

**DALHOUSIE UNIVERSITY  
POLITICAL SCIENCE**

**Political Science 3311A - Sport and Politics**

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**Item 1:** In March 1994, Italy elects a new right-wing Prime Minister, Silvio Berlusconi. He is founder and leader of a new political party, **Forza Italia** ("Let's go, Italy"). The party takes its name from a football slogan, and Mr. Berlusconi's personal fortune comes from the symbiotic relationship between the three television stations he owns and his football team, AC Milan. His party's electoral success is achieved with the help of supporters' clubs of AC Milan and his media empire. He serves as Italy's Prime Minister on three separate occasions, up to 2011.

**Item 2:** In 2005, war-torn Ivory Coast had to wait and watch as its place in the 2006 FIFA World Cup hung on Cameroon losing or drawing its final qualifying match against Egypt. When Cameroon missed a late penalty, Ivory Coast's place in the final was secured. Ivorian players erupted, and then pleaded for peace in their country. Captain Didier Drogba spoke to the nation: "We proved today that all Ivorians can co-exist and play together." Joining his teammates on their knees, he added, "We beg you on our knees... please lay down your weapons and hold elections." The clip was played repeatedly on national television; within months, a ceasefire was in place between the warring parties and by 2007 they had agreed to peace.

**Item 3:** In June 2013 Brazil – South America's 'miracle economy' for much of the previous decade - is rocked by mass protests coinciding with the Confederations Cup Football Tournament. Instigated by a hike in bus fares despite chronically poor service, they quickly became the outlet for widespread discontent over inadequate public services and vast inequalities while tens of billions of dollars were being invested in back-to-back sport mega-events – the 2014 FIFA World Cup and the 2016 Rio Summer Olympics. These events, greeted euphorically when they were announced as unprecedented development opportunities and symbolic expressions of Brazil's global 'arrival', had become graphic reflections of the jarring clash between 'top-down' and 'bottom-up' visions of development.

These vignettes underscore the centrality of sport in popular culture worldwide, and its importance as a source of wealth, power, prestige, identity, resistance, and possibility. The nationalistic passions it arouses are regularly illustrated by events like the World Cup of Football and the Olympic Games. Sport is often portrayed as an influential 'binding agent'

within and between countries. Yet many scholars in the social sciences and humanities, notably political scientists, have been reluctant to view sport as a subject warranting serious analysis.

Historically, there were two long-standing views of sport that reinforced this tendency. The first is that it is "play" - an escape from the serious pursuits of politics and wealth-creation. The second exaggerates the nobility of sport, viewing it as "above" these sordid and worldly preoccupations. It takes only a few moments' reflection to recognize these views as myths. Still, the task of analyzing and weighing the political significance of sport can be elusive and challenging.

The worlds of sport and politics interconnect on multiple levels. Most obviously, there is politics within the world of sport - that is, within and between the organizations that govern it, such as soccer's scandal-plagued FIFA, hockey's NHL and its owners and players, the International Olympic Committee (IOC), Sport Canada, and local sports clubs and organizations everywhere. Secondly, there is the attempted use of sport by governments as instruments of domestic and foreign policy - for example, to promote national unity and development, to foster societal health and welfare, or to enhance national prestige. Thirdly, there are sport-based controversies with wider social roots and implications that must be "managed" politically, such as controversies over racial injustice, doping, corruption, or violence. At a fourth and deeper level, there is the political economy of sport - the way in which major sports events, leagues, and franchises intersect with the politics of wealth accumulation, and become valued sources of profit and prestige for owners, corporations and governments. Finally, there is the role of sport in political socialization - that is, in constructing (or deconstructing) social structures of race, class, ethnicity, and/or gender power and identity. This is arguably the most pervasive yet elusive way in which sport influences politics. For example, sport participation (as both athlete and fan) is experienced differently by women and men. How does this influence the wider politics of gender relations?

**Learning Outcomes:** This course introduces you to these issues, and enables you think and write critically about them. It takes a broadly comparative approach, drawing on examples from diverse events and societies. It also draws on interdisciplinary insights from sociology, history, and cultural studies as well as political science. More specifically:

- You will become familiar with key theories and concepts concerning the socio-political significance of sport.
- You will gain an understanding of key issues concerning:
  - sport, international relations and globalization;
  - sport in the politics of national societies;
  - sport, policy, and politics in the 'deep politics' of identity, with a focus on race, gender, doping, and hockey in Canada.

## Structure

This course will be delivered online and will be structured asynchronously, but with synchronous meetings of student groups and weekly group office hours with the instructor (equivalent to tutorials). We will begin each weekly module with a short video-presentation of the tasks for the week. This will typically be followed by 1-2 'mini-lectures' of 15-20 minutes, introducing the week's themes and what lies ahead. Each weekly topic is linked to a set of readings and, in some cases, video clips that focus learning, discussion and debates. All class members must be prepared to engage with the assigned readings. In addition, each student will be assigned to a group that will meet at least five times during the semester to discuss the readings and prepare collective responses to discussion questions.

### Evaluation

Assessment will be based on a number of brief written assignments, a research essay, a take-home final exam, participation in group work, and participation in office hour meetings with the professor. Assessment will be based approximately as follows:

Sporting Autobiography (approximately 500 words – due 14 September)	3%
Participation in Office Hours (minimum of 6)	12%
Group reading responses (total of 5)	15%
Movie/Documentary review ( <i>maximum</i> 1000 words – due 2 October)	15%
Blogpost ( <i>maximum</i> 1000 words - due 30 October)	15%
Research essay (approximately 2000 words, excluding references – due 27 November)	20%
Take-home final exam	20%

(note: the exam will cover material from throughout the semester)

You **must** complete all elements of the course to pass.

