

# UNIVERSITY OF BRITISH COLUMBIA – SCHOOL OF KINESIOLOGY

## KIN 364 – The Modern Olympics: Power, Politics and Performance

(previously KIN 383)

Tues / Thurs 2:00 to 3:30pm (Term 2, winter 2020) January 12- April 13, 2021.

**Location: online**  
CANVAS AND ZOOM

### Instructor

**Dr Patricia Vertinsky**  
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**Office:** Physical Culture & Sport History Group,  
Ponderosa Annex F – 2008 Lower Mall, Office 101,  
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### TA's

**Aishwarya Ramachandran**  
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**Office Hours:** By appointment using email and zoom.  
To be discussed in class.

**Kimberley Ekstrand**  
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## Course Description

This course examines the Modern Olympic Games as they have emerged over the past century to become one of the most pervasive sporting festivals and mega events in the world. Olympic sport is a global, transnational and transcultural phenomenon well worth exploring from multiple perspectives and the Olympic Games are a fascinating target for analysis. Especially for kinesiology students they offer a glimpse into a world of contest and struggle by top level athletes, political intrigue and international contest around sport management, and medical, environmental and technological issues around sport participation.

During the semester, we will examine international competition and conflicts, organizational power struggles, gender, race and disability debates around access and eligibility including special attention to indigenous athletes and opportunities. We will discuss sites of corruption, Olympic symbols, and athletes' successes as well as struggles, sex-testing, drugs and performance enhancement associated with various summer and winter Olympic Games.

In particular this year, we will pay special attention to the fortunes of the Olympics in the time of COVID-19 and see how pandemics have altered the lives of Olympic athletes, Olympic destination cities and the shifting contours of international sporting competition.

We will thus examine and assess the legacies of past Olympics while exploring new avenues for international sport and the promotion of new sports to enter the Olympic arena in the future. What can we learn from past Olympics and what will the Olympics of the future look like?

The course will take place on line using Canvas and Zoom technologies. It will include a range of lectures, films, videos, visiting experts, student discussions, projects, and group and individual assignments. We will work carefully to manage the online course content and organization such that students can participate as fully as possible with the instructor, the TAs and each other. About 30% of the modules will be asynchronous.

Throughout the semester we will reflect critically upon past, current and future issues affecting the global role of the Olympics and its wide-ranging effects upon sport, culture, ethics, organizational politics, health and medicine, and the environment.

We hope that students can take away a deep understanding of the politics and management of the Olympic movement, the entanglement of issues around nationalism and global sport, a view into the complex issues pertaining to doping, performance enhancement and sex testing, sensitivity toward shifting race relations in elite sport, a better understanding of indigenous access and opportunity related to Olympic sport, and emerging issues as the Olympics move into the third decade of the 21<sup>st</sup> century.

Where and when will the next Olympics be? What sports will be on the agenda? Who will be eligible to participate? Who will protest and who will pay the costs of mounting an Olympics? What is the future of the Olympic Games?

### **Land Acknowledgement**

UBC's Point Grey Campus is located on the traditional, ancestral and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam people who for millennia have passed on their culture, history and traditions from one generation to the next on this site.

### **University Policies**

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

### **Format and Procedures**

This class consists of two 80-minute classes per week which will all be held online. Classes include short lectures or talks, small and large group discussions, quizzes, guest presentations, media clips and tutorials.

Since this course places special emphasis on participation and discussion, attendance is very helpful for participating in group discussions, answering quizzes and generally engaging with the subject matter. We realize that international students in some time zones have difficulty participating in all classes and we have adjusted the subject matter accordingly, though attendance is highly recommended whenever possible.

We will start most classes with a brief informal discussion followed by a lecture / or pre-recorded lecture on the subject of the class. Students will then be able to engage in large and/or small group discussions and related projects led by the instructor and the TAs. Students are expected to read the assigned articles, listen to the lectures and/or watch the class ppts; carefully take notes, and where possible be ready to engage in conversation and feedback with peers and instructors.

