

HTS 3075: Urban Atlanta and Sporting Mega-Events Fall 2026

Instructor: Declan Abernethy, Ph.D. (Pronouns: he/his/him)

Class Meets: Tuesday/Thursday 11:00 am – 12:15 pm Old Civil Engineering G10

Office hours: Tuesday-Thursday on Zoom 2-3pm; and other times by appointment (Fill out booking form on Canvas)

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Course Description

In the summer of 2026, Atlanta will be one of sixteen host cities for the 2026 Men's FIFA World Cup. Atlanta's Mercedes-Benz Stadium will be the site of eight of the tournament's record-number 104 games. Immediately outside the stadium, FIFA will run a fan village that will serve as a site that will broadcast matches, sell merchandise, and have carnival style games. In addition to the site itself, games played in Atlanta will be broadcast through television and the internet to billions across the globe. Organizing officials have estimated the tournament could bring upwards of \$400 million dollars to the city's economy and promote Atlanta to a global audience.

The World Cup is an example of a sporting mega-event, or as Swiss scholar Martin Muller defines them, "ambulatory occasions of a fixed duration that attract (1) a large number of visitors, (2) have a large mediated reach, (3) come with large costs, and (4) have large impacts on the built environment and the population. While there are many scholarly debates on what exactly makes a mega-event, we might consider these to include FIFA's World Cups, the Olympics, and the National Football League's Super Bowl. Atlanta is no stranger to such events. In addition to hosting the Men's World Cup, 2026 is also the thirtieth anniversary of the city's putting on of the 1996 Olympic and Paralympic Games. The city also hosted the Super Bowl twice, including in 2019.

In this course, students will use a critical socio-historical lens to analyze past mega-events in Atlanta and study how these events have reshaped the city's built environment and impacted its residents. It will also prepare students to critically engage with the upcoming World Cup as the event begins in Atlanta in the summer of 2026. To accomplish this, students will be introduced to foundational concepts in the fields of history and sociology of sport as well as urban studies, visit local archives, and hear from expert guest speakers on a range of topics.

Learning Goals and Outcomes:

By the end of this course students will be able to:

- Define sporting mega-events and identify those that have taken place in Atlanta.
- Describe key concepts of urban social theory, sociology, and history and apply them to sporting mega-events in Atlanta
- Explain how security, surveillance, and smart cities impact the relationship of sport, the city, and its residents
- Evaluate how sporting mega-events come to be, how they have shaped Atlanta, and the ways that residents have understood and challenged these developments.
- Appraise contemporary media and culture surrounding sporting mega-events
- Identify primary-source artifacts from Atlantan mega-events and describe their significance
- Develop a digital portfolio that presents their work as public facing scholarship
- Formulate strong thesis statements around mega-events and support them with evidence
- Apply consistent scholarly citation practice to their multimedia work

Course format

This course will be offered in person. Students will be expected to commit between **9 and 12 hours per week** to attend lectures, finish readings, and complete assignments/exams.

The course is structured around three major content modules with multiple learning assignments and assessments that follow a Monday-to-Sunday weekly schedule.

- Module 1 will take place from: 8/25 to 9/20
- Module 2 will take place from: 9/21 to 10/20
- Module 3 will take place from: 10/21 to 11/12
- Module 4 will take place from: 11/13 to 12/8

Communication:

All course announcements will happen in class and via Canvas. **Please make sure you have your announcement notifications turned on in your settings.**

You can ask a question about anything at any time. You have both the right and the responsibility to ask questions about anything in the course you don't fully understand whether about content or some aspect of the syllabus or anything else. You can use email, office hours, or grab me after class.

However, please note that I do not always respond immediately to messages. In particular **I do not check email between 6:00pm and 8:00am on weeknights, and I do not check email at all on weekends.** That said,

- Messages sent on a weekday (Monday-Friday) before 4:00pm ET will get a response *the same day*.
- Messages sent after 4:00pm ET Monday-Thursday will get a response *the next day*.

- Messages sent after 4:00pm on Fridays or on the weekend will get a response *the following Monday*.

Please plan ahead for instructor availability. Some assignments are due on Sunday evenings; if you don't begin the assignment until Friday afternoon and encounter a question, you may not be able to get help from me in time.