The course's grading scheme follows the Dalhousie undergraduate academic calendar.  
[https://www.dal.ca/campus\\_life/academic-support/grades-and-student-records/grade-scale-and-definitions.html](https://www.dal.ca/campus_life/academic-support/grades-and-student-records/grade-scale-and-definitions.html)

### ***Assignment Descriptions:***

Your **sporting autobiographies** (approximately 500 words) should reflect on two things: the way in which you have been impacted by sport, and at least one example in which you have observed or experienced the connection between sport and politics. This is *not* an assessment of how much experience or knowledge you have concerning sport; while some of you will have been actively or even deeply involved in sport, others will have been largely indifferent to or even alienated by it, and may want to explore the puzzle of why it has so much cultural and political significance. This assignment also allows me and your group peers to get to know a little bit about you, and the background you bring to the course.

Your **movie/documentary** reviews will focus on one of a number of outstanding movies or documentaries on sport-based events, controversies, and/or characters. A list of suggestions will be circulated in the first week of classes. Your review can be either submitted in writing (as in a newspaper or magazine review), or video-recorded. It should be approximately 750-1000 words in length (or the equivalent in a scripted video-recording). The review should provide a statement of your core argument (thesis) regarding the film, a synopsis of what you saw as the key elements of the film (or what you particularly liked about it), and reflections on what it teaches us about the relationship between sport and politics, broadly understood (including social power, processes of socio-political change, etc). For a good summary of how to write an excellent movie review, see <https://owlcation.com/academia/How-to-Review-a-Film#:~:text=The%20standard%20medium%20length%20review,serve%20your%20purposes%20the%20best.>

For **blogposts**, your focus should be on the political impact of a particular sporting event, controversy, or athlete. Notable examples would include the Black Power salute at the 1968 Mexico Olympics; the US Women's Soccer team's demands for pay equity; the impact of the 2019 Rugby World Cup in unifying (or not) post-apartheid South Africa; or the impact of 'athlete-activists' like the WNBA's Maya Moore (<https://www.washingtonpost.com/sports/2020/07/02/maya-moore-jonathan-irons/>). Posts should have a clear central argument, be clearly and *accessibly* written, and include full citations (electronic or otherwise) as well as hyperlinks (where available) for all sources consulted. For excellent models of blogposts, see the posts on the Centre for International Policy Studies (CIPS) website (<http://www.cips-cepi.ca/blog/>).

For **group reading responses**, class members will be divided into groups of approximately five people. Each group will meet *at least six times* in the course of the semester – once to choose the topics they wish to focus on and schedule their meeting times, and on five occasions to discuss the readings for a particular week and arrive at responses to the discussion questions posed. Groups are strongly encouraged to meet synchronously at a mutually convenient time. If you are encountering difficulties scheduling synchronous group meetings, please get in touch with me as soon as possible to discuss alternative arrangements. For each group session, there will be a designated *convenor* and *rapporteur*, so that each group member should serve *at least*

once as convenor and as rapporteur. The convenor will be responsible for guiding the discussion, and the rapporteur will be responsible for summarizing and submitting the group's responses to the discussion questions. Each of the five responses should be approximately 500-750 words in length. This means that each group member will serve as convenor and as rapporteur for at least one topic each.

Synchronous **office hours** will be scheduled once per week, for 45-60 minutes each. The time(s) of these office hours will be based on the availability of class members (a survey will be circulated during the first week of classes). Class members are encouraged to submit questions for discussion based on the readings prior to each office 'hour'. Each class member is required to attend and participate in office hours for at least six modules in the course of the semester – though you are welcome and encouraged to participate in as many of these discussions as you can. *If you cannot make the scheduled office hours, please let me know as soon as possible and we will organize an alternative means of fulfilling this requirement.* If you wish to speak to me **individually** about any matter related to the course, please contact me directly by email and we will set up a time to 'meet'.

*Please note: Synchronous office hours and some if not all group meetings will be conducted using Collaborate Ultra. For more information on how to use this tool for online meetings, see <https://dal.brightspace.com/d2l/le/content/126100/viewContent/1833542/View>*

**Research essays** will be from a choice of topics that will be circulated in September. If you wish to write on a subject *other than* those on the topic list, please consult me: I will be happy to consider it.

*Reference Style: All written assignments* must provide full and proper citations, using the style that is most comfortable for you. Style guides are available on the Dal Library website: <http://libraries.dal.ca/help/style-guides.html>. Please ensure that whichever style you choose, you use it consistently and completely throughout the assignment.

The **take-home exam** will involve two essay answers drawing from course material regarding sport in international and domestic politics respectively.

**Please note:** extensions on written assignments will only be granted under extraordinary circumstances, **not including** having too much other work to do! Late papers will be penalized 2% per day.

**Please also note:** Oct. 2<sup>nd</sup> is the last day to withdraw from a Fall term course without a "W", and Oct. 31<sup>st</sup> is the last day to withdraw from a Fall term course with a "W".

## Copyright

All materials provided for this course are subject to the copyright of the course instructor and may not be reproduced or copied in whole or in part without the consent of the instructor. Students who are enrolled in the course and who have received course material may reproduce it in order to view it at a more convenient time but must destroy the reproduction within 30 days of receiving the final course evaluation.

## Texts, Readings, and Research Sources

The required text for the course is: Jonathan Grix, *Sport Politics: An Introduction* (Palgrave 2016). It will be available in hard copy from the Dalhousie bookstore ([Dal Bookstore: POLI 3311](#)), as a kindle book from amazon (<https://www.amazon.ca/Sport-Politics-Introduction-Jonathan-Grix/dp/0230295479>), or as an e-book (<https://books.google.ca/books?id=gSopCwAAQBAJ&printsec=frontcover&dq=inauthor:%22Jonathan+Grix%22&hl=en&sa=X&ved=2ahUKewjllfnXz7jqAhUM2qwKHWxpBucQ6AEwA3oECAUQA#v=onepage&q&f=false>).