## **EVALUATION**

**The course evaluation will consist of 4 specific categories:**

### **Assessment #1 ATTENDANCE AND IN-CLASS QUIZZES – 10%**

Throughout the semester, students should come to each synchronous class prepared to listen to and discuss lectures and the module's readings. Opportunities for discussion will be provided in small and large groups, using padlet and/or other kinds of group discussions. Short quizzes will be given in randomly selected synchronous modules.

### **Assessment #2 REFLECTIONS ON READINGS- 30%**

Students will write x2 reflections during the semester on specified dates, each weighted at 15%. A reflection should engage with a specific module and its lecture, associated reading/s and materials and class and group discussions (where appropriate) at a deeper level than just a summary of the material provided. In your reflection you might want to pull out a key idea, theme or concept that is of particular interest to you and your own background in focusing upon the module's content and materials provided.

Each reflection should be approximately 500 words (2 pages double spaced) and include your name, module title, and any outside references or materials used.

Reflection # 1 should be selected from any 1 of Modules 3,4,7,8, or 9 and turned in before Thursday Feb 11.

Reflection #2 should be selected from any 1 of Modules 11,12,14, 16, or 20 and turned in before March 30.

Due date – 1. End of Thursday, Feb 11, 2021.

2. End of Tuesday, March 30, 2021

### **Assessment #3 MIDTERM PROJECT – INCLUSIVITY AND THE OLYMPIC ATHLETE – 30%**

Each student will be asked to select a lesser known and potentially interesting Olympic athlete (since the beginning of the modern Olympics in 1896 until now). This window of time allows

you to investigate a situation from long ago, or more recently, and use the class discussions we have had so far to give you a variety of ideas on what to include in your project. First provide a picture (if possible) and seek out interesting information about that athlete who either competed at an Olympics or was stopped from competing for various reason), his or her personal experiences or misfortunes, performance issues, sporting interests, background and training. You can use a wide range of materials, including class readings, related readings, on line sources, web sites – (be creative but be careful to use reliable sources!). You are expected to write a brief summary about the athlete you have selected, why you found this athlete to be particularly interesting and worthy of investigation, what this tells us – for example - about inclusivity ( or lack of ) in the Olympic organization; shifting national priorities; possible discrimination around race, gender, and ability; financial and/or training opportunities or problems; personal troubles or triumphs; and physical/athletic potential achieved or denied. The student should confirm who they are writing about with the TAs ahead of time (on or before Feb 9). The report should be about 4 pages long (approx. 1000 words, double spaced), not including pictures and references) . It should include a title, and appropriate citations in APA format.

Due date: end of Tuesday Feb 23 following reading week.

#### Assessment #4 **FINAL - IN CLASS OPEN BOOK -WRITTEN EXAM 30%**

The final exam will focus upon all the themes covered in class throughout the semester. It will be an open book exam, written on the last day of class from 2.05pm to 3.30pm and will consist of selecting 3 out of 6 questions covering material from the whole semester. Students will submit their written exam to Canvas by 3.30pm on this day. Questions about and the specific structure and requirements of the exam will be fully discussed throughout the semester including potential special arrangements for students in difficult time zones.

Due date: April 8, 2021 at 3.30pm.

#### **Course requirements**

Third year standing or with the permission of the instructor (please send an email to [patricia.vertinsky@ubc.ca](mailto:patricia.vertinsky@ubc.ca) to request special permission).

#### **Policies and Expectations**

Regular attendance online is helpful whenever possible for participating in our course activities. Students who are unavoidably absent because of disability or illness should report to their instructor or TA's and where necessary submit supportive documentation to the Undergraduate advising office. Students also have the right to request academic concessions from the Undergraduate advising office.

We care about our students' health and wellbeing and are open to listen to particular difficulties concerning health, access, and life in general.

**Please see the special section on our course canvas about student health and wellbeing during the Covid 19 pandemic.**

Students whose attendance or performance in this course may be severely affected by medical, emotional or other disabilities should consult with the instructor early in the term to discuss any special accommodations that might be needed in order to complete course requirements. Supportive documentation from either the disability resource center or a physician must be submitted to the Undergraduate advising office.

