

**DALHOUSIE UNIVERSITY
POLITICAL SCIENCE**

Political Science 3311A - Sport and Politics

Tuesdays and Thursdays, 1:05-2:25

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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 largely 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 goes on to serve as Italy's Prime Minister on three separate occasions, up to 2011.

Item 2: In a June 2006 commentary on "Why we Envy the World Cup," then UN Secretary-General Kofi Annan argues that the World Cup (and world sport) has several important lessons for the international community: "...the World Cup is an event which takes place on a level playing field, where every country has a chance to participate on equal terms. Only two commodities matter in this game: talent and team work. I wish we had more levellers like that in the global arena. Free and fair exchanges without the interference of subsidies, barriers or tariffs. Every country getting a real chance to field its strengths on the world stage." Most importantly, "...the World Cup is an event in which we actually see goals being reached. I'm not talking only about the goals a country scores; I also mean the most important goal of all -- being there, part of the family of nations and peoples, celebrating our common humanity."

Item 3: In June of 2013 Brazil – South America's 'miracle economy' for much of the past decade - is rocked by sustained mass protests coinciding with the Confederations Cup Football Tournament. Initiated in response to a hike in bus fares despite chronically poor service, they quickly became the outlet for widespread discontent over the persistence of 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 manifestations 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, pride and prestige. The nationalistic passions it arouses are regularly illustrated by events like the World Cup of Soccer and the Olympic Games, and 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.

There are at least two long-standing views of sport that have reinforced this tendency. The first is that it is "play" - an escape from the serious pursuits of politics and wealth-creation. The second, illustrated in Kofi Annan's commentary above, 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, albeit resilient ones. 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 a number of levels. Most obviously, there is politics within the world of sport - that is, within and between the bureaucracies and organizations that govern it, such as soccer's scandal-plagued FIFA, hockey's NHL and its owners and players, the International Olympic Committee (IOC), and Sport Canada. 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 doping, corruption, or "hooliganism". At a fourth and deeper level, there is the political economy of sport - the way in which major sports events and franchises intersect with the politics of economic accumulation, and become valued sources of wealth 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, ethnic, and 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 very differently by men and women. How does this influence the wider politics of gender relations?

These are some of the issues this course addresses. After an initial consideration of theoretical and conceptual issues, we will look at sport, world politics and globalization; sport in the politics of national societies; and sport, policy, and politics in the 'deep politics' of identity, with a focus on gender and on hockey in Canada. The approach is broadly comparative, dealing with cases from a wide range of events and societies. It is also interdisciplinary, drawing on work from sociology, history, and cultural studies as well as political science.

Structure

The course is organized around two weekly sessions – the first centred on instructor-led lecture-discussion and the second (from week 5 forward) on group presentations. Each weekly topic is linked to a set of readings designed to focus discussion, presentations and debates. All class members should come prepared to discuss the assigned readings. In addition, each student will be assigned to a group that will *either* provide leadership of one class session through a group presentation, *or* submit a Policy Briefing Note that will be shared with other class members. Discussion questions are provided to help frame the presentations.

Evaluation

Assessment will be based on written work, a final exam, the group presentation or policy paper, and contributions to class discussions. Assessment will be based approximately as follows:

Attendance and participation	5%
Blogpost on the legacy of the Rio Games (<i>maximum</i> 1000 words - due 30 September)	15%
Group presentation (max. 45 minutes) <i>or</i> group Policy Briefing Note (8-10 pages, due 28 October)	15%
Research essay (10-12 pages – due 25 November)	40%
Final Exam	25%

(note: the exam will cover material from assigned readings, lecture/discussions, and group presentations)

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

The course's grading scheme follows the Dalhousie undergraduate academic calendar.

<http://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=1&chapt%20erid=90&topicgroupid=407&loaduserredits=False>

For **blogposts**, your focus should be on what you see as the most important legacy of the Rio Olympic Games. It could, for example, be to critically damage the Olympic 'brand', by demonstrating how hosting the Games requires governments to override the needs of their

societies; to highlight the capacity of a developing country to host the world's most important 'mega-event', against all odds; to highlight advances in gender equality (or, alternatively, the resilience of gender inequities), etc. Posts should be clearly and accessibly argued, and should include full citations (electronic or otherwise) for all sources consulted. For excellent models of blogposts, see the posts on the Open Canada site (<https://www.opencanada.org/>) or the Centre for International Policy Studies (CIPS) site (<http://www.cips-cepi.ca/blog/>).

For **group presentations**, remember that the purpose of the presentation is to advance a collective argument and stimulate debate and discussion. You *must* go beyond the assigned readings. You are *welcome to* draw on examples, cases, etc beyond those discussed in assigned readings. Groups should carefully coordinate individual contributions. Creative formats are encouraged. Please consult the instructor about your planned focus and format.

Policy Briefing Notes will be on an assigned policy issue, circulated in class. They should succinctly discuss: what is at issue; what existing research shows about the issue; what the options are; and what your recommendation is. Potential examples include: how, and how much, should the Canadian federal government support high performance sport? Should Halifax, and Nova Scotia, support and subsidize the construction of a stadium that could house a Canadian Football League franchise and enable hosting of major international sports competitions? To what extent should the Canadian government, through Global Affairs Canada (GAC), support "Sport for Development" initiatives as a priority in Canadian development assistance efforts?