All other required readings will be available online from the Killam Library or via weblinks.

In the preparation of written assignments, students will need to keep in mind the relatively limited number of secondary sources on sport and politics. You will have to reach beyond political science sources (e.g., International Journal of Sport Policy and Politics) to interdisciplinary sources or sources from other disciplines (e.g., Sport in Society, the International Review for the Sociology of Sport, the International Journal of the History of Sport, the Journal of Sport and Social Issues, and the Journal of Sport History, as well as monographs in these disciplines). You may also need to use inter-library loan services. In addition, you should explore and utilize key documents where relevant, and media sources from both the "quality" and "popular" press (for example, the work of Cathal Kelly and John Doyle in The Globe and Mail; occasional stories in news magazines such as The Economist; and feature stories in Sports Illustrated). These sources must be read and analyzed **critically**.

## Technology Support

We are all entering a new world of technology-enabled online instruction. For some, this will be an exciting and comfortable environment; for others, it may feel more remote and challenging. If you require support for the course or university technologies (Brightspace, Collaborate Ultra, email, Microsoft products) you can contact Information Technology Services (ITS) at [support@dal.ca](mailto:support@dal.ca)

## Netiquette

You will be hearing a lot about “Netiquette” this year. For one useful set of netiquette guidelines (this one from Rasmussen College), see <https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines-every-online-student-needs-to-know/>. The bottom line is that, just as in the face-to-face environment, you should treat each other and the professor with kindness and respect.

## **Topics and Assignments**

### **Module 1: Introduction – Sport in Politics and Politics in Sport**

#### **Read:**

Grix, *Sport Politics*, chs. 1 and 2.

#### **Media:**

L. Thomas, “The NFL’s Change of Tone, and the Limits of Merely Listening,” *The New Yorker*, 9 June 2020. [https://www.newyorker.com/sports/sporting-scene/the-nfls-change-of-tone-and-the-limits-of-merely-listening#intcid=recommendations\\_the-new-yorker-bottom-recirc\\_a5bc5d17-d9b6-4800-98a4-4f3e299d6912\\_similar2-3-mab](https://www.newyorker.com/sports/sporting-scene/the-nfls-change-of-tone-and-the-limits-of-merely-listening#intcid=recommendations_the-new-yorker-bottom-recirc_a5bc5d17-d9b6-4800-98a4-4f3e299d6912_similar2-3-mab)

A. Martinez, “Sport’s post-pandemic reckoning,” *Slate*, 23 April 2020. <https://slate.com/technology/2020/04/sports-pandemic-fandom-globalism.html>

### **Module 2: Concepts and Theories in the study of Sport, Politics, and Policy**

#### **Read:**

Grix, *Sport Politics*, chs. 6 and 7.

H. Schaillée et al., “Community sport and social inclusion: international perspectives.” *Sport in Society*, 22 (6), 885-896.

Robert Redeker, “Sport, Opiate of International Relations.” *Sport in Society*, 11:4 (2008), 494-500. <http://www.tandfonline.com.ezproxy.library.dal.ca/doi/pdf/10.1080/17430430802019482>

#### **Media:**

C. Kelly, “NBA Players took a principled stand and are now in charge.” *Globe and Mail*, 26 August 2020. <https://www.theglobeandmail.com/sports/basketball/article-if-raptors-and-celtics-stage-a-boycott-it-would-be-worth-remembering/>

#### **Recommended:**

D. Black and J. Nauright, *Rugby and the South African Nation* (1998), ch. 1, “Sport, Culture and Politics.”

P. Gilchrist, “Local heroes and global stars,” in *The Global Politics of Sport*, ch.8 (11-139).

J. Hoberman, "Sport and Ideology in the Post-Communist Age," in Allison (ed), *The Changing Politics of Sport*.

Lincoln Allison, "Sport and Civil Society," *Political Studies*, XLVI (1998), 709-726

**Questions for Discussion:**

- In what ways does sport *shape or drive* political life, and in which ways does it *reflect* it?
- Is sport principally a positive or "emancipatory" social force, or a negative and oppressive one?
  - o How would different theories of sport answer this question?

**SPORT AND WORLD POLITICS**

Module 3: Sport, International Relations, and Globalization

**Read:**

Grix, *Sport Politics*, chs. 8, 10.

L. Allison and T. Monnington, "Sport, prestige, and international relations." *Government and Opposition*, 37:1 (2002), 106-134. <https://onlinelibrary-wiley-com.ezproxy.library.dal.ca/doi/epdf/10.1111/1477-7053.00089>

A. Markovits, "The Global and the Local in our Contemporary Sports Cultures." *Society*, 47 (6), 2010, 503-509. <https://link-springer-com.ezproxy.library.dal.ca/content/pdf/10.1007%2Fs12115-010-9369-4.pdf>

**Recommended:**

S. Murray and G. Pigman, "Mapping the relationship between international sport and diplomacy," *Sport in Society*, 17:9 (2014), 1098-1118.

<http://www.tandfonline.com.ezproxy.library.dal.ca/doi/pdf/10.1080/17430437.2013.856616>

S. Jackson and S. Haigh, "Between and beyond politics: sport and foreign policy in a globalizing world," *Sport in Society*, 11:4 (2008), 349-358.