### **Learning objectives**

At the end of this course students should have a good understanding of the modern Olympics from 1896 through to the present.

1. They should have obtained a deeper view of the nature of international competition and conflict around sporting performance; struggles related to gender and racial politics in international sports; understand some of the reasons for sites of corruption in Olympic management and leadership; recall the legacies of past Olympics and evaluate IOC promises for the future with new sports and new arenas.
2. Students should be able to discuss the material covered in this course as background to a deeper understanding of the shifting contours of international sporting competition at the modern Olympics.

### **Learning analytics**

Learning analytics include the collection and analysis of data about learners to improve teaching and learning. this course will be using Canvas learning technology which will enable the instructor to capture data about your activity and provide information that can be used to improve the quality of teaching and learning.

### **Copyright**

All materials in this course (handouts, lecture slides, power-points, assessments, course readings etc are the intellectual property of the Course Instructor or licensed to be used in the course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. The instructor does not permit students to record her classes.

### **Readings and Resources**

All **required readings** are available on Library Course Reserve (available through Canvas) or from the TA's when necessary. On **Canvas** there is also a variety of selected additional and optional readings and resources that are suggested for students to engage with according to their own research interests and background. Direct link to course reserve:

<https://courses.library.ubc.ca/c.qs2nQk>

## **COURSE SCHEDULE (Topics and readings)**

### **WEEK 1:**

#### **Module 1. Tues Jan12, 2021. INTRODUCTION TO THE COURSE**

Introduction of instructor and TA's and outline rules of engagement on-line using Zoom and Canvas. Review scope of course, learning objectives, requirements and evaluation procedures. Student questions and answers regarding assessments, procedures and evaluations.

**Module 2. Thurs Jan 14, 2021. PIERRE DE COUBERTIN AND THE BIRTH OF THE MODERN OLYMPICS IN 1896**

**Class reading:** Nigel Crowther, "The State of the Modern Olympics: Citius, Altius, Fortius," *European Review* 12, no. 3 (2004): 445-460.

**Video:** The Real Olympics: A History of the Ancient and Modern Games.

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**WEEK 2:**

**Module 3. Tues, Jan 19, 2021. THE ANTHROPOLOGY GAMES AND SCIENTIFIC RACISM**

**Class Readings:** Mark Dyreson, "Region and Race: The Legacies of the St Louis Olympics," *International Journal of the History of Sport* 32, no.14 (2015): 1697-1714.

Angela Saini, "Sports and IQ: the persistence of race 'science' in competition," *Nature* 571, (July, 2019): 474-475.

**Module 4. Asynchronous. Thurs Jan 21, 2021 INDIGENEITY, SPORT AND THE OLYMPICS**

**Class Readings:** Christine O'Bonsawin, "No Olympics on stolen native land: Contesting Olympic Narratives and Asserting Indigenous Rights within the Discourse of the 2010 Vancouver Games," *Sport in Society* 13, no.1 (2010): 143-156.

Taylor McKee and Janice Forsyth, "Witnessing Painful Pasts: Understanding Images of Sports at Canadian Indian Residential Schools," *Journal of Sport History* 46, no.2 (2019): 175-188.

*They Came for the Children.* The Truth and Reconciliation Commission of Canada.

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**WEEK 3:**

**Module 5. Asynchronous. Tues Jan 26, 2021 SETTING THE TONE FOR THE 20<sup>TH</sup> CENTURY OLYMPICS: CHARIOTS OF FIRE: PARIS 1924**

*Chariots of Fire* is among the best movies concerning the modern Olympics. Two men, Harold Abrahams and Eric Liddell race for the gold in the 1924 Olympics. One runs for his faith, the other participates to leave anti – Semitic prejudice behind.

Students will watch the movie with the aim of understanding the roles of social class, masculinity (muscular Christianity), amateurism and anti-Semitism in the early years of the modern Olympic games.

