

**UNIVERSITY OF BRITISH COLUMBIA – SCHOOL OF KINESIOLOGY  
2022 W Term 2. January 10-April 17.**

**KIN 364 – The Modern Olympics: Power, Politics and Performance  
(Previously listed as KIN 383)**

**Instructor**

**Dr. Patricia Vertinsky**  
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**TA's**

**Aishwarya Ramachandran**  
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**Location**

**Lecture: Tues/Thurs - Woodward Instructional Resources Centre, 5**  
**Tutorials: Thurs -**

- 1. Neville Scarfe, 207**
- 2. Neville Scarfe, 208**
- 3. Ponderosa Commons North 1001**

**Office Hours**

**Wednesdays: 10 — 11 am. Auditorium Annex, West Mall, 156B, 155A.**  
**Students can also contact the Instructor or the TAs by email to make a separate appointment.**

**Course Description**

This course examines the Modern Olympic Games as they have developed over more than twelve decades 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, making the Olympic Games a unique target for careful analysis. Especially for kinesiology students interested in sporting performance and global politics, they offer a glimpse into a world of political intrigue, racial and gender politics, the struggles of top-level athletes around sport management, and the medical, environmental and technological issues surrounding high-level sporting participation.

During the semester, we will examine international competition and conflicts, organizational power struggles, and gender, race, and disability debates around who gets to have access and eligibility to the Games. We will pay special attention to the struggles of Indigenous athletes and

their quest for resources and Olympic participation. We will discuss sites of corruption, Olympic symbols, and athletes' successes as well as struggles around sex-testing and gender issues, drugs and performance enhancement associated with various summer and winter Olympic Games. We will reflect upon the fortunes of the Olympics affected by COVID-19 and estimate how pandemics have altered the lives of Olympic athletes, Olympic destination cities and audiences, 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 sports and the promotion of new sports to enter the Olympic arena in the future. Our interest will center upon what we can learn from past Olympics and what we expect the Olympics of the future to look like.

The course will take place in person and will include a range of lectures, films, videos, visiting experts, student discussions, projects, and group and individual assignments. The goal is to maximize student involvement through class debates, tutorials and small group projects and discussions which help students reflect critically upon past, current and future issues affecting the global role of the Olympics and its wide-ranging effects on sports, culture, ethics, organizational politics, health and medicine, and the environment.

We hope that students will 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 performance enhancement and sex testing, sensitivity toward shifting race relations in elite sport, a better understanding of Indigenous access and opportunities related to Olympic sport, and emerging issues as the Olympics move through the third decade of the 21<sup>st</sup> century. What sports will be on future agendas? Who will be eligible to participate? Who will protest and who will pay the costs of mounting an Olympics? What will be 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, one of which will be a formal lecture and discussion in the main lecture room. The second class each week (Thursday) will typically be a small group tutorial held in three locations and dedicated to discussions focused upon the formal lectures, class readings and media presentations related to that week's topics. Since this course places particular emphasis on participation and discussion, attendance is important for addressing and learning the material, involvement in group discussions, sharing information, answering quizzes, and generally engaging with the subject matter in a variety of ways.

## **EVALUATION**

*The course evaluation will consist of 3 specific categories:*

### ***Assessment #1 Attendance and participation 25%***

Given the course focus on student involvement and participation in small and large group discussions, attendance will be taken randomly across both large classes and tutorials, and of course participation in discussions across the semester is valued.

### ***Assessment #2 Mid-term individual project – Inclusivity and the Olympic Athlete: An in-depth portrait and analysis – 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 an Olympic athlete from long ago, or from more recent times, and use the class and group discussions you have had so far to provide you with a variety of ideas on what to include in your project.

First, provide a picture (if possible) and seek out interesting information about your selected athlete who either competed at an Olympics or was prevented from competing for various reasons), his/her/their personal experiences or misfortunes, performance issues, sporting interests, national background, and training. You can use a wide range of materials, including class readings, related readings, online sources, web sites – (be creative but be careful to use reliable sources!)

You are expected to provide 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 the topic of their research with the TAs ahead of time (on or before Feb 20). **The report should be no more than 3 pages long (approx. 750 words, double-spaced, not including pictures and references). It should include a title and appropriate citations in APA format.**

Alternatively, you can present your findings in a more creative way as a poster, power-point, or podcast but make sure that all the required information is incorporated into your project. Due date: March 2: a week following reading week.