<http://www.tandfonline.com.ezproxy.library.dal.ca/doi/pdf/10.1080/17430430802019169>

Markovits and Rensmann, *Gaming the World: how sports are re-shaping global politics and culture*. Princeton University Press, 2010, chs. 2 and 3.

J. Simon Rofe, "*it is a squad game*: Manchester United as a diplomatic non-state actor in international affairs," *Sport in Society*, 17:9 (2014), 1136-1154.

<http://www.tandfonline.com.ezproxy.library.dal.ca/doi/pdf/10.1080/17430437.2013.856610>

J. Maguire, "Sport, Globalisation and Migration: Implications for Nation-State Policies." *Sport in Society*, 11:4 (2008).

D. Black and J. van der Westhuizen, "The Allure of Global Games for 'Semi-Peripheral' Polities and Spaces: A Research Agenda." *Third World Quarterly*, Vol. 25, No. 7 (2004).

<http://www.informaworld.com/smpp/content~content=a713998370~db=all~order=page>



**Questions for discussion:**

- How, and how much, does sport matter in International relations?
- Why has it been historically neglected by scholars of International Relations?
- Will the trend towards resurgent nationalism and the impact of the covid-19 pandemic reverse the growing global influence of sport?

Module 4: Politics and the Olympics I - amateurism and (inter)nationalism

**Read:**

J. Hoberman, "Toward a Theory of Olympic Internationalism," *Journal of Sport History*, 22, 1 (1995), 1-37.

[https://www.researchgate.net/publication/265240163\\_Toward\\_a\\_Theory\\_of\\_Olympic\\_Internationalism](https://www.researchgate.net/publication/265240163_Toward_a_Theory_of_Olympic_Internationalism)

J. Boykoff, "Protest, Activism, and the Olympic Games: An Overview of Key Issues and Iconic Moments," *The International Journal of the History of Sport*, 34, 3-4 (2017), 162-183.

<https://doi.org/10.1080/09523367.2017.1356822>

**Movie/Documentary review is due**

Module 5: Politics and the Olympics II - globalization and commercialization

**Read:**

J-L Chappelet, "Managing the size of the Olympic Games," *Sport in Society*, 17:5 (2014), 581-592.

<http://www.tandfonline.com.ezproxy.library.dal.ca/doi/pdf/10.1080/17430437.2013.834621?needAccess=true>

J. McAloon, "Agenda 2020 and the Olympic Movement." *Sport in Society*, 19:6 (2016), 767-785.

<http://www.tandfonline.com.ezproxy.library.dal.ca/doi/full/10.1080/17430437.2015.1119960#aHR0cDovL3d3dy50YW5kZm9ubGluZS5jb20uZXpwcm94eS5saWJyYXJ5LmRhbc5jYS9kb2kvcGRmLzEwLjEwODAvMTc0MzA0MzcuMjAxNS4xMTE5OTYwP25lZWRY2Nlc3M9dHJ1ZUBAQDA=>

Postlethwaite, V and Grix, Jonathan (2016). "Beyond the Acronyms: Sport Diplomacy and the Classification of the International Olympic Committee." *Diplomacy and Statecraft*, 27 (2). pp. 295-313.

<https://web-b-ebsohost-com.ezproxy.library.dal.ca/ehost/pdfviewer/pdfviewer?vid=2&sid=fc54574e-6ea6-4de3-9f54-a3b5970c7ab5%40pdc-v-sessmgr03>

**Recommended:**

International Olympic Committee (IOC), "Olympic Agenda 2020 Recommendations" (December 2014). [http://www.olympic.org/documents/olympic\\_agenda\\_2020/olympic\\_agenda\\_2020-20-20\\_recommendations-eng.pdf](http://www.olympic.org/documents/olympic_agenda_2020/olympic_agenda_2020-20-20_recommendations-eng.pdf)

H. Bonde, "Between Tightness and Looseness: the politics of the London games in the light of the Beijing games," *Sport in Society*, 17:5 (2014), 674-687.

R. Giulianotti et al., "Sport Mega-Events and Public Opposition: A Sociological Study of the London 2012 Olympics," *Journal of Sport and Social Issues*, 39 (2), 2015, 99-119.  
<http://jss.sagepub.com.ezproxy.library.dal.ca/content/39/2/99.full.pdf+html>

L. Bennett et al., "The Political and Civic Implications of Chicago's Unsuccessful Bid to Host the 2016 Olympic Games," *Journal of Sport and Social Issues*, 37 (4), 2013, 364-383.  
<http://jss.sagepub.com.ezproxy.library.dal.ca/content/37/4/364.full.pdf+html>

J. McAloon, "'Legacy' as Managerial/Magical Discourse in Contemporary Olympic Affairs," *The International Journal of the History of Sport*, 25:14 (2008), 2060-2071.

<http://www.tandfonline.com.ezproxy.library.dal.ca/doi/pdf/10.1080/09523360802439221>

K. Toohey, "Terrorism, Sport and Public Policy in the Risk Society." *Sport in Society*, 11:4 (2008), 429-442.

<http://www.tandfonline.com.ezproxy.library.dal.ca/doi/full/10.1080/17430430802019367>

K. Toohey, "The Sydney Olympics: Striving for Legacies – Overcoming Short-Term Disappointments and Long-Term Deficiencies," *The International Journal of the History of Sport*, 25:14 (2008) 1953–1971.

<http://www.tandfonline.com.ezproxy.library.dal.ca/doi/pdf/10.1080/09523360802439270>

J. Bale and M. Christensen (eds.), *Post-Olympism? Questioning Sport in the 21<sup>st</sup> Century* (Berg, 2004).

C. Hill, *Olympic Politics*, second edition (1996).

A. Guttman, *The Olympics, A History of the Modern Games* (1992)

J. Larson and H-S Park, *Global Television and the Politics of the Seoul Olympics*.

"The Politics of Sydney's Olympic Bid: A Debate," *Sporting Traditions*, 11, 1 (1994), 3-35 (with contributions from Douglas Booth & Colin Tatz, Bruce Kidd, and Max Howell).