Required Texts:

All readings or other materials will be available in pdf form on Canvas or easily accessible online. Please do note that the readings for this class will be challenging. Therefore, even if a reading seems short, be prepared to take the time to read it carefully.

Grading:

Assignment Types:

There are several types of assignments for this course: Engagement, Website Portfolio, Reading Responses, and Self-Assessments. You'll find deadlines for each of these in our course schedule (at the end of this syllabus) and on Canvas. You will also find rubrics for assignments on Canvas.

Engagement 20%:

This is a discussion-based course, meaning your learning depends on regular attendance and active participation. Engagement credit reflects both being present and being prepared to contribute to class activities and discussions.

Engagement Points

- Each class meeting is worth **1 engagement point**, for a total of **22 possible engagement points** during the semester (We have a little over 14 weeks of class, but not all will have engagement points on offer).
- To earn an engagement, point for a class session, you must:
 - Attend the class session (arriving within the first 10 minutes and not leaving early), and
 - Complete the in-class engagement activity (such as an attendance question, discussion, or short reflection) based on the assigned readings and preparation.

Allowed Absences

- You may miss **up to two (2) class sessions for any reason** with no penalty. These absences will not reduce your engagement score and do not require documentation or use of tokens.
- Beyond these two absences, each missed class will normally result in the loss of **one engagement point**, unless:
 - You have arranged an alternative engagement assignment in advance (see below for more details), or
 - You use the **Flexibility Token System** to erase the missed engagement.

Tardiness and Early Departure

- Arriving more than **10 minutes late** or leaving more than **10 minutes early** is treated the same as a missed class for engagement purposes and will normally result in the loss of that day's engagement point.
- If you are present for most of the class and complete the engagement activity, partial or full credit may be granted at the instructor's discretion.

Illness and Excused Absences

- If you are sick, **do not come to class**.
 - You will be offered an **alternative engagement assignment** so that you can earn credit without using a token.
- If you seek medical attention, please do not send documentation directly to the instructor. Instead, submit documentation to the Office of Student Life, who will notify the instructor as appropriate.
- Students with documented personal emergencies or participation in Institute-approved activities (e.g., athletic events, field trips) may make up missed engagement work and are expected to attend all other class sessions. Please let me know right away if you have multiple Institute approved activities so we can work on a long range plan.

Communication Expectations

- You do not need to contact the instructor for short-term issues affecting a single class session. Use the built-in flexibility of the course (free absences or tokens).
- If an emergency or ongoing situation will affect **more than one week of class**, please contact the instructor as soon as possible so that a longer-term plan can be created.

Website Portfolio (25%): Your main deliverable for this class will be to develop a website portfolio. The website will serve to host several assignments, including your two op-eds and your main digital exhibit project. The purpose of this website is twofold. First, as a place to store all of your work during the semester in a cohesive, logical, and shareable place. Second, to host your material in a 'public' facing format (to the rest of the class) so that you can present your thought

as a public facing scholar, receive feedback including from classmates, and develop your work based on this feedback. As the World Cup approaches, this course and its assignments are designed not only to be useful to your historical thinking but to frame your engagement of the upcoming event and its corresponding artifacts and help you share ideas with a broader community about the event. Part of the purpose of this portfolio will be to hone your writing and communication skills. But it is also designed to allow you to be creative, interact with, and critique various other forms of media. The website will ultimately make up your final grade with its sub-assignments. Each of these five sub assignments will be worth 5% of the total 25% of the portfolio grade.

- Archive Visit Assignment
- GT Exhibit Critique
- Mapping Georgia Tech Assignment
- 2 Editorial Opinions (Op-Eds)
- Film Review

Digital Exhibit (25%):

The final and largest deliverable for your portfolio will be to construct a digital ‘exhibit’ of primary sources involving the intersection of Atlanta and mega-events. For this project, you must choose a topic/subtheme from the course and build out at an ‘exhibit’ of at least 10-12 items (less if you are not aiming for an A) that you find that are not part of course materials. Throughout the course, you will be introduced to different ways of finding such information such as through our visit to the GT archive, watching documentaries, and listening to digitized oral histories. As it is designed, this exhibit should be the equivalent of writing an 8–10-page paper for this course in terms of effort and time spent.

