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** (*maximum* 1000 words – due 2 October) 15%
- **Blogpost** (*maximum* 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.


**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.](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/](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/](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\textsuperscript{nd} is the last day to withdraw from a Fall term course without a “W”, and Oct. 31\textsuperscript{st} 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


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

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:

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

Read:
Grix, Sport Politics, chs. 6 and 7.

Media:

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

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

[https://doi.org/10.1080/09523367.2017.1356822](https://doi.org/10.1080/09523367.2017.1356822)

Movie/Documentary review is due

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

Read:

[http://www.tandfonline.com.ezproxy.library.dal.ca/doi/full/10.1080/17430437.2015.1119960#hLzEwLjEwODAvMTc0MzcuMjAxNS4xMTE5OTYwP25lZWRBY2Nlc3M9dHJ1ZUBAQDA=](http://www.tandfonline.com.ezproxy.library.dal.ca/doi/full/10.1080/17430437.2015.1119960#hLzEwLjEwODAvMTc0MzcuMjAxNS4xMTE5OTYwP25lZWRBY2Nlc3M9dHJ1ZUBAQDA=)


Recommended:


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


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:


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

Recommended:


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

Recommended:
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.

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

Media:

Recommended:
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.

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.

Media:

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

*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:**
[https://muse-jhu-edu.ezproxy.library.dal.ca/article/702853/pdf](https://muse-jhu-edu.ezproxy.library.dal.ca/article/702853/pdf)

**Media:**

**Recommended:**
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.
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.

**Recommended:**
http://ac.els-cdn.com/S1441352313000703/1-s2.0-S1441352313000703-main.pdf?_tid=a812d0a4-6636-11e6-9b4f-00000aab0f01&acdnat=1471629741_30668bb129a9e227eeaa2e5585a18111

**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:

Media:

Recommended:

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).


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).
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.

University Policies and Programs

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

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
(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
Black Students

International Students
https://www.dal.ca/campus_life/international-centre.html

Student Health Services
https://www.dal.ca/campus_life/health-and-wellness.html

Counselling

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


Writing Centre 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