### **Questions for discussion:**

- How did the Olympic Games/movement become such a popular and influential global institution?
- Are the Olympic Games a force for good in the world and a boon to their hosts, or a corrupt and corrupting institution that has outlived its usefulness?

### **Module 6: "The South African Question": making and unmaking racial oppression?**

#### **Read:**

D. Booth, "Hitting Apartheid for Six? The Politics of the South African Sports Boycott," *Journal of Contemporary History*, 38:3 (2003), 477-493.

<http://www.jstor.org.ezproxy.library.dal.ca/stable/pdfplus/3180648.pdf?acceptTC=true&jpdCofirm=true>

D. Booth, "Mandela and Amabokoboko: The Political and Linguistic Nationalisation of South Africa?" *Journal of Modern African Studies*, 34, 3 (1996), 459-477.

<http://www.jstor.org.ezproxy.library.dal.ca/stable/pdf/161381.pdf?acceptTC=true>

J. van der Westhuizen and K. Swart, "Bread or circuses? The 2010 World Cup and South Africa's quest for marketing power," *International Journal of the History of Sport*, 28:1 (2011), 168-180.

<http://www.tandfonline.com.ezproxy.library.dal.ca/doi/pdf/10.1080/09523367.2011.525313>

#### **Media:**

S. Xabanisa, "SA Rugby must run with this World Cup win." *Mail and Guardian*, 4 Nov. 2019.

<https://mg.co.za/article/2019-11-04-sa-rugby-must-run-with-this-world-cup-win-1/>

#### **Recommended:**

S. Cornellissen and K. Swart, "The 2010 Football World Cup as a political construct: the challenge of making good on an African promise," in J. Horne and W. Manzenreiter (eds.), *Sports Mega-Events*, The Sociological Review (2006).

<http://www.blackwell-synergy.com/toc/sore/54/s2>

A. Guelke, "Sport and the End of Apartheid," in L. Allison (ed.), *The Changing Politics of Sport* (1993).

A. Guelke, "The Politicisation of South African Sport," in L. Allison (ed), *The Politics of Sport* (1986).

D. Black and J. Nauright, *Rugby and the South African Nation* (1998).

D. Black, "'Not Cricket': The Effects and Effectiveness of the Sport Boycott," in N. Crawford and A. Klotz (eds.), *How Sanctions Work: Lessons from South Africa* (1999).

A. Payne, "The International Politics of the Gleneagles Agreement," *The Round Table*, 320 (1991), 417-430. R. Archer and A. Bouillon, *The South African Game*, Sport and Racism (Zed Press, 1981).

D. Macintosh, H. Cantelon, and L. McDermott, "The IOC and South Africa: A Lesson in Transnational Relations," *International Review for Sociology of Sport* 28 (1993), 373-392.

#### **Questions for Discussion:**

- How important was sport in both making and unmaking the racist political system of *apartheid* in South Africa?
- How important has it been in overcoming the country's history of racial division?
- What does it teach us about the opportunities and limitations of hosting Sports Mega-Events (SME's) for 'rising states' in the global South?

## **SPORT, SOCIETY, AND NATIONAL POLITICS**

Module 7: Sport and the Politics of National Identity in "Western" societies

**Read:**

Grix, *Sport Politics*, ch. 3.

Alan Bairner, "National Sports and National Landscapes: In defence of primordialism," *National Identities*, 11:3 (2009), 223-239.

<http://www.tandfonline.com.ezproxy.library.dal.ca/doi/pdf/10.1080/14608940903081101>

J. Montez de Oca and S. Cho Suh, "Ethics of Patriotism: NFL Players' Protests Against Police Violence," *International Review for the Sociology of Sport*, 55 (5), 563-587. <https://journals-sagepub-com.ezproxy.library.dal.ca/doi/pdf/10.1177/1012690218825210>

**Recommended:**

M. Dyreson, "Globalizing the Nation-Making Process: Modern Sport in World History." *The International Journal of the History of Sport*, Vol. 20, No. 1 (2003), 91-106.

<https://www.tandfonline-com.ezproxy.library.dal.ca/doi/pdf/10.1080/714001839>

Markovits and Rensmann, *Gaming the World: how sports are re-shaping global politics and culture*. Princeton University Press, 2010, ch. 5.

John Marks, "The French National Team and National Identity: 'Cette France d'un 'bleu metis'," in H. Dauncey and G. Hare (eds.), *France and the 1998 World Cup* (1999).

G. Jarvie, "Sport, Nationalism and Cultural Identity," in Allison (ed), *The Changing Politics of Sport*.

Alan Bairner, "Sportive Nationalism and Nationalist Politics: A Comparative Analysis of Scotland, the Republic of Ireland, and Sweden," *Journal of Sport and Social Issues*, 20, 3 (1996), 314-334.

**Questions for Discussion:**

- To what extent, and in what ways, does sport remain a vital source of national identity and nation-building in an era of globalization?
- Is its influence predominantly integrative and progressive or divisive and regressive within national communities?

**Module 8: Sport and (Political) Development in the global South****Read:**

Alan Klein, "Baseball as Underdevelopment: The Political-Economy of Sport in the Dominican Republic," *Sport in Society*, 10:6 (2007), pp. 896–915.