**Video:** Chariots of Fire.

#### **Module 6. Thursday Jan 28, 2021. CLASS ANALYSIS OF CHARIOTS OF FIRE**

Small group 'tutorial' discussions around the issues of amateurism, masculinity (muscular Christianity) and anti-Semitism as manifested in Olympic issues across the 20<sup>th</sup> and into the 21<sup>st</sup> century.

**Class readings:** Ellis Cashmore, "Chariots of Fire: Bigotry, Manhood and Moral Rectitude in an Age of Individualism," *Sport in Society* 11, no.2 (2008): 159-273.

Bruce Kidd, Muscular Christianity and Value-centred Sport: The Legacy of Tom Brown in Canada, *The International Journal of the History of Sport*, 23,5,2006,701-713,

L.A. Jennings, "For Love or Money: A History of Amateurism in the Olympics Games," *Vice: Fightland* (June 7, 2016), retrieved from: [https://sports.vice.com/en\\_ca/article/gvaqdm/for-love-or-money-a-history-of-amateurism-in-the-olympic-games](https://sports.vice.com/en_ca/article/gvaqdm/for-love-or-money-a-history-of-amateurism-in-the-olympic-games)

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#### **WEEK 4:**

#### **Module 7. Tues Feb 2, 2021. THE NAZI OLYMPICS: BERLIN 1936 AND THE INVENTION OF TRADITIONS**

**Class Readings:** Mario Kessler, "Only Nazi Games? Berlin 1936: The Olympic Games between Sports and Politics," *Socialism and Democracy* 25, no.2 (July, 2011): 125-143.

Arnd Krüger, "Once the Olympics are through, we'll beat up the Jew: German Jewish Sport 1898-1938 and the Anti-Semitic Discourse," *Journal of Sport History* 26, no.2 (1999): 353-375.

#### **Module 8. Asynchronous. Thurs Feb 4, 2021. TERRORISM AND THE OLYMPICS: Munich Olympics 1972 and the Black September Massacre.**

**Class Reading:** Kay Schiller and Christopher Young, "Introduction," in *The 1972 Munich Olympics and the Making of Modern Germany* (Berkeley; London: University of California Press, 2011), 1-23.

**Video:** Munich

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#### **WEEK 5:**

#### **Module 9. Tues, Feb 9, 2021. MEXICO OLYMPICS 1968 AND THE BLACK FIST PROTEST**

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

Andrew Maraniss, "The Mexico City Olympics Protest and The Media", *The Undefeated* (October 15, 2018, retrieved from: <https://theundefeated.com/features/mexico-city-olympics-protest-media-john-carlos-tommie-smith/>)

Alison M. Wrynn, "A Debt was Paid off in Tears': Science, IOC politics and the Debate about High Altitude in the 1968 Mexico City Olympics," *The International Journal of the History of Sport* 23, no.7 (2006): 1152-1172.

### **Module 10. Thurs, Feb 11, 2021. BENDING A KNEE: RACE AND ATHLETE ACTIVISM AT THE OLYMPICS**

Small and large class tutorial/ discussions around former and current athlete activism and its effects upon the Olympics and sport more generally.

#### **Class Readings:**

Douglas Hartmann, "The Olympic 'Revolt' of 1968 and its Lessons for Contemporary African American Athletic Activism," *European Journal of American Studies* 14, 1 (2019): 1-22.

Christine O'Bonsawin, From Black Power to Indigenous Activism: the Olympic movement and the Marginalization of Oppressed Peoples, *Journal of Sport History*, 42,2 (2015): 200-219

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## **WEEK 6 READING WEEK FEB 15-19**

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### **WEEK 7:**

### **Module 11. Tues Feb 23, 2021. THE STRUGGLE FOR FEMALE SPORTS AT THE OLYMPICS: WOMEN'S SKI JUMPING AND THE OLYMPICS**

**Class reading:** Ann Travers, "Women's Ski Jumping, the 2010 Olympic Games, and the Deafening Silence of Sex Segregation, Whiteness and Wealth," *Journal of Sport and Social Issues*, (2011): 1-20.