Research essays will be from a choice of set topics, which will be circulated in September. If you wish to write on a topic *other than* those on the topic list, please consult me about the topic you wish to write on.

Reference Style: All 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 are using it consistently the assignment.

The **final exam** will be 2 hours in length, scheduled during the official exam period, which for the Fall 2016 semester is December 8-18. Please do not make any holiday travel plans until the date and time of the exam has been set by the Registrar's Office. There will be no make-up or alternate exam dates.

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 7th is the last day to withdraw from a Fall term course without a “W”, and Nov 14th is the last day to withdraw from a Fall term course with a “W”.

Texts, Readings, and Research Sources

The required text for the course is Jonathan Grix, *Sport Politics: An Introduction* (Palgrave 2016). All other required readings will be available online from the Killam Library or weblinks.

In the preparation of written assignments and group presentations, 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 to sources from other disciplines (for example, Sport in Society, the Sociology of Sport Journal, 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 will have to explore and utilize documentary sources where relevant, and particularly 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 Magazines such as The Economist; and indeed feature stories in Sports Illustrated). These sources must of course be read and analyzed **critically**.

Topics and Assignments

Week 1: Introduction to the course

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

Recommended:

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>

Week 2: Conceptual and Theoretical Perspectives on Sport, Culture, and Politics

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

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>

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

T. Monnington, "Politicians and Sport: Uses and Abuses," in L. Allison (ed.), *The Changing Politics of Sport* (1993).

SPORT AND WORLD POLITICS

Week 3: Sport, International Relations, and Globalization

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

L. Allison and T. Monnington, “Sport, prestige, and international relations.” *Government and Opposition*, 37:1 (2002), 106-134.

<http://onlinelibrary.wiley.com/doi/10.1111/1477-7053.00089/epdf>

A. Markovits, “The Global and the Local in our Contemporary Sports Cultures.” *Society*, 47 (6), 2010, 503-509. <http://link.springer.com/article/10.1007/s12115-010-9369-4>

Recommended:

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

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>

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>

B. Houlihan, *Sport and International Politics*. London: Harvester-Wheatsheaf, 1994.

J. Bale and J. Sang, *Kenyan Running* (1996), ch. 5, “Modernisation: Sport as a Global System.”

T. Taylor, "Sport and World Politics: Functionalism and the State System," in *International Journal* XLIII (autumn 1988), 531-553.

Week 4: Politics and the Olympics: from amateurism and (inter)nationalism to globalization and commercialization

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

<http://library.la84.org/SportsLibrary/JSH/JSH1995/JSH2201/jsh2201b.pdf>

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=>

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

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 21st 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).

Focus for Presentation #1:

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?

Week 5: "The South African Question": Apartheid and Beyond

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&jpdConfirm=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>

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.

Focus for presentation #2:

How does the historical and contemporary experience of South Africa illustrate both the political uses to which sport can be put, and the limits to its usefulness?

SPORT, SOCIETY, AND "NATIONAL" POLITICS

Week 6: Sport and the Politics of National Identity in "Western" societies

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>

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.

<http://www.tandfonline.com/doi/pdf/10.1080/714001839?needAccess=true>

Recommended:

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.

Focus for Presentation #3:

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

Week 7: Sport and Political Development in the global "South"

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.

<file:///Users/david/Downloads/8074-38434-1-PB.pdf>

A. 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>

Recommended:

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

Resistance.”

C. Cameron, “‘Happiness’ and ‘Holes’: Questions for the Future of Development through Sport,” *Canadian Journal of Development Studies*, 27, 4 (2006), 567-72.

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.

J. Bale and M. Cronin (eds.), *Sport and Postcolonialism* (Berg, 2003).

Special Issue of *Third World Quarterly*, Vol. 25, No. 7 (2004) on “Global Games.”

Larson and Park, *Global Television and the Politics of the Seoul Olympics*, ch. 6, “The 1988 Olympics and the Transformation of Korea.”

T. Monington, “The Politics of Black African Sport,” in Allison (ed.), *The Politics of Sport* (1993).

B. Stoddart, “Caribbean Cricket: The Role of Sport in Emerging Small-Nation Politics,” *International Journal* XLIII (autumn 1988), 618-642.

T. Mason, *Passion of the People? Football in South America* (1995), ch. 5, “Futbol and Politics.”

T. Slack and D. Whitson, “The Place of Sport in Cuba’s Foreign Relations,” *International Journal* XLIII (autumn 1988), 596-617.

Focus for Presentation #4:

How has modern sport been diffused to the “developing world,” and what role(s) has it played there? To what extent has it been a force for incorporation and/or resistance? Can it become an effective vehicle for “participatory” and “sustainable” development?

Week 8: Sport, Capitalism, and “The Politics of Accumulation”

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.

<http://www.tandfonline.com.ezproxy.library.dal.ca/doi/pdf/10.1080/17430430802019482>

K. Delaney and R. Eckstein, “Local Growth Coalitions, Publicly Subsidized Sports Stadiums, and Social Inequality,” *Humanity & Society* 30 (2006), 84-108.