<http://www.tandfonline.com.ezproxy.library.dal.ca/doi/pdf/10.1080/17430430701550330>

D. Charway and B. Houlihan, "Country profile of Ghana: Sports, politics, and nation building," *International Journal of Sport Policy and Politics*, 2020, 1-16, DOI: 10.1080/19406940.2020.1775677

Christopher Gaffney, "Can we blame it on Rio?" *Bulletin of Latin American Research*, 38:3 (2019), 267-283. <https://onlinelibrary-wiley->

[com.ezproxy.library.dal.ca/doi/epdf/10.1111/blar.12748](http://com.ezproxy.library.dal.ca/doi/epdf/10.1111/blar.12748)

**Media:**

Alexander Wolff, "Sport Saves the World." *Sports Illustrated*, 26 September 2011.

<https://vault.si.com/vault/2011/09/26/sports-saves-the-world>

**Recommended:**

Grant Jarvie & Michelle Sikes (2012). Running as a resource of hope? Voices from Eldoret, *Review of African Political Economy*, 39:134, 629-644.

<https://www.tandfonline.com/doi/abs/10.1080/03056244.2012.738416>

S. Darnell and D. Black, "Mainstreaming Sport into International Development Studies," *Third World Quarterly*, 32:3 (2011), 367-378.

<http://www.tandfonline.com.ezproxy.library.dal.ca/doi/pdf/10.1080/01436597.2011.573934>

C. Gaffney, "The mega-event city as neo-liberal laboratory: the case of Rio de Janeiro." *Percurso Academico, Bella Horizonte*, 4:8 (2014), 217-237.

J. Bale and J. Sang, *Kenyan Running* (1996), ch. 7, "Development, Underdevelopment, Resistance."

X. Xu, "Modernizing China in the Olympic spotlight: China's national identity and the 2008 Beijing Olympiad," in J. Horne and W. Manzenreiter, *Sports Mega-events, The Sociological Review* (2006).

<http://www.blackwell-synergy.com/toc/sore/54/s2>

A. Appadurai, "Playing with Modernity: The Decolonization of Indian Cricket," ch. 5 of *Modernity at Large: Cultural Dimensions of Globalization*, University of Minnesota Press, 1996.

Dong-Jhy Hwang and Grant Jarvie, "Sport, Postcolonialism and Modern China: Some Preliminary Thoughts." In J. Bale and M. Cronin (eds.), *Sport and Postcolonialism* (Berg 2003), 73-90.

O. Willis, "Sport and Development: The Significance of Mathare Youth Sports Association." *Canadian Journal of Development Studies*, Vol. 21, No. 3 (2000), 825-849.

**Questions for Discussion:**

- How has modern sport spread to the "developing world," and what role(s) has it played there?
- To what extent has it been a force for incorporation in and/or resistance to unequal global structures of wealth and power?
- Can it become an effective vehicle for "participatory" and "sustainable" development?

**BLOGPOSTS ARE DUE**

Module 9: Sport, Capitalism, and "The Politics of Accumulation"

**Read:**

Grix, chs. 4 and 5.

S. Jackson, "Globalization, corporate nationalism and masculinity in Canada: sport, Molson beer advertising, and corporate citizenship," *Sport in Society*, 17:7 (2014), 901-916.

<https://www.tandfonline-com.ezproxy.library.dal.ca/doi/pdf/10.1080/17430437.2013.806039>

K. Delaney and R. Eckstein, "Local Growth Coalitions, Publicly Subsidized Sports Stadiums, and Social Inequality," *Humanity & Society* 30 (2006), 84-108. <https://journals-sagepub-com.ezproxy.library.dal.ca/doi/pdf/10.1177/016059760603000106>

**Media:**

C. Kelly, "Restarting Sports will raise morale, help negotiate a new normal, and generate a lot of money." *Globe and Mail*, 26 June 2020. <https://www.theglobeandmail.com/sports/article-restarting-pro-sports-will-raise-morale-help-negotiate-a-new-normal/>

Watch "China's fight with the NBA explained," *Vox* 11 Nov. 2019.

<https://www.vox.com/videos/2019/11/11/20959250/china-nba-houston-rockets-hong-kong>

**Recommended**

J. Scherer. "Resisting the world-class city: Community opposition and the politics of a local arena development." *Sociology of Sport Journal*, 33:1 (2016), 39-53.

J. Scherer et al., "The Media Sports Cultural Complex Local-Global Disjuncture in New Zealand/Aotearoa," *Journal of Sport and Social Issues*, 32:1 (2008), 48-71.

<http://jss.sagepub.com.ezproxy.library.dal.ca/content/32/1/48.full.pdf+html>

M. Rosentraub, "Playing with the Big Boys: Smaller Markets, Competitive Balance, and the Hope for a Championship Team." In *Artificial Ice*, ch. 7 (143-162).

R. Bellamy and K. Shultz, "Hockey Night in the United States?" In *Artificial Ice*, ch. 8 (163-180).

D. Mason, "Expanding the Footprint? Questioning the NHL's Expansion and Relocation Strategy," In *Artificial Ice*, ch. 9 (181-199).

J. Hannigan, "From Maple Leaf Gardens to the Air Canada Centre: The Downtown Entertainment Economy in 'World Class' Toronto." In *Artificial Ice*, ch. 10 (201-214).

K. Schimmel, "Deep Play: sports mega-events and urban social conditions in the USA," in J. Horne and W. Manzenreiter, *Sports Mega-events*, *The Sociological Review* (2006).

<http://www.blackwell-synergy.com/toc/sore/54/s2>

J. Nauright and K. Schimmel (eds.), *The Political Economy of Sport*, Palgrave (2005).

M. Rosentraub, *Major League Losers*, *The Real Cost of Sports and Who's Paying for It* (1997).

G. Hare, "Buying and Selling the World Cup," in Dauncey and Hare (eds.), *France and the 1998 World Cup* (1999).

D. Whitson and D. Macintosh, "Becoming a World-Class City: Hallmark Events and Sport Franchises in the Growth Strategies of Western Canadian Cities," *Sociology of Sport Journal*, 10 (1993), 221-240.