This exhibit should live on your personal website in a tab of its own. One purpose of this assignment is to get you searching, finding, and engaging with popular artifacts around mega-events and providing critical analysis of these artifacts in your own words for a public audience. You will tell readers not only what your artifacts are, but why they matter and what context they come from. As the 2026 World Cup approaches, this is a skill designed to help you, and others engage with this contemporary mega-event and its marketing as it plays out. Don’t worry if you haven’t written for the public like this previously, we’ll work through this writing style over the course of the semester.

This project is not just about writing, though. You will be graded and should have some fun being creative both in finding artifacts that are not just written articles. You may use pictures, video, advertisements, oral histories or physical merchandise (you may use other things not listed, too, as long as you have instructor permission). The creativity can come from how you present this information. One example will be the Knight Lab’s StoryMaps we use for the mapping GT assignment, but this will be up to you. We will discuss this assignment in more detail over the course of the semester and will have several built-in check points to help students progress.

Reading Responses (20%): Five times throughout the semester, students will be required to write an entry regarding the assigned readings (or other media). The entry should be concise, roughly 300 to 500 words. Each entry consists of the following two sections (unless otherwise instructed):

- Select at least ONE of the documents assigned and analyze it thoroughly. Who is the author (profession and region of residence are categories to think of here), and who is her/his intended audience? What are the major claims the author is making, or points she's trying to convince her readers of? Briefly summarize the piece and conclude by discussing how persuaded you were by the author's arguments.
- Write a paragraph connecting the entire set of documents for the week to those for the course as a whole. How do these documents complement, challenge, or complicate what we've been talking about in lecture? How do they change your perspective on a topic or concept?

Self-Assessments (10%): At several points throughout the semester, you will be asked to do self-assessments and reflections on your goals, your work, and learning. At the beginning of the semester, you will write a statement in which you set your personal goals for the course (2.5%). You will also write two self-assessments (one midway through the semester and one at the end of the semester) in which you reflect on the learning process, evaluate your performance, and situate what you are learning in the class in relation to your life and potential career (2.5%). In addition, in lieu of a Final Exam, you will have a self-reflection assignment due on the date of our final exam(5%). The self-reflection assignment will require you to synthesize what you've learned during the semester and reflect on the course. The assignment will be graded on a pass/fail scale and will count toward your foundational assignment requirements. More information will be shared closer to the assignment date.

Grading Scale:

A = 90-100%
B = 80-89
C = 70-79
D = 60-69
F = 0-59

Grades for each category are weighted as listed above. This means that each grade subcomponent will be calculated as a percentage. The scores for each category are then combined for your final grade. For example, if you average 95% on your writing responses, you will have earned 28.5 out of 30 % for this grade category. If you have questions about this please ask sooner rather than later.

Turn Around Time: I will do my best to return assignments with feedback within 7 business days of their submission but know that I'm not perfect!

Late Work and the Token System:

Please do everything in your power to do your assignments on time. All due dates can be found in each week's modules. **If you will miss class for an institute approved absence, it is your responsibility to coordinate with me to make-up your engagement.**

Beyond institute approved absences, this course uses a **Flexibility Token System** to support learning, revision, and balance across the semester. Tokens are designed to help you manage deadlines, revise work, and recover from short-term disruptions without penalty.

Each student begins the semester with **5 Flexibility Tokens**. Additional tokens may be earned through excellent work and optional activities (see below).

Tokens may be used **at any point during the semester** by submitting a comment on the token use form on Canvas. You do not need to provide personal explanations or documentation when using tokens.

Using Tokens

Extensions (Preventative Use)

- **1 token = 24-hour extension** on any reading response, portfolio assignment, or project milestone
- Extensions may be stacked up to **72 hours (3 tokens maximum)** per assignment
- Extension requests must be submitted **before the assignment deadline**

Revisions and Resubmissions (Learning-Focused Use)

- **1 token** to revise and resubmit:
 - A reading response
 - A website portfolio assignment
 - A digital exhibit milestone
- Most assignments may be revised **up to two times**
- A new due date will be provided when feedback is released – typically 10-14 days after feedback.