<http://has.sagepub.com.ezproxy.library.dal.ca/content/30/1/84.full.pdf+html>

Recommended:

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.

Focus for Presentation #5:

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?

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

Week 9: 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.

<https://origins.osu.edu/article/cops-and-robbers-roots-anti-doping-policies-olympic-sport/page/0/0>

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-main.pdf?_tid=a812d0a4-6636-11e6-9b4f-

0000aab0f01&acdnat=1471629741_30668bb129a9e227eaa2e5585a18111

Recommended:

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>

Focus for presentation #6:

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?

Week 10: FALL READING WEEK

Week 11: Sport and the Politics of Gender

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

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>

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>

S. Nolen, "Win or lose, South Africa's Caster Semenya prepares for controversy." *The Globe and Mail*, 17 August 2016. <http://www.theglobeandmail.com/sports/olympics/win-or-lose-south-africas-caster-semenya-prepares-for-controversy/article31440582/>

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.

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.

S. Cahn, *Coming on Strong*, Gender and Sexuality in Twentieth-Century Women's Sport, (1994), ch. 10, "You've Come a Long Way, Maybe: A 'Revolution' in Women's Sport?"
J. Ryan, *Little Girls in Pretty Boxes*, The Making and Breaking of Elite Gymnasts and Figure Skaters (1996).
J. Hargreaves, *Heroines of Sport* (Routledge 2000).
J. Hargreaves, *Sporting Females* (Routledge 1994).

Focus for Presentation #7:

How does sport "construct" masculinity and femininity? How has the role of women in sport changed, and with what wider socio-political repercussions?

Week 12: Hockey and the Canadian Nation

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>

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).

D. Macintosh and M. Hawes, *Sport and Canadian Diplomacy*, (McGill-Queen's 1994), ch. 2.

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

P. Donnelly and R. Sparks, "Child Sexual Abuse in Sport," *Policy Options* 18, 3 (May 1997).

Focus for Presentation #8:

How does hockey relate to "Canadianness"? What policy actors and dilemmas does it give rise to?

Other Important Information:

Academic Integrity

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.

What does academic integrity mean?

At university we advance knowledge by building on the work of other people. Academic integrity means that we are honest and accurate in creating and communicating all academic products. Acknowledgement of other people's work must be done in a way that does not leave the reader in any doubt as to whose work it is. Academic integrity means trustworthy conduct such as not cheating on examinations and not misrepresenting information. It is the student's responsibility to seek assistance to ensure that these standards are met.

How can you achieve academic integrity?

We must all work together to prevent academic dishonesty because it is unfair to honest students. The following are some ways that you can achieve academic integrity; some may not be applicable in all circumstances.

- Make sure you understand Dalhousie's policies on academic integrity (<http://academicintegrity.dal.ca/Policies/>)
- Do not cheat in examinations or write an exam or test for someone else
- Do not falsify data or lab results
- Be sure not to plagiarize, intentionally or unintentionally, for example...
- Clearly indicate the sources used in your written or oral work. This includes computer codes/ programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images
- Do not use the work of another from the Internet or any other source and submit it as your own
- When you use the ideas of other people (paraphrasing), make sure to acknowledge the source
- Do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor (These examples should be considered only as a guide and not an exhaustive list.)

Where can you turn for help?

If you are ever unsure about any aspect of your academic work, contact me (or the TA):

- Academic Integrity website <http://academicintegrity.dal.ca/>
Links to policies, definitions, online tutorials, tips on citing and paraphrasing

- Writing Centre

(http://www.dal.ca/campus_life/student_services/academic-support/writing-and-study-skills.html)

Assistance with learning to write academic documents, reviewing papers for discipline-specific writing standards, organization, argument, transitions, writing styles and citations

- Dalhousie Libraries Workshops (<http://libraries.dal.ca/>)

Online tutorials, citation guides, Assignment Calculator, RefWorks

- Dalhousie Student Advocacy Service

(<http://studentservices.dal.ca/services/advocacy.html>)

Assists students with academic appeals and student discipline procedures.

- Senate Office (<http://senate.dal.ca>)

List of Academic Integrity Officers, discipline flowchart, Senate Discipline Committee

What will happen if an allegation of an academic offence is made against you?

As your instructor, I am required to report every suspected offence. The full process is outlined in the Faculty Discipline Flow Chart

(http://senate.dal.ca/Files/AIO_AcademicDisciplineProcess_Flowchart_updated_July_2011.pdf) and includes the following:

- Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors
- Based on the evidence provided, the AIO decides if there is evidence to proceed with the allegation and you will be notified of the process
- If the case proceeds, you will receive a PENDING grade until the matter is resolved
- If you are found guilty of an offence, a penalty will be assigned ranging from a warning, to failure of the assignment or failure of the class, to expulsion from the University. Penalties may also include a notation on your transcript that indicates that you have committed an academic offence. Updated August 2011.

Student Accommodation

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 902-494-2836 for more information or send an email to notetaking@dal.ca

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

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