KIN 550 Legal Aspects of Physical Education and Sport

Instructor: Dr. Taeho Yoh
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Office Hours:

Email:


I. Course Description

An overview of the legal issues most often encountered in sport and physical activity, the course will emphasize Federal Amendment, tort, contract and selected areas of labor, and trademark/copyright laws. Students will become aware of the rights of participants, athletes, coaches, teachers, and organizations in which the principal events involve physical activity will be addressed.

II. Course Objectives

Upon the completion of the course, the student will:

1. Be able to use legal literature for case law, statutes, periodicals, and texts.
2. Know the steps in a law suit and the responsibilities and obligations of parties: plaintiffs, defendants, judges, and others.
3. Understand the court system and the significance of holdings in each court.
4. Know tort law including negligence, intentional torts, products and strict liability.
5. Understand gender equity and the legal analysis used by the courts in civil rights decisions. Be able to interpret the decisions in the context of race, sex, national origin and other civil rights cases.
6. Have created equity by enrollment system for collegiate and scholastic sport.
7. Understand the impact of the Americans with Disability Act and the Occupational Safety and Health Act on sport and physical activity.
8. Become acquainted with professional player contracts and the law affecting the professional athlete.
9. Understand the concepts of risk management.
### III. Class Assignments and Grading

Students are to read materials and be prepared to discuss them in class. All assigned cases are to be prepared prior to class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Case Analyses</td>
<td>30 (5 for each)</td>
<td>30%</td>
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<tr>
<td>In-class Assignment</td>
<td>5 pts</td>
<td>5%</td>
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<tr>
<td>Exam I</td>
<td>25 pts.</td>
<td>25%</td>
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<tr>
<td>Exam II</td>
<td>25 pts.</td>
<td>25%</td>
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<tr>
<td>Presentation/Participation</td>
<td>5 pts.</td>
<td>5%</td>
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<tr>
<td>Research Paper</td>
<td>10 pts.</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
<td>100 pts.</td>
<td>100%</td>
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A: 90-100 pts.  90%-100%
B: 80-89 pts.  80%-89%
C: 70-79 pts.  70%-79%
D: 60-69 pts.  60%-69%
F: Below 60

The research paper must be typed (double-spaced) and follow the APA 6th edition. The **topic must be approved by the instructor.**

**Academic Honesty Code and Student Conduct Code:** The Department of Kinesiology believes in the importance of reinforcing and expecting academic honesty and student conduct code. The Department of Kinesiology expects students hold the highest standards of academic integrity and honesty. Academic dishonesty (cheating, plagiarism, fabrication, facilitating academic dishonesty) is a serious violation of the trust upon which an academic community depends. **The penalty for academic dishonesty will result in an automatic zero for the assignment and will be no make-ups.**

**Late Assignment Policy:** Any assignment submitted after the due date without excusable documents will lose 20% and additional 10% penalty for each additional class period. Late assignments will be accepted until the start of the final examination. No assignments will be accepted after the start of the final examination.

### IV. Case Analyses and Interpretation:

Each Student will be required to locate, read, analyses, and interpret six (6) case studies as assigned by the instructor.

As you approach the reading of case law, and seek to make sense of what the justices have written, you will use following out lines to gather pertinent information to assist you in understanding the issues and points of law involved in each case.
Case Title: Kelly v. University of Illinois,

Citation: 513 U.S. 1128

Issue(s): Gender Equity, Title IX

Facts: What actually occurred, the actions taken by each side, what was being asked by each side, etc.

Findings and Reasoning of the Courts: What the finding/holdings of the courts were at the various levels. Of particular importance is the final ruling of the court. Why the decision was rendered

Implication(s): After reading the case take a moment and reflect, and ask yourself how does this case affect you?

While this is a brief outline, and can be extended or shortened, depending on individual needs, it should serve as a basin guide for your analysis and understanding of the case decision.

V. Calendar

January 19 Introduction and overview of course. Chapter 1

January 26 Judicial System, Legal Research (Lexis-Nexis)* Chapter 1

February 2 Legal Research (Lexis-Nexis).* Chapter 1

February 9 Negligence. Chapter 2

February 16 Property Law and Risk Management (Due Case Analysis 1-negligence) Chapter 2, 4

February 23 Product Liability & Intentional Torts (Due Case Analysis 2-Property or Intentional torts) Chapter 2, 3

March Contracts, Trademark, Copyright (Due Case Analysis 3-Product liability) Chapter 5

March 8 Exam I

March 15 Spring Break

March 22 Constitutional and Statutory Law. Chapter 6
March 29  Gender Equity  Sexual Harassment  Chapter 7  
(Research Topic Due date) (Due Case Analysis 5-Constitutional Law)  

April 5  ADA and OSHA  (Due Case Analysis 6-Gender equity)  Chapter 7  

April 12  Presentations  

April 19  Presentation  

April 26  Research Paper Due and review of Exam II  

May  Exam II  

*: Will meet at the Morris Library  

VI. References  


Emergency Procedures. Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Safety’s website www.dps.siu.edu (disaster drop down) and in Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.