Engagement

- **1 token = erase 1 missed engagement point**
- Tokens may be used for engagement at any point in the semester

Missed Assignments

- **2 tokens** to make up a missed reading response
- **2 tokens** to make up a missed website portfolio assignment

Making up work is encouraged over erasing it whenever possible.

Important Notes

- Tokens are meant to support flexibility, not to replace consistent participation.
- You do not need to contact the instructor for special consideration for short-term issues affecting one assignment or one class session—use the token system.
- If an emergency will affect **more than one week of class**, please contact the instructor to make a longer-term plan.

How to Earn more Flexibility Tokens

There will be multiple opportunities to earn more Flexibility Tokens this semester:

- Complete specific assignments listed on the schedule that say you will earn a Token by completing them on time
- Assignments earning an Excellent evaluation (at Dr A.'s discretion and will note this on feedback) will earn 1 Token each
- Attending lectures or events related to the course and posting on your website about what you learned and how it connected to the class will earn 1-2 tokens per event. Events will be announced on Canvas. There should be several this semester.
- Submitting guest lecture summaries
- Reviewing an additional film (can only be done once) for 1 token

Flexibility Token Quick Guide

You Start With: 5 Tokens

Extensions

Action	Token Cost	Notes
24-hour extension (any assignment)	1	Request before deadline
Up to 72 hours total	Max 3	Per assignment

Revisions

Action	Token Cost	Notes
Revise reading response	1	Up to 2 times
Revise portfolio assignment	1	Up to 2 times
Revise digital exhibit milestone	1	Encouraged

Engagement

Action	Token Cost	Notes
Erase 1 missed engagement	1	Anytime

Missed Work

Action	Token Cost	Limit
Make up reading response	2	Multiple allowed
Make up portfolio assignment	2	Multiple allowed

Earn More Tokens

Activity	Tokens Earned
Excellent assignment	2
Event reflection	1–2
Guest lecture summary	1
Extra film review	2

Georgia Tech Honor Code:

“Students in this class will be expected to abide by the Georgia Tech Honor Code and avoid any instance of academic misconduct, including but not limited to the substitution of material that is wholly or substantially identical to that created or published by another individual or individuals; false claims of performance or work submitted by the student; possessing, using, or exchanging *improperly* acquired written or verbal information in preparation for, or in writing, an exam or paper. If you have any questions, please consult with me and read the Honor Code, which is available at: <https://policylibrary.gatech.edu/student-affairs/academic-honor-code>.”

- Citation Styles: **This course asks students to cite in Chicago style.**
 - For help see: https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html

AI Policy:

This course is about growing in your ability to write, communicate, and think critically. Generative AI agents such as ChatGPT, DALL-E 2, and others present great opportunities for learning and communicating. You may use these tools to help brainstorm, such as helping you come up with general ideas for your project or provide general feedback on your work. However,

AI cannot write, learn, or think critically for you, and so cannot meet the course expectations for you. Please do not use GENAI to do the actual writing and critical thinking for your submissions. Using GENAI in this manner is a violation of the GT Honor Code and will be treated as such.

Diversity and Inclusion:

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups. Therefore:

- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me via Zoom during office hours or by email. I want to be a resource for you. Remember that you can also submit feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns).
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it.

It is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. Please be respectful of others' emotions and be mindful of your own.

Accommodations for Students:

If you have learning needs that require some adaptations for you to succeed in this course, I will be more than happy to accommodate you. Please contact the Office of Disability Services (<https://disabilityservices.gatech.edu/>) and then we can arrange to accommodate your learning needs based on their recommendations.

Electronics Policy: Laptops and tablets (provided the latter can function as a computer) are welcome and even encouraged in class so that we can better work together on activities and readings. You will need a working electronic for our quizzes and writing responses (please let me know if this will be an issue for you).

Phones, however, are not permitted. Learning how to resist our phones is a challenge. Everyone should silence and stow their phones for the duration of class. When you surreptitiously use your phone on your lap, flat on the desk, or furtively in your bag, both I and your classmates can see what you're doing—it distracts all of us and will result in gentle (and if it is necessary repeatedly stern) admonishment. Failure to abide by this policy will lower your participation grade.

