other similar cases which might also be relevant?

TENTATIVE SEMESTER SCHEDULE

(Professor reserves the right to alter the schedule as needed.)

WEEK 1	
<p>Tuesday, January 17</p> <ul style="list-style-type: none"> Class Overview Syllabus & Course Schedule Introductions 	<p>Thursday, January 19</p> <p><u>U.S. Legal System & Legal Research</u> <u>Readings:</u></p> <ul style="list-style-type: none"> Spengler et al., Ch. 1 pp. 1-10 Classwork/Homework—Heinonline Library
WEEK 2	
<p>Tuesday, January 24</p> <p>Heinonline Library Assignment Due</p> <p><u>Tort Law/Negligence</u> <u>Readings:</u></p> <ul style="list-style-type: none"> Spengler et al., Chapter 2 pp. 13-28 (Negligence) Eddy v. Syracuse 	<p>Thursday, January 26</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> Spengler et al., Chapter 2 pp. 13-28 (Negligence) Hayden v. University of Notre Dame Lowe v. California League of Professional Baseball
WEEK 3	
<p>Tuesday, January 31</p> <p>SLA Summary #1 Due</p> <p><u>Intentional Torts</u> <u>Readings:</u></p> <ul style="list-style-type: none"> Spengler et al., Chapter 2 pp. 28-35 (Intentional Torts) Nabozny v. Barnhill Avrill, Jr. v. Luttrell Dotzler v. Tuttle 	<p>Thursday, February 2</p> <p><u>Product Liability</u> <u>Readings:</u></p> <ul style="list-style-type: none"> Spengler et al., Chapter 2 pp. 35-39 (Intentional Torts) Rawlings Sporting Goods Company, Inc. v. Daniels Everett v. Bucky Warren
WEEK 4	
<p>Tuesday, February 7</p> <p><u>Risk Management</u> <u>Readings:</u></p> <ul style="list-style-type: none"> Spengler et al., Chapter 3 pp. 42-68 Bearman v. University of Notre Dame Mogabgab v. Orleans Parish School Board 	<p>Thursday, February 9</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> Miller v. United States Kleinknecht v. Gettysburg Maussner v. Atlantic City Country Club
WEEK 5	
<p>Tuesday, February 14</p> <p>Fact Pattern #1—In Class Fact Pattern #2—In Class</p> <p>Test #1 (Ch. 1-3)—Due</p>	<p>Thursday, February 16</p> <p>SLA Summary #2 Due</p> <p>Last Day for Current Event Research Paper Topic Selection!!</p> <p><u>Constitutional Law</u> <u>Reading(s):</u></p>

	<ul style="list-style-type: none"> • Spengler et al., Chapter 4 pp. 153-175 • Tinker v. Des Moines • Hall v. Ford (Brightspace) • Veronia v. Acton • Blair v. Washington State • Palmer v. Merluzzi
WEEK 6	
Tuesday, February 21	Thursday, February 23
<u>Chapter 7: Constitutional Law</u> Reading(s): <ul style="list-style-type: none"> • Spengler et al., Chapter 4 pp. 149-167 • Tinker v. Des Moines • Hall v. Ford (Brightspace) • Veronia v. Acton • Blair v. Washington State • Palmer v. Merluzzi 	<u>Chapter 6: Employment Law</u> Reading(s): <ul style="list-style-type: none"> • Spengler et al., Chapter 6 pp. 129-147 • Moore v. Notre Dame • McDonald Corp v. Green • Concerned Parents to Save Dreher Park Center v. City of West Palm Beach • Fargher v. City of Boca Raton
WEEK 7	
Tuesday, February 28	Thursday, March 2
SLA Summary #3 Due <u>Chapter 6: Employment Law</u> Reading(s): <ul style="list-style-type: none"> • Spengler et al., Chapter 6 pp. 129-147 • Moore v. Notre Dame • McDonald Corp v. Green • Concerned Parents to Save Dreher Park Center v. City of West Palm Beach • Fargher v. City of Boca Raton 	<u>Chapter 6: Employment Law</u> Reading(s): <ul style="list-style-type: none"> • Spengler et al., Chapter 6 pp. 129-147 • Moore v. Notre Dame • McDonald Corp v. Green • Concerned Parents to Save Dreher Park Center v. City of West Palm Beach • Fargher v. City of Boca Raton
WEEK 8	
Tuesday, March 7	Thursday, March 9
Sport Law Current Event Research Paper Due <u>Chapter 8: Gender Equity</u> Reading(s): <ul style="list-style-type: none"> • Spengler et al., Chapter 8 pp. 169-193 • Ortiz-Del Valle v. NBA (Brightspace) • Stanley v. USC • Perdue v. City University of NY • Franklin v. Gwinnett County Public Schools • Roberts v. Colorado State 	<u>Chapter 8: Gender Equity</u> Reading(s): <ul style="list-style-type: none"> • Spengler et al., Chapter 8 pp. 169-193 • Ortiz-Del Valle v. NBA (Brightspace) • Stanley v. USC • Perdue v. City University of NY • Franklin v. Gwinnett County Public Schools • Roberts v. Colorado State *Jackson v. Birmingham Board of Education Video
WEEK 9	