### **Module 12. Thurs Feb 25, 2021. WOMEN DON'T HAVE THE SPEED OR STAMINA: FEMALE OLYMPIANS LONG FIGHT FOR THE MARATHON**

**Class Reading;** Jaime Schultz, "Going the Distance: The Road to the 1984 Olympic Women's Marathon," *The International Journal of the History of Sport*, 32, no.1 (2014): 72-88.

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## WEEK 8:

### **Module 13. Asynchronous. Tues Mar 2, 2021. THE COLD WAR ON ICE : EAST PLAYS WEST AT THE WINTER OLYMPICS**

**Class Readings:** John Soares, “Very Correct Adversaries: The Cold War on Ice from 1947 to the Squaw Valley Olympics,” *The International Journal of the History of Sport* 30, no.13 (2013):1536-1553.

[72 Summit Series](https://thesocietypages.org/engagingsports/2018/02/05/winter-olympics-the-games-of-the-few/) Danyel Reiche, “Winter Olympics, the Games of the Few,” *Engaging Sports* (February 5, 2018), retrieved from:  
<https://thesocietypages.org/engagingsports/2018/02/05/winter-olympics-the-games-of-the-few/>

**Video:** Miracle on Ice.

### **Module 14. Thurs Mar 4, 2021. A CENTURY OF STRUGGLE AND THE TRIUMPH OF THE BEIJING OLYMPICS 2008.**

**Class readings:** Sandra Collins, The Fragility of Asian National Identity in the Olympic Games, in Monroe E Price and Daniel Dayan, eds, *Owning the Olympics: Narratives of a New China* University of Michigan Press (2008):185-209.

Susan Brownell, “Human rights and the Beijing Olympics: Imagined Global Community and the Transnational Public Sphere,” *The British Journal of Sociology* 63, no. 2 (2012): 306-327

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## WEEK 9:

### **Module 15. Asynchronous Tues Mar 9, 2021. JAPAN AT THE OLYMPICS- TOKYO 1964**

**Class reading:** J.R.Abel, Japan’s Sporting Diplomacy: the 1964 Tokyo Olympiad, *The International History Review* 34,2(2012): 203-220.

Bruce Kidd, Reflections of a Canadian runner at the 1964 Tokyo Olympics

<https://www.youtube.com/watch?v=WHt0eAdCCNs> NFB.CA 1964 Olympics in Japan

### **Module 16. Thurs Mar 11, 2021. SHE RUNS LIKE A MAN: SEX TESTING AT THE OLYMPICS**

**Class Readings:** Jaime Shultz, “Caster Semanya and the Question of ‘Too’: Sex Testing in Elite Women’s Sport,” *Quest* 63, no.2 (2011): 228-243.

Lindsay Pieper, “Opening Pandora’s Box?: Transgender Athletes and the Fight for Inclusion,” *Sport in American History* (October 9, 2014), retrieved

from:<https://ussporthistory.com/2014/10/09/opening-pandoras-box-transgender-athletes-and-the-fight-for-inclusion>

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## WEEK 10:

### **Modul 17 . Tues Mar 16, 2021. EXAMINING THE ONGOING RESILIENCE OF SEX TESTING**

Class readings : Lindsay Parks Pieper, “‘Preserving la difference’: The Elusiveness of Sex-Segregated Sport,” *Sport in Society* 19, no.8-9 (2016): 1138-1155

Kathryn Henne, “The Science of Fair Play in Sport. Gender and the Politics of Testing,” *Signs: Journal of Women in Culture and Society* 39.3 (2014):787-812.