The flow of a typical week

While we meet only on Tuesdays and Thursdays, you're expected to work actively on the course throughout the week. You'll be working on activities *before*, *during* and *after* class meetings and these all are designed to work together.

- *Before most classes:* You'll be asked to complete a **Class Prep** activity where you'll do a combination of reading, video viewing, and other activities. This way, you'll come to class ready to work, and we can keep lecturing in class to a minimum.
- *During class:* Class meetings will be focused on *lectures*, *answering questions* and *doing active work*. We'll also sometimes use class meetings for assessment.
- *In between classes:* You'll be working on the Class Prep for the next class meeting and completing weekly writing responses. You can also use this time to come to drop-in hours or ask questions via email.

Course Schedule (Dr. A reserves the right to change the schedule if needed):

Module 1: Onboarding and Background

- **Week 1:**
 - **8/25: Introduction: Course welcome and expectations.**
 - **8/27: What is a mega-event? And Writing Workshop**
 - Class Prep:
 - Reading:
 - Martin Müller, “What Makes an Event a Mega-Event? Definitions and Sizes,” *Leisure Studies* 34, no. 6 (2015): 627–42, <https://doi.org/10.1080/02614367.2014.993333>.
 - Nola Agha, “The Unshakeable Belief in the Economic Impact of Sports,” in *The Economic Impact of Sports Facilities, Franchises, and Events*, Sports Economics, Management, and Policy Series (Springer, 2023), <https://papers.ssrn.com/abstract=5442315>.
 - **Week 2:**
 - **9/1: An overview of the relationship between Sport and the City**
 - Class Prep:
 - Readings:
 - Joseph C. Bigott, “Urbanization and American Sport,” in *A Companion to American Sport History* (Wiley Blackwell, 2014).
 - **9/3: Class visit from Blade Clarke, Manager, Soccer Growth, USSF**
 - Class prep:
 - Read: “The Brawn of the Black Mecca and the Black New South,” in *The Legend of the Black Mecca: Politics and Class in the Making of Modern Atlanta*, by Maurice J. Hobson (University of North Carolina Press, 2017).
 - **Due Sunday 9/6:**
 - **Response 1**
- **Week 3:**
 - **9/8: History of Atlanta: Urban Renewal and Atlanta Fulton County Stadium**
 - Class Prep:
 - Reading:
 - Larry Keating, “Redevelopment, Atlanta Style,” in *Atlanta: Race, Class, and Urban Expansion*, Comparative American Cities (Temple University Press, 2001).
 - **9/10: Why Do Cities/Countries Want to Host Mega-Events Part I: Why do cities want to host Mega-Events Part I: The City as Growth Machine**

Module 2: The Atlanta Olympics

- **Week 5:**
 - **9/22: What does it take to put on a mega-event: Remaking Downtown Atlanta through Turner Field and the Georgia Dome**
 - **Class Prep:**
 - Reading: “Downtown Redevelopment During the Olympics Era,” in *Atlanta: Race, Class, and Urban Expansion*, by Larry Keating, Comparative American Cities (Temple University Press, 2001).
 - **9/24: Archive Visit**
 - **Class Prep:**
 - Jennifer Adams, “Atlanta and Collective Memory: The Legacy of the 1996 Olympic Aquatic Center,” *Arris* 18, no. 1 (2007): 42–52, <https://doi.org/10.1353/arr.2007.0003>.
- **Due 9/27:**
 - **Website Checkpoint: 1 Artifact with description**
- **Week 6:**
 - **9/29: Finish Artifact Assignment. Wrap up bid and remaking downtown lecture.**
 - **10/1: Honing our Critical Lens:**
 - **Class Prep:**
 - Watch PBS documentary *The Games in Black and White*
 - **After Class:**
 - Write a movie review for your web portfolio.
 - <https://www.pbs.org/video/the-games-in-black-and-white-344sxxg/>
- **Week 7:**
 - **10/6: Project workday**
 - **10/8: What does it take to put on a mega-event? Commercialism, TV, and Media Coverage and New Ground for the Paralympics**
 - - **Course Prep:**
 - **Reading:**
 - David L Andrews, “Feminizing Olympic Reality: Preliminary Dispatches from Baudrillard’s Atlanta,” *International Review for the Sociology of Sport* 33, no. 1 (1998): 5–18.
 - Richard Sandomir, “Not All (Women’s) Sports Created Equal on NBC: TV SPORTS,” *Sports, New York Times* (New York, United States), August 5, 1996,
 - Dana Ellis and Becca Leopkey, “The Coca-Cola Games”
 - **Class-Prep**

