

INTL 199: Global Sports and Politics

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Syllabus

In the last few years, we have seen the 2022 FIFA World Cup in Qatar moved to winter amongst concerns over excessively high summer temperatures, an unprecedented FBI investigation into the corrupt practices of FIFA officials and the stepping down of long-time FIFA President Sepp Blatter. All of this has occurred alongside increasing calls for Qatar to be stripped of its World Cup in response to human rights abuses. These events force us as academics, journalists, athletes, and sports fans to come to grips with the international political, social, and cultural realities of sports.

Since the beginning of the twentieth century, international sports have been used as diplomatic tools by state actors, platforms for democracy promotion, nationalism, and identity politics, and as branding opportunities for international corporations and international organizations. The current state of international sport provides fertile ground for exploring the dynamic interplay between nationalism, ethnicity, race, gender, development, and the forces of globalization, while also asking us to engage how sports and sports culture operate within the United States. Some of the topics that this course will engage are the role of sport in the American Civil Rights movement, West Indies cricket and decolonization, football and the anti-apartheid movement, the political economy of global sports events like the Olympics, Super Bowl, and World Cup, the Native American mascot controversy, and the figure of the political athlete. Through topics such as these, this course allows students to engage critically with sport as a global phenomenon.

Expectations

This is an active course, meaning student success demands active participation in course readings, writing exercises, and class activities. I am committed to doing everything I can to help you learn. I realize that each individual learns differently; therefore, please let me know how I can best accommodate your learning process if problems arise. Ultimately, your achievement is in your hands. It is up to you to take advantage of the opportunities this class will offer.

Learning Objectives

1) Through class discussion, online participation, course readings, and assignments, students will learn how to analyze and critique issues in global sports and politics.

- 2) Students will develop academic research skills.
- 3) Students will deepen their engagement with course material and assignments by learning to RESPECTFULLY challenge me, course readings, and each other.
- 4) Students will make independent connections between information covered in class and contemporary issues in sports. Assignments are designed to assess how students integrate their insights into their research and writing.

Email Policy

I am available by email for making appointments to discuss readings, grades, or your individual concerns and/or interests. Due to the amount of email I receive regularly, all emails should have the subject line “Global Sports and Politics” or they may not be answered in a timely fashion. Please allow 24 hours for a response to your email. Emails do slip through the cracks! If I do not answer within 24 hours, email me again! I am here to help you, please take advantage!

Questions regarding readings should be asked in class or during office hours. If you do not have an opportunity at either of those times, please email me to make an appointment to discuss your questions and concerns. I cannot answer these questions via email in most instances. A good rule of thumb: if it requires a yes or no answer, email is perfect; if it requires a more thorough response, come see me!

*****Cell phones ARE NOT PERMITTED IN THE CLASSROOM!!!** That is, they must be turned off. If you would prefer to text during the course meeting time, you will be asked to leave. This is not meant to come across as harsh; instead, it is meant to underscore the fact that in a class this size, such behavior is very distracting and quite disrespectful to both myself and other students. As a deal, I promise to turn my cell phone off as well.

**** Final Note:** I reserve the right to alter/adjust this syllabus as the need arises.

COURSE POLICIES AND PROCEDURES

Academic Integrity: Your enrollment in this course constitutes your agreement to abide by the University of Oregon policy on Academic Misconduct, as defined in the University Student Conduct Code (available at conduct.uoregon.edu). Neither ignorance of these policies nor lack of intention to engage willfully in acts defined as academic misconduct will be considered a legitimate defense. In short, I expect that all work you produce for this course will be your own; if you engage in academic misconduct, such as plagiarism, it will result in a failure of the entire course, without exception. To learn more about your rights and responsibilities concerning academic conduct and the procedures related to academic misconduct, I strongly advise you to become familiar with the University Student Conduct Code (link given above). Additional information

about a common form of academic misconduct, plagiarism, is available at www.libweb.uoregon.edu/guides/plagiarism/students. Please talk with me if you have any questions about academic integrity issues.

Inclusive Access: The University of Oregon is working to create inclusive learning environments. Please notify me within the first week of the term if aspects of the instruction or course design present obstacles to your active participation. Such obstacles may include, but are not limited to, issues concerning physical access and mobility, physical or mental health and well-being, and academic learning. For additional assistance and resources, I encourage you to contact the following campus services, as appropriate for your concerns:

- Disability Services, 164 Oregon Hall, 346-1155 or disabsrv@uoregon.edu; website: <http://ds.uoregon.edu/>
- University Counseling and Testing Center, Health Center 2nd Floor, 346-3227; website: <http://counseling.uoregon.edu/dnn/>
- Teaching and Learning Center, 68 Prince Lucien Campbell, 346-3226; website: <http://tlc.uoregon.edu/>