Tuesday, March 14	Thursday, March 16
Spring Break --No Class--	Spring Break --No Class--
WEEK 10	
Tuesday, March 21	Thursday, March 23
<u>Chapter 4: Agency Law</u> Reading(s): <ul style="list-style-type: none"> • Spengler et al., Chapter 4 pp. 69-92 • Banks v. National Collegiate Athletic Association Mock Trial Introduction	<u>Chapter 4: Agency Law</u> Reading(s): <ul style="list-style-type: none"> • Spengler et al., Chapter 4 pp. 69-92 • Banks v. National Collegiate Athletic Association
WEEK 11	
Tuesday, March 28	Thursday, March 30
Fact Pattern #3—In Class Fact Pattern #4—In Class Test #2 (Ch. 4, 6, 7, & 8)—Due	SLA Summary #4 Due
WEEK 12	
Tuesday, April 4	Thursday, April 6
<u>Chapter 9: Intellectual Property</u> Reading(s): <ul style="list-style-type: none"> • Spengler et al., Chapter 9 pp. 195-220 • Boston Athletic Association v. Sullivan • Dallas Cowboys Cheerleaders, Inc. v. Pussycat Cinema, Ltd. • NFL v. McBee & Bruno's, Inc. • San Francisco Arts & Athletics v. USOC • University of Pittsburgh v. Champion Products 	<u>Chapter 9: Intellectual Property</u> Reading(s): <ul style="list-style-type: none"> • Spengler et al., Chapter 9 pp. 195-220 • Boston Athletic Association v. Sullivan • Dallas Cowboys Cheerleaders, Inc. v. Pussycat Cinema, Ltd. • NFL v. McBee & Bruno's, Inc. • San Francisco Arts & Athletics v. USOC • University of Pittsburgh v. Champion Products
WEEK 13	
Tuesday, April 11	Thursday, April 13
SLA Summary #5 Due <u>Chapter 5: Contract Law</u> Reading(s): <ul style="list-style-type: none"> • Spengler et al., Chapter 5 pp. 95-126 • Taylor v. Wake Forest • Monson v. State • Vanderbilt v. DiNardo • LSU & OSU Employment Contracts (Brightspace) Contract Assignment Assigned	<u>Chapter 5: Contract Law</u> Reading(s): <ul style="list-style-type: none"> • Spengler et al., Chapter 5 pp. 95-126 • Taylor v. Wake Forest • Monson v. State • Vanderbilt v. DiNardo • LSU & OSU Employment Contracts (Brightspace)

WEEK 14	
Tuesday, April 18	Thursday, April 20
<u>Chapter 10 & 11: Antitrust Law & Labor Law</u> Reading(s): <ul style="list-style-type: none"> • Spengler et al., Chapter 10 & 11 pp. 223-247 • Association for Intercollegiate Athletics for Women (AIAW) v. NCAA • Flood v. Kuhn; LA Memorial Coliseum Commission v. NFL • Smith v. Pro Football, Inc. • NCAA v. Board of Regents of the University of Oklahoma 	<u>Chapter 10 & 11: Antitrust Law & Labor Law</u> Reading(s): <ul style="list-style-type: none"> • Spengler et al., Chapter 10 & 11 pp. 223-247 • Association for Intercollegiate Athletics for Women (AIAW) v. NCAA • Flood v. Kuhn; LA Memorial Coliseum Commission v. NFL • Smith v. Pro Football, Inc. • NCAA v. Board of Regents of the University of Oklahoma
WEEK 15	
Tuesday, April 25	Thursday, April 27
SLA Summary #6 Due	Test #3 (Ch. 5, 9, 10, & 11)—Due Contract Assignment—Due
FINALS WEEK	
Tuesday, May 2	
Mock Trials	

Additional dates to be aware of:

- 1) Monday, January 30th—Last day to drop class for 100% refund
- 2) Friday, March 31st—Last day to drop class for a ‘W’