- Reading:
 - Maria Saporta, “Legacy Lives on from When Atlanta Hosted the Paralympic Games 20 Years Ago,” *SaportaReport*, August 16, 2016, https://saportareport.com/legacy-lives-atlanta-hosted-paralympic-games-20-years-ago/columnists/maria_saporta/.
 - Lee Sahar, “The 10th Paralympic Games and Their Place in Disability History,” *Atlanta History Center*, March 4, 2021, <https://www.atlantahistorycenter.com/blog/the-10th-paralympic-games-and-their-place-in-disability-history/>.
 - <https://news.gatech.edu/archive/features/20th-anniversary-atlanta-games.shtml>
- **Due 10/13: Submit documentary review to portfolio**
- **Submit in class archive assignment**
- **Week 8:**
 - **October 15: The Olympics and Legacies of the Olympics 1**
 - Mapping GT Group Assignment
 - **Course Prep:**
 - Read:
 - Mark Anthony Thomas, “The Atlanta Olympics’ Lasting Impact Is a Culture of Global Ambition,” *Atlanta Journal-Constitution*, 8/14/2020, <https://www.ajc.com/opinion/the-atlanta-olympics-lasting-impact-is-a-culture-of-global-ambition/MAEEIVAERNE2TPLT4YJPHNCU3Q/>.
 - **October 17: Legacies of the Olympics 2**
 - Finish Mapping GT assignment
 - Class Prep:
 - Reading: S. Zebulon Baker, “Whatwuzit?: The 1996 Atlanta Summer Olympics Reconsidered,” *Southern Spaces*, March 21, 2006, <https://southernspaces.org/2006/whatwuzit-1996-atlanta-summer-olympics-reconsidered/>.
 - (Watch): Creative Loafing Atlanta. (2012, July 23). *Torched; Atlanta’s Olympic Legacy* [Video]. YouTube. <https://www.youtube.com/watch?v=6CwOw6dzb0k>
- **Due 10/20:**
 - **Response 4**

Module 3: The Super Bowl

- **Week 8**
 - **October 22: Super Bowl legacies**
 - **Class Prep**
 - Reading:

- Michael Cunningham, “Super Bowl Not Worth What Atlanta Is Spending,” *Mike Check Blog (The Atlanta Journal-Constitution)*, January 28, 2019.
 - Tim Tucker, “Atlanta’s Super Bowl Launches ‘Legacy 53’ Program,” Sports, *The Atlanta Journal-Constitution*, June 26, 2018.
 - **October 24: Class visit to GT library Atlanta Olympic exhibit**
 - Note: Coordinated with library and curator
 - **Due 10/27:**
 - **Website Exhibit Checkpoint – 5 items**
- **Week 9:**
 - **October 29: Website Critique Day**
 - **Course Prep:**
 - *Submit websites for initial critique before class (10/27)*
 - **October 31: Guest Lecture on Health and Policing in Atlanta from Dr. Mark Spencer (Emory University)**
 - **Course Prep:**
 - **Read:**
 - Jonathon J. Booth, “Policing After Slavery: Race, Crime, and Resistance in Atlanta,” *University of Colorado Law Review* 96, no. 1 (2025), <https://lawreview.colorado.edu/print/volume-96/policing-after-slavery-race-crime-and-resistance-in-atlanta-jonathon-j-booth/>.
- **Due 11/3:**
 - **Submit Exhibit Review**
- **Fall Break!!**
- **Week 10:**
 - **November 10: Security and surveillance**
 - **Course Prep:**
 - **Read:**
 - Bennett, C. J. and Hagerty, K. D. Security games: surveillance and control at mega-events. (2011). In Bennett, C. J. and K. D. Hagerty, (Eds.), *Security games: Surveillance and control at mega-events*. Routledge.
 - Shelby, R., Barnes, S., Parvin, N., and McDonald, M. G. (2020). The Conjoined Spectacles of the “Smart Super Bowl.” *Engaging Science, Technology, and Society* 6, 312-319.