Diversity: The University of Oregon is dedicated to the principles of equal opportunity in education and an acceptance of diversity as an affirmation of individual identity within a welcoming community. Open inquiry, freedom of expression, and respect for difference are therefore fundamental to a comprehensive and dynamic education. This course is committed to upholding these ideals by encouraging the exploration, engagement, and expression of divergent perspectives and diverse identities. Please notify me ASAP if you feel aspects of the instruction or course design, or classroom activities, undermine these principles in any way. For additional assistance and resources, I encourage you to contact the following campus services, as appropriate for your concerns:

- Office of Institutional Equity and Diversity, 1 Johnson Hall, 346-3175; website: <http://oied.uoregon.edu/>
- Bias Response Team, 164 Oregon Hall, 346-1134 or brt@uoregon.edu; website: <http://bias.uoregon.edu/>

Required Texts

All readings will be scanned and placed on Canvas. As a result, there are no core texts for this class. Readings are pulled from academic journals and books as well as newspapers and magazines. Students may also be required to watch a variety of media sources. In some instances, the students may be asked to rent a film from an online provider. Students should plan (except for week 1) to have all reading done by Monday of that week.

Estimated Student Workload

Class time will be approximately 2 hours and 40 minutes a week; work outside of class time will be no more than 12-14 hours per week. The reading load for this course is light. Students will be assigned 50-60 pages of reading per week.

Assignments and Course Requirements

- 25% Reading Reflections
- 25% Attendance and participation
- 20% Online posting
- 30% Final Paper

Reading Responses (25%) (7) (3 pages): In 7 of the class' 10 weeks, students will submit a 3-page reading reflection. The point of this assignment is NOT to summarize the readings. I have read them. You are supposed to a) demonstrate that you have done the readings thoroughly and b) show off your critical thinking skills. Reflections will be due by midnight Sunday. Again, students only have to turn in 7 reflections during the ten-week course. Students are not permitted to turn in multiple reflections in one week. Each reflection is worth 20 points. A more detailed rubric will be posted to the course website.

Attendance and Participation (25%): Everyone is allowed one (1) excused absence. If you need to be absent more than one time, contact me! The more I know, the more I can help you. If you have an emergency or previously scheduled trip, I can assign you extra work to make up for extra absences. But bottom line, if you *need* to be absent, tell me. If you do not, the absence is unexcused. And you get no unexcused absences. Only in cases of absolute emergency or documented illness will after the fact notification be acceptable. Everyone is also expected to be actively engaged in course discussions throughout the term and *well-prepared* to discuss the course readings.

Participation is a significant part of your grade. I expect students to be able to relate material presented in class to readings done throughout the week and weekend. While there is a rubric for participation at the end of this syllabus, the reality is there are many ways to participate in class discussion including talking, active listening, taking notes, asking questions after class, and coming to office hours. I do not have a policy regarding laptops or tablets in my class. If you want to use them to take notes, save money on printing readings, or do in-class research on topics related to the course, that is great! If you want to use them to watch videos, chat with friends, or just aimlessly wander the Internet, then I will notice and it will hurt your participation grade. If you are chronically inattentive or disruptive in class when using your electronics, then I will discuss the matter with you in person. Do not abuse this policy! Your learning is in your hands - I am not going to police your behavior unless it begins to impact to the overall learning environment. As mentioned earlier, absolutely no cell phones can be used in class! I don't want them on your desk and I don't want you using them surreptitiously underneath the desk. They are very distracting to me and I will confiscate them for the duration of the period. Bottom line: when we are in class, be there and be engaged!

*****All students are required to come to my office hours once during the term.

*****Participation and Attendance are scored out of a combined 100 points.

Online Postings (20%) (10): You will be required to post a short reading reaction to an online discussion board each week of class. We will discuss this in more detail on the first day of class, but in general, we will dedicate at least an hour each week to discussing discussion board questions in small groups or as a large group. These questions should tie to the readings - they should not just be musings, hot takes, or anecdotal reflections. Online postings are due by midnight Thursday of each week. Each post is worth 10 points.

Final Paper (30%) Your final paper (10-12 pages) can analyze a case study focused on sports and politics or you can do a media analysis that looks at how a sporting event, an athlete or a company are represented in the media. I am giving you a lot of freedom in both choosing your topics and the way you choose to analyze and present them. The only caveat is that you cannot choose a case study that we discuss in class (except in special circumstances that must be discussed with me). This assignment is designed to allow you to critically engage with something related to sports that is of personal interest, using the themes we explore in class. However, this freedom does not imply that all methods of completing this assignment are correct. This assignment will be discussed more thoroughly the first week of class.

***Also please cite your papers thoroughly. I consider it a form of plagiarism to fail to cite properly. If you have questions about how to cite, please see me! Feel free to use any citation style that you prefer such as MLA, Chicago, or APA.