**Questions for Discussion:**

- How has the nexus between professional sport, the mass media, and wealth creation affected politics at local, national, and transnational levels?
- Who has been empowered and marginalized in this process?

## **READING WEEK**

### **SPORT AND 'DEEP' POLITICS: THE POLITICS OF THE PERSONAL**

#### Module 10: Sport and the Politics of Gender

##### **Read:**

A. Martin and M. McDonald, "Covering women's sport? An analysis of *Sports Illustrated* covers from 1987-2009 and *ESPN the Magazine* covers from 1998-2009." *Graduate Journal of Sport, Exercise & Physical Education Research*, 2012, 1, 81-97.

[http://www.worcester.ac.uk/gjseper/documents/Covering\\_womens\\_sport\\_An\\_analysis\\_of\\_Sports\\_Illustrated\\_covers\\_2012\\_1\\_81-97.pdf](http://www.worcester.ac.uk/gjseper/documents/Covering_womens_sport_An_analysis_of_Sports_Illustrated_covers_2012_1_81-97.pdf)

B. Kidd, "Sport and Masculinity," *Sport in Society*, 16:4 (2013), 553-564.

<http://www.tandfonline.com.ezproxy.library.dal.ca/doi/pdf/10.1080/17430437.2013.785757>

K. Karkazis and R. Jordan-Young, "The Powers of Testosterone: Obscuring Race and Regional Bias in the Regulation of Women Athletes," *Feminist Formations*, 30:2 (2018), 1-39.

<https://muse-jhu-edu.ezproxy.library.dal.ca/article/702853/pdf>

##### **Media:**

C. Kelly, "The Caster Semenya ruling thrusts the Olympics to the frontlines of the culture wars," *The Globe and Mail*, 1 May 2019. <https://www.theglobeandmail.com/sports/article-the-caster-semenya-ruling-thrusts-the-olympics-to-the-front-lines-of/>

##### **Recommended:**

M. Sikes and J. Bale, "Introduction: women's sport and gender in sub-Saharan Africa," *Sport in Society*, 17:4 (2014), 449-465.

<http://www.tandfonline.com.ezproxy.library.dal.ca/doi/pdf/10.1080/17430437.2013.815518>

Markovits and Rensmann, *Gaming the World*, ch. 4.

Shona Thompson, "Sport, Gender, Feminism." In J. Maguire and K. Young (eds.), *Theory, Sport and Society* (Elsevier, 2002), 105-127.

Mary Louise Adams, "The Game of Whose Lives? Gender, Race, and Entitlement in Canada's 'National' Game." In *Artificial Ice*, ch. 3 (71-84).

Julie Stevens, "Women's Hockey in Canada: After the 'Gold Rush'." In *Artificial Ice*. Ch. 4 (85-99).

M. Messner and N. Solomon, "Social Justice and Men's Interests: the Case of Title IX," *Journal of Sport and Social Issues*, 31, 2 (2007), 162-178.

J. Ryan, *Little Girls in Pretty Boxes*, The Making and Breaking of Elite Gymnasts and Figure Skaters (1996).

**Questions for discussion:**

- How does sport "construct" masculinity and femininity?
- How has the role of women in sport changed, and with what wider socio-political repercussions?
- Reflecting on the case of Caster Semenya, how does gender inequality intersect with other forms of inequality – e.g., of race and sexual identity?

Module 11: The Politics of Doping

Grix, *Sport Politics*, ch.9.

Ian Ritchie, "Cops and robbers? The roots of anti-doping policies in Olympic sport." *Origins: current events in historical perspective*, 9:6, March 2016. <http://origins.osu.edu/article/cops-and-robbers-roots-anti-doping-policies-olympic-sport>

Vincent Geeraets, "Ideology, Doping and the Spirit of Sport," *Sport, Ethics and Philosophy*, 12:3 (2018), 255-271.

<https://www.tandfonline-com.ezproxy.library.dal.ca/doi/pdf/10.1080/17511321.2017.1351483>

**Recommended:**

Verner Møller & Paul Dimeo, "Anti-doping – the end of sport," *International Journal of Sport Policy and Politics*, 6:2 (2014), 259-272.

<https://www.tandfonline.com/doi/pdf/10.1080/19406940.2013.798740?needAccess=true>

I. Ritchie and G. Jackson, "Politics and 'shock': reactionary anti-doping policy objectives in Canadian and international sport." *International Journal of Sport Policy and Politics*, 6:2 (2014), 195-212.

<http://www.tandfonline.com/doi/pdf/10.1080/19406940.2013.773358?needAccess=true>

B. Houlihan, "Achieving compliance in international anti-doping policy: an Analysis of the 2009 World Anti-Doping Code." *Sport Management Review*, 17:3 (2014), 265-276.

[http://ac.els-cdn.com/S1441352313000703/1-s2.0-S1441352313000703-](http://ac.els-cdn.com/S1441352313000703/1-s2.0-S1441352313000703-main.pdf?_tid=a812d0a4-6636-11e6-9b4f-00000aab0f01&acdnat=1471629741_30668bb129a9e227eaa2e5585a18111)

[main.pdf?\\_tid=a812d0a4-6636-11e6-9b4f-](http://ac.els-cdn.com/S1441352313000703/1-s2.0-S1441352313000703-main.pdf?_tid=a812d0a4-6636-11e6-9b4f-00000aab0f01&acdnat=1471629741_30668bb129a9e227eaa2e5585a18111)

[00000aab0f01&acdnat=1471629741\\_30668bb129a9e227eaa2e5585a18111](http://ac.els-cdn.com/S1441352313000703/1-s2.0-S1441352313000703-main.pdf?_tid=a812d0a4-6636-11e6-9b4f-00000aab0f01&acdnat=1471629741_30668bb129a9e227eaa2e5585a18111)

**Questions for discussion:**

- What makes the pursuit of "clean sport" so compelling politically, yet so difficult to achieve?
- Can this battle ever be won – and should it be fought?