Module 4: World Cup

- **November 12: The 1994 World Cup and the Power of Mega-Events to Change the Future of a Sport– Guest Lecture from Dr. Celso Castilho (Vanderbilt University)**
 - **Course Prep:**
 - **Reading:**

- Castilho article
 - **Due 11/15:**
 - Op-Ed 1
 - Mid-term goal check in
 - **Week 11:**
 - **November 17: FIFA Corruption and Ignoring the Women’s World Cup**
 - **Course Prep:**
 - **Read:**
 - Sahiba Gill et al., “Whose Game? FIFA, Corruption, and the Challenge of Global Governance,” *The European Journal of International Law* 30, no. 3 (2019): 1041–66.
 - **November 19: The World Cup and Sustainability**
 - **Class Prep:**
 - “FIFA’s Climate Blind Spot: The Men’s World Cup in a Warming World,” Scientists for Global Responsibility, <https://www.sgr.org.uk/publications/fifa-s-climate-blind-spot-men-s-world-cup-warming-world>.
 - Nick Ames, “Broken Promises? Future of Qatar’s World Cup Stadiums Still up in the Air,” Football, *The Guardian*, March 29, 2023, <https://www.theguardian.com/football/2023/mar/29/broken-promises-the-future-of-qatar-world-cup-stadiums-still-up-in-air>.
 - Mary G. McDonald, “What meaning for sustainability? The politics of sustainability?”
- **Due 11/22: Response 5**
- **Week 12: Resisting Mega-Events**
 - **November 24: Resistance and How do Mega-Events Impact Residents**
 - Booker T Washington High School Students’ Oral History Activity
 - **Course Prep:**
 - **Read:**
 - Thomas Baker III and Sean Seiler, “A ‘City Too Busy to Care’: Historic Resource Policy, the 1996 Summer Olympics in Atlanta, and the Production of Space,” *Fordham Urban Law Journal* 52, no. 3 (2025): 531.
 - Kate Diedrick and Christopher A. Le Dantec, “Atlanta’s Westside Residents Challenge the Rules of Sport Mega-Development,” *Third World Thematics: A TWQ Journal* 2, no. 1 (2017): 54–68, <https://doi.org/10.1080/23802014.2017.1367261>.
 - **November 26: FIFA and Football in spite of its Fans in the 21st Century – Guest Lecture Dr. Kirk Bowman**
 - **Course Prep:**

- **Reading:**
 - Kevin Baxter and Erik Kirschbaum, “With FIFA World Cup One Year Away, Fans and Politicians Still Aren’t Sure What to Expect,” *Los Angeles Times*, June 11, 2025, <https://www.latimes.com/sports/soccer/story/2025-06-11/world-cup-2026-one-year-away-fans>;
 - “Engaging U.S. Soccer Fans Ahead of FIFA World Cup 2026™,” *Nielsen*, n.d., accessed November 7, 2025, <https://www.nielsen.com/insights/2025/world-cup-2026/>.
 - Leander Schaerlaeckens, “World Cup’s Dynamic Pricing Model Lays Bare Fifa’s Singular Motive: Profit, at All Costs,” *Football, The Guardian*, September 4, 2025, <https://www.theguardian.com/football/2025/sep/04/world-cups-dynamic-pricing-model-lays-bare-fifas-singular-motive-profit-at-all-costs>.

- **Week 13:**
 - **December 3:**
 - **Final Project Presentations – Thesis and 3 items**

 - **December 5:**
 - **Final Project Presentations**

- **Week 14:**
 - **December 8: Review and Comparing Mega-Events Over time**
- **Submit Op-Ed 2**
- **FINAL Due Date: Tuesday December 15 11:59pm EST**