**Video:** *Sports on Fire: Sex Testing*,

### **Module 18. Asynchronous. Thurs Mar 18, 2021. DOPING SCANDALS AND PERFORMANCE ENHANCEMENT AT THE OLYMPICS**

**Class readings:** Ian Ritchie, “The Use of Performance- enhancing Substances in the Olympic Games: A Critical History,” in *The Palgrave Handbook of Olympic Studies*, Helen J. Lenskyj and Stephen Wagg (eds.) (New York; Hampshire: Palgrave Macmillan, 2012): 410-429

H.Vangrunderbeek and J.Tolleneer, Student Attitudes Toward Doping in Sport : Shifting from Repression to Tolerance. *International Review for Sociology of Sport*, 46,3 (2011):346-357.

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## WEEK 11:

### **Module 19. Asynchronous Tues Mar 23, 2021. THE SOCHI OLYMPICS, HOMOPHOBIA AND THE GAY GAMES**

**Class readings:** Ann Travers and Mary Shearman, The Sochi Olympics: Celebration, Capitalism and Homo-nationalist Pride, *Journal of Sport and Social Issues*, 41,1(2016): 42-69.

Helen J. Lenskyj, Gay Games or Gay Olympics? *Canadian Woman Studies/Les Cahiers de la Femme*, 24-28, 2002.

**Video:** Sochi Pride

### **Module 20. Thurs March 25,2021. LEGACIES: WHITE ELEPHANTS AND A LOT OF DEBTS**

**Class Reading :** Mark Dyreson, “Athletic Clashes of Civilizations or Bridges over Cultural Divisions: The Olympic Games as Legacies and the Legacies of the Olympic Games,” *International Journal of the History of Sport*, 25, 14, (2008): 2117-2129

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## **WEEK 12 INTRODUCING NEW SPORTS TO THE OLYMPICS:**

### **Module 21 Tues Mar 30, 2021. HIP HOP, SKATE BOARDING, BREAK DANCING AND WHAT ELSE?**

**Class Reading:** Belinda Wheaton and Holly Thorpe, “Action Sports, the Olympic Games and the Opportunities and Challenges for Gender Equity: The Cases of Surfing and Skateboarding,” *Journal of Sport and Social Issues*, 42, no 5 (2018): 315-342.

### **Module 22. Thurs April 1, 2021. THE FUTURE OF THE OLYMPICS: JAPAN 2020 AND AGAIN IN 2021**

**Class Readings:** John J. MacAloon, “Olympics 2020 and the Olympic Movement,” *Sport in Society*, 19,6 (2016):767-785

Dave Zirin and Jules Boykoff, The 2020 Olympics are likely to be a disaster.  
<https://www.edgeofsports.com/2019-07-22-1452/index.html>

Andrew Zimbalist, “Tokyo 2020 and its Postponement. An Economic Prognosis,” *Journal of Olympic Studies*, 2020.

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## **WEEK 13 TROUBLES IN UTOPIA: ABUSE, PANDEMICS AND THE FUTURE OF THE OLYMPIC ATHLETE.**

### **Module 23 Tues April 6, 2021. THE PROBLEMS OF COACH ABUSE AND THE EFFECTS OF COVID 19 ON THE OLYMPIC ATHLETE’S FUTURE.**

**Class Readings:** Peter Donnelly, We are the Games: The Covid 19 pandemic and athletes’ voices,” *Sociologia del Deporte*, 1,1, 2020, 311-326.

*John J McAloon*, Infection is One thing, Mortality Another: The Olympic Movement in Extremis, *Journal of Olympic Studies*, 2020.

M.Mountjoy, A,Junge, et al. Health Promotion by International Olympic Sport Federations: Priorities and barriers. *British Journal of Sports Medicine*, 2019, 1-10  
‘Athlete A’ on Netflix – see trailer <https://www.youtube.com/watch?v=JzeP0DKSgdQ>  
Simone Biles, Olympic gymnast- <https://www.youtube.com/watch?v=9d-Z7V5kZvQ>

**Module 24 Thurs April 8 CONCLUDING DISCUSSIONS, ASSISTANCE AND TIPS IN PREPARATION FOR FINAL EXAM.**

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**WEEK 14: Module 25 Tues April 13, 2021. FINAL IN CLASS WRITTEN EXAM, 2 – 3.30pm. – OPEN BOOK 1.5 HOURS.**

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