## **ESSAYS DUE**

### Module 12: Hockey and the Canadian Nation

#### **Read:**

J. Scherer and L. McDermott, "Playing Promotional Politics: Mythologizing Hockey and Manufacturing "Ordinary" Canadians," *International Journal of Canadian Studies / Revue internationale d'études canadiennes*, 43, 2011, p. 107-134.

<http://www.erudit.org.ezproxy.library.dal.ca/revue/ijcs/2011/v/n43/1009457ar.pdf>

T. Elcombe, "Hockey New Year's Eve in Canada: Nation-Making at the Montreal Forum," *The International Journal of the History of Sport*, 27:8 (2010), 1287–1312.

<http://www.tandfonline.com.ezproxy.library.dal.ca/doi/pdf/10.1080/09523361003714347>

#### **Media:**

Watch, "How racism in hockey affects Indigenous communities," TSN, 9 June 2020.

[https://www.youtube.com/watch?v=pGO\\_HycXqZA](https://www.youtube.com/watch?v=pGO_HycXqZA)

C. Kelly, "Canada's Team? Winning Raptors may fulfil a lofty ambition," *The Globe and Mail*, 25 May 2019. <https://www.theglobeandmail.com/sports/basketball/article-canadas-team-winning-raptors-may-fulfill-owners-lofty-ambition/>

#### **Recommended:**

Jean Harvey, "Whose Sweater Is This? The Changing Meanings of Hockey in Quebec." In *Artificial Ice*, ch. 1 (29-52).

Brian Wilson, "Selective Memory in a Global Culture: Links Between Youth, Hockey, and Canadian Identity." In *Artificial Ice*, ch. 2 (53-70).

M. Robidoux and P. Trudel, "Hockey Canada and the Bodychecking Debate in Minor Hockey." In *Artificial Ice*, ch. 5 (101-122).

H. Cantelon, "Have Skates, Will Travel: Canada, International Hockey, and the Changing Hockey Labour Market." In *Artificial Ice*, ch. 11 (215-235).

R. Gruneau and D. Whitson, *Hockey Night in Canada* (1993).

J. Silver, *Thin Ice*, Money, politics and the demise of an NHL Franchise (1996).

#### **Questions for Discussion:**

- How does hockey relate to "Canadianness"? What conception of "Canada" does it privilege?
- What policy actors and dilemmas does it give rise to?

## SECTION B: UNIVERSITY POLICIES, STATEMENTS, GUIDELINES and RESOURCES for SUPPORT

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate, as outlined below:

### University Statements

Academic Integrity [http://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](http://www.dal.ca/dept/university_secretariat/academic-integrity.html)

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

Accessibility [https://www.dal.ca/campus\\_life/academic-support/accessibility.html](https://www.dal.ca/campus_life/academic-support/accessibility.html)

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

Student Code of Conduct

[https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html)

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

(read more: <http://www.dal.ca/cultureofrespect.html>)

## Recognition of Mi'kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Contact the program at [elders@dal.ca](mailto:elders@dal.ca).

## University Policies and Programs

Important Dates in the Academic Year (including add/drop dates)

[http://www.dal.ca/academics/important\\_dates.html](http://www.dal.ca/academics/important_dates.html)

University Grading Practices: Statement of Principles and Procedures

[https://www.dal.ca/dept/university\\_secretariat/policies/academic/grading-practices-policy.html](https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html)

Scent-Free Program

<http://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

## Learning and Support Resources

General Academic Support – Advising

[https://www.dal.ca/campus\\_life/academic-support/advising.html](https://www.dal.ca/campus_life/academic-support/advising.html)

(Halifax)

<https://www.dal.ca/about-dal/agricultural-campus/student-success-centre/academic-support.html>

(Truro)

Fair Dealing Guidelines

<https://libraries.dal.ca/services/copyright-office/guidelines/fair-dealing-guidelines.html>

Dalhousie University Library <http://libraries.dal.ca>

Indigenous Students

[https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)

Black Students

[https://www.dal.ca/campus\\_life/communities/black-student-advising.html](https://www.dal.ca/campus_life/communities/black-student-advising.html)

International Students

[https://www.dal.ca/campus\\_life/international-centre.html](https://www.dal.ca/campus_life/international-centre.html)

Student Health Services

[https://www.dal.ca/campus\\_life/health-and-wellness.html](https://www.dal.ca/campus_life/health-and-wellness.html)

Counselling

[https://www.dal.ca/campus\\_life/health-and-wellness/frequently-asked-questions-august-2017.html](https://www.dal.ca/campus_life/health-and-wellness/frequently-asked-questions-august-2017.html)

Copyright Office

<https://libraries.dal.ca/services/copyright-office.html>

E-Learning website

<http://www.dal.ca/dept/elearning.html>

Dalhousie Student Advocacy Services

<http://dsu.ca/dsas>

Dalhousie Ombudsperson [https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html)

Writing Centre [https://www.dal.ca/campus\\_life/academic-support/writing-and-study-skills.html](https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html)

Faculty or Departmental Advising Support: Studying for Success

Program: [http://www.dal.ca/campus\\_life/academic-support/study-skills-and-tutoring.html](http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)