KIN 364 - The Modern Olympics: Power, Politics, and Performance (Formerly KIN 383)

UBC’s Vancouver Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (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 in their culture, history, and traditions from one generation to the next on this site.

Course Structure: Online and In-Person

Instructor: Andrew Kanerva

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Teaching Assistants:

Caroline Wu

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Donna Cumming

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Instructor

Andrew Kanerva

I completed my Master of Arts in Kinesiology at the University of British Columbia with an interest in sociocultural studies. My graduate research investigated cannabis use amongst high performance athletes. During my graduate degree, I was a graduate assistant for the Department of Athletics and Recreation at the Smith and Laycoe varsity weight room and completed the Certificate Program in Advanced Teaching and Learning. I have a passion for teaching, and I am very excited to be able to share this learning experience with you.
Teaching Assistants

Caroline Wu

I am a first year MA student in the Population Physical Activity Lab. I recently finished my BKIN here at UBC with a minor in arts specializing in political sciences. As I have just started my MA, I have yet to decide on my thesis, however, I am interested in exploring topics related to how policies and culture can influence mental health, physical wellbeing, and physical activity. Recently, I have also been learning more about knowledge translation too. I look forward to meeting and working with all of you!

Donna Cumming

I am a second year Masters student in socio-cultural Kinesiology. Prior to attending UBC, I completed a BA in Communications at the University of Calgary with a minor in Business Management. I have worked in communications and program management for a variety of sport organizations, including the U of C Dinos and Field Hockey BC. My research interests include gender equity in sport and sport leadership, with a particular focus on women’s ice hockey.

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 trans-cultural phenomenon well worth exploring from multiple perspectives and the Olympic Games are a fascinating target for analysis. The Olympics 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; and debates around access and eligibility including special attention to indigenous athletes and opportunities. We will discuss sites of corruption, Olympic artifacts, and athletes’ successes as well as struggles, sex-testing, drugs and performance enhancement associated with various summer and winter Olympic Games.

We will pay special attention to impact of the COVID-19 pandemic and explore how it has altered the lives of Olympic athletes and Olympic destination cities.

We will 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?

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 21st 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?

Learning Objectives

- Review the historical context of the Olympics.
- Critically examine the relationship of power, politics, and sport.
- State the role and responsibilities of the International Olympic Committee (IOC).
- Discuss the evolving challenges related to gender, race, equality, and inclusion.
- Evaluate the impacts of COVID-19.

Learning Outcomes

By the end of this term, students will be able to

- Define and describe the modern Olympics.
- Recount Olympic legacies and artifacts.
- Apply the learning material to demonstrate a deep, critical understanding of the dynamic nature of international competition at the modern Olympics.
- Evaluate the IOC’s promises for future Olympics.
- Identify the past and present challenges related to gender and racial politics and discuss how they have impacted the modern Olympics.

Format and Procedures
The course will take place virtually over Zoom and in-person.

The course consists of two 80-minute classes per week. Classes include short lectures, small and large group discussions, quizzes, 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 will start most classes with a brief informal discussion followed by a lecture. Students will then be able to engage in large and/or small group discussions and related projects led by the instructor and the TA’s. Students are expected to read the assigned articles, listen to the lectures, carefully take notes, and engage in conversation with peers and instructors.

**Course requirements**

Third year standing or with the permission of the instructor.

**Office Hours**

There are no set office hours. Office hours are by appointment only. Please email a TA or the instructor to schedule an appointment.

**Assignments**

**Participatory Assessments – 10%**

Students should come to class prepared to listen to and discuss lectures and the module’s readings. Throughout the term, students will complete 5 quizzes or discussions posts on specific module content. Each participatory assessment will be worth 2% of your final grade.

**Reflections – 30%**

Students will write 2 reflections during the semester, each worth 15% of your final grade. A reflection should engage with a specific module (associated reading/s, materials, and group discussions) 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. Adhere to APA formatting guidelines. [https://guides.library.ubc.ca/apacitationstyle/formatting](https://guides.library.ubc.ca/apacitationstyle/formatting)
Reflection #1 should be selected from any 1 of Modules 3, 4, 7, 8, or 9. Due on Canvas at 2:00 pm on Thursday, February 10.

Reflection #2 should be selected from any 1 of Modules 11, 12, 14, 16, or 20. Due on Canvas at 2:00 pm on Tuesday, March 29.

Midterm Paper - Artifacts and Legacies – 30%

Each student will be asked to select an Olympic artifact or legacy from the modern Olympics. This window of time allows you to investigate an artifact or legacy 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.

Students must confirm with their TA via email what they would like to write about.

The paper should be approximately 1000 words, double spaced. not including references. Please adhere to APA formatting guidelines.

Due on Canvas at 2:00 pm on Tuesday, March 1.

Final Paper - Race, Gender, Equality, and Inclusion - 30%

Issues of race, gender, equality, and inclusion have followed us throughout our discussions of the modern Olympics this semester. Each student will be asked to select at least three (3) examples at different Olympics where issues relating to race, gender, equality, and inclusion have become particularly salient or problematic. What were these issues? Why were they problematic? How did they manifest? How did later Olympics improve on the issues? Have the issues been entirely resolved? Are there remnants of the issues in the present Olympics? If yes, what can future Olympics do to rectify these issues?

Students must confirm with their TA via email the topics that they would like to write about.

The paper should be approximately 2000 words, double spaced. not including references. Please adhere to APA formatting guidelines.

Due at 11:59 pm on Thursday, April 14.

Policies

Attendance

Regular attendance 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 well-being and are open to listen to difficulties concerning health, access, and life in general.

Please see the special section on our course section about student health and well-being 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.

**Students Learning Outside of Canada**

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit [http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0) for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: [https://academic.ubc.ca/support-resources/freedom-expression](https://academic.ubc.ca/support-resources/freedom-expression)

**Readings and Resources**

All required readings are available on Library Course Reserve (available through Canvas). 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](https://courses.library.ubc.ca/c.qs2nQk)

**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 classes.

**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 their actions.

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

**Inclusivity Statement**

Education is a multidisciplinary field that brings together faculty, students and others from diverse academic and personal backgrounds. UBC’s Faculty of Education is committed to creating a respectful workplace and learning environment that supports inclusion based on the principles of equity, diversity and social justice in order to create an environment that supports its community members’ full participation. The Faculty of Education is committed to providing accessible, usable, and welcoming spaces for faculty, staff, students, and visitors who have disabilities, are members of racialized communities, Indigenous, transgender, two-spirit and gender-diverse people, regardless of their age, sexual orientation, social status, religion, ethno-linguistic, nationality and/or citizenship status.

Faculty of Education courses take place in learning environments that are inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Learners and educators expect to be treated respectfully at all times and in all
interactions. Non-sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected in Faculty of Education classes, course content, discussions and assignments.