Class Schedule

Week 1: Introduction

Class 1: Introduction

Class 2: Sports and Politics: Theoretical perspectives

Reading (for the week)

Erenberg, Lewis A. 2012. "Rumble in the Jungle": Muhammad Ali vs. George Foreman in the Age of Global Spectacle." *Journal of Sports History*, vol. 39, vol. 1 (Spring), pp. 81-97.

Galeano, Eduardo. 2004. "Soccer: Opiate of the People?" *Report on Sport and Society*, vol. XXXVII, No. 5 (March/April), pp. 39-42.

King, Anthony. 2006. "Nationalism and Sport." In Delanty, Gerard and Krishan Kumar, eds., *The Sage Handbook of Nations and Nationalism*, pp. 1-24

Topic 1: International Sports, States, Politics

Week 2: Sports and Nation Branding

Class 1: From the Nazi Games (1936) to The Munich Games (1972): Germany, genocide, and nation branding

Class 2: Losing the Olympics: President Obama, Chicago, and the Partisan Politics of the Olympic bid process; discussion activity based on the week's readings

Reading (for the week)

Dyreson, Mark. 2003. "Globalizing the Nation-Making Process: Modern Sport in World History." *The International Journal of the History of Sport*, vol. 20, pp. 91-106.

Guttman, Alan. 1998. "The 'Nazi Olympics' and the American Boycott Controversy." In Arnaud, Pierre and James Riordan, eds., *Sports and International Politics: The Impact of Fascism and Communism on Sport*. New York: SunyPress, pp. 31-50

Silverstein, Paul A. 2000 "Sporting Faith: Islam, Soccer, and the French Nation-State." *Social text* 65, vol. 18, no. 4 (winter), pp. 25-53.

Tomlinson, Alan. 2006. "Los Angeles 1984 and 1932: "Commercializing the American Dream." In Tomlinson, Alan and Christopher Young, eds., *National Identity and Global Sports Events Culture, Politics, and Spectacle in the Olympics and the Football World Cup*. New York: SunyPress, pp. 163-176.

Week 3: Sports go to War

Class 1: The Cold War and Canadian Hockey

Class 2: Pakistan, India, and Cricket

Reading (for the week)

*In lieu of reading this week, you have been assigned films to watch. Links will be provided on the course website

India V. Pakistan: A Bat & Ball War

One Day in September

Miracles and Men

Do You Believe in Miracles? The Story of the 1980 U.S. Hockey Team

Week 4: International Sport, Diplomacy and Development

Class 1: Olympism, International relations, and cosmopolitanism

Class 2: The South African World Cup

Reading (for the week)

Archetti, Eduardo P. 2006. "Argentina , 1978: Military Nationalism, Football, Essentialism, and Moral Ambivalence." In Tomlinson, Alan and Christopher Young, eds., *National Identity and Global Sports Events Culture, Politics, and Spectacle in the Olympics and the Football World Cup*. New York: SunyPress, pp. 133-148.

Adjaye, Joseph. 2010. "Reimagining Sports: African Athletes, Defection, and Ambiguous Citizenship." *Africa Today*, vol. 57, no. 2 (winter), pp. 27-40

Cornelissen, Scarlett and Kamilla Swart. 2006. "The 2010 Football World Cup as a political construct: the challenge of making good on an African Promise." *The Sociological Review*, pp. 108-123

Hartmann, Douglas and Christina Kwauk. 2011. "Sport and Development: An Overview, Critique, and Reconstruction." *Journal of Sport and Social Issues*, vol. 35, no. 3, 285-305.

Topic 2: Globalization, commercialization, and the economics of international sports

Week 5: The Political Economy of Sports Mega-events

Class 1: FIFA, bribes, and bids (winning the World Cup while losing money)

Class 2: Nation Branding revisited: How countries sell themselves to FIFA and the International Olympic Committee?

Reading (for the week)

Alekseyeva, Anna. 2014. "Sochi 2014 and the rhetoric of a new Russia: Image construction through mega-events." *East European Politics*, pp 1-17.

Darby, Paul. 2003 "Africa, the FIFA Presidency, and the Governance of World Football: 1974, 1998, and 2002." *Africa Today*, vol. 50, no. 1, pp. 3-24.

Tomlinson, Alan. 2014. *FIFA (Fédération Internationale de Football Association): The Men, the Myths and the Money*. New York: Routledge, pp. 1-50

Week 6: Selling sports in the era of globalization

Class 1: Representing Guinness: Africa, alcohol, and neo-colonial games

Class 2: Adidas, rugby, and the commodification of Maori cultural traditions

Reading (for the week)

Andrews, David L. 2008. "Nike Nations." *Brown Journal of World Affairs*, vol. XIV, no. 2 (spring/summer), pp. 41-53.

Michael L., David L. Andrews, and C.L. Cole. 2004. "Corporate Nationalism(s): The Spatial Dimensions of Sport Capital." In Silk, Michael L., David L. Andrews, and C.L. Cole, eds., *Sport and Corporate Nationalisms*. Oxford: Berg Publishing, pp. 1-12.

Tomlinson, Alan. 2004. "The making of the global sports economy: ISL, adidas and the rise of the corporate player in sport Sport and corporate nationalisms." In Silk, Michael L., David L. Andrews, and C.L. Cole, eds., *Sport and Corporate Nationalisms*. Oxford: Berg Publishing, pp. 35-64

Topic 3: Identity and Sport

Weeks 7: The cultural politics of global athletes

Class 1: Yao Ming, "And 1", and the globalization of Chinese basketball

Class 2: Tiger Woods: Branding, Race, Religion, and everyday politics

Reading (for the week)

Jackson, Steven J., David L. Andrews, and Cheryl Cole. 2010. "Race, Nation and authenticity of identity: Interrogating the 'Everywhere man' (Michael Jordan) and the 'Nowhere Man' (Ben Johnson)." *Immigrants & Minorities*, pp. 83-102

Antolihao, Lou Apolinario. 2009. *Can the Subaltern Play? Postcolonial Transition and the Making of Basketball as the National Sport in the Philippines*. PhD diss., National University of Singapore.

Watch

My Other Home

Sugar

Week 8: Institutions and identity politics

Class 1: Film: *In Whose Honor*; Discussion activity about the Native American Mascot Controversy

Class 2: Billie Jean King, Venus Williams, and the gendered politics of global tennis

Reading (for the week)

Ahmad, Aisha. 2011. "British Football: where are the Muslim female footballers? Exploring the connections between gender, ethnicity, and Islam." *Soccer & Society*, Vol. 12, no. 3 (May), pp. 443-456.

Gustafson, Seth. 2013. "Displacement and the Racial State in Olympic Atlanta 1990-1996." *Southeastern Geographer*, vol. 53, no 2 (Summer), pp. 198-213.

Oates, Thomas. P. 2007. "The Erotic Gaze in the NFL Draft." *Communication and Critical/Cultural Studies*, vol. 4, no. 1 (March), pp. 74-90.

Yun, Kyoim. 2006. "The 2002 World Cup and a Local Festival in Cheju: Global Dreams and the Commodification of Shamanism." *Journal of Korean Studies*, vol. 11, no. 1 (Fall), pp. 7-39.

Topic 4: Sports, politics, protest, and resistance

Week 9: Sports and a global politics of resistance

Class 1: Mexico 1968

Class 2: Politics, Cricket, and the Postcolonial athlete

Reading (for the week)

Boykoff, Jules. 2016. *Power Games: A Political History of the Olympics*. London: Verso. Read the Introduction and chapter 5.

Watch

Black Power Salute
Contra A Copa: The Other Side of Brazil's World Cup
Fire in Babylon

Week 10: Sports and a global politics of resistance (continued)

Class 1: Football in Apartheid South Africa

Class 2: Trump, Colin Kaepernick, and the politics of race in contemporary America

Watch

The 16th Man

More than Just a Game: Soccer vs. Apartheid: The Most Important Soccer Story Ever Told

Participation Grading Rubric

A: Student almost always engages in class discussion, interacts some with peers, participates in the online forum, and draws parallels between topics in class. Class dynamic is enhanced by student's presence. Student exercises his or her imagination. Student completes all assignments and demonstrates an advanced understanding of the readings. Student has not missed more than one class (excused).

B: Student makes an effort to engage in class discussion, participates in the online forum, and interacts with peers on a limited basis. Student positively impacts class dynamics. Student completes all assignments and has clearly tried to engage with the readings. Student's writing and classroom participation do not demonstrate the extra effort that an A-grade denotes. Student has not missed more than one class (excused).

C: Student shows limited engagement with class discussion and their peers and participates minimally in the online forum. Student does not demonstrate that they have consistently completed readings assigned outside of class. Student fails to complete certain assignments. Student occasionally has a negative impact on class dynamics. Student's writing and classroom participation do not demonstrate an active engagement with the class. Student has missed more than two classes (excused).

D: Student shows no engagement with class discussion and does not participate in the online forum. Student has clearly failed to do the reading before class. Student fails to complete assignments. Student has a negative impact on class dynamics. Student's writing and class participation do not indicate any engagement with class material. Student has missed more than three classes (unexcused).

F: Student shows no engagement with the class. Student does not complete assignments or participate in classroom discussions and online forums. Student frequently disrupts class. Student has missed more than 4 classes (unexcused).