**Assessment #3. Small group (4- 5) final project 45% (includes 30% project, 15% presentation)**

***Each group should select option 1 or option 2 for their final project***

### **Option 1.**

The final project is designed for students in small groups (4-5) to focus on one particular Olympic Games in the modern era (from 1896-2022). Discussion time will be provided in tutorials during the semester, so that groups will have time to select and collect materials, plan on their organization and presentation mode and to discuss their plans and information searches with their tutorial leader (i.e. Dr Vertinsky or one of the 2 TA's).

An Olympic event involves an enormous amount of planning, political acumen, and strategy for success; once selected, physical and financial resources are brought into play and the country involved enters into a contract with the IOC to produce 'the best Games ever!' Events are predetermined by the IOC, but numerous issues can intervene to cause reconsideration and new forms of planning. During the Olympic event itself, national and international politics, weather, event management and technology, as well as issues of race, gender, equality, and inclusion all need to be attended to. These complex issues have followed us throughout our discussions of the modern Olympics this semester.

This project will require a political analysis at the national and international level; an in-depth focus on the desire and capabilities of the nation to bid for and carry off an Olympic Games; particular problems encountered, or successes achieved at the level of athlete success and national pride; new innovations and old problems.

Your group should decide upon your selection of a specific Olympic Games and submit it to your tutorial leader by March 2 for validation. Your selection should not include those Olympic Games we are focusing particular attention upon in class (e.g. St Louis, 1904, Paris 1924, Berlin 1936, Munich, 1972, Mexico 1968, Sochi, 2013, Beijing 2008). Please include a second and third choice in case of too many similarities across groups.

### **Option 2.**

Alternatively, your group may select to focus on two (2) examples at (3) different Olympic Games where issues relating to race, gender, equality, and inclusion became particularly salient or problematic. What were these issues? Why were they problematic? How did they manifest? With what results? In what ways have recent Olympics improved on or dealt with these issues? Have the issues been entirely resolved? If not, what might future Olympics do to rectify these issues in a global world? Please submit your selection of examples to your TA by March 2 for validation.

Detailed rubrics will be provided in your tutorials for assistance and organization of projects and presentations.

### **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 when space permits).

### **Policies and Expectations**

Regular attendance is important for full participation 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 listening to particular difficulties concerning health, access, and life in general. 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:

1. Students should have a broad and informed understanding of the modern Olympic Games from their inception in 1896 through to the present.
2. Students should be able to discuss the materials covered in this course as background to a deeper understanding of the shifting contours of international sporting competition at the modern Olympics
3. Students should have obtained a deeper view of the nature of international competition and conflict around sporting performance; better understand athletes' struggles related to sex, gender, racial and Indigenous politics in international sports; consider reasons for sites of corruption in Olympic management and leadership; recognize environmental issues related to Olympic sites; estimate the legacies of past Olympics and make an informed evaluation concerning IOC promises for the future regarding fairness, new kinds of sport, new arenas, and new organizational and funding arrangements.

### **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, and course readings) 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: INTRODUCTION TO THE COURSE (Woodward 5)**

#### **Module 1. Tues Jan 10**

Introduction of instructor and TA's and outline of rules of engagement in large classes and tutorials including the use of Canvas. Review scope of the course, learning objectives, requirements, and evaluation procedures.

#### **Module 2. Thurs Jan 12**

### **PIERRE DE COUBERTIN AND THE BIRTH OF THE MODERN OLYMPICS IN 1896 (Woodward 5)**

**Class reading:** Nigel Crowther, "The State of the Modern Olympics: Citius, Altius, Fortius," *European Review* 12, no. 3 (2004): 445-460. doi:10.1017/S1062798704000377

Finalization of class list, tutorial groups, locations, student involvement.

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### **WEEK 2: THE ANTHROPOLOGY GAMES AND SCIENTIFIC RACISM**

#### **Module 3. Tues, Jan 17 (Woodward 5)**

### **THE LEGACIES OF THE ST LOUIS OLYMPICS**

**Required 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. doi: 10.1080/09523367.2015.1129322.

Angela Saini, "Sports and IQ: the persistence of race 'science' in competition," *Nature* 571, (July, 2019): 474-475. retrieved from <https://www.nature.com/articles/d41586-019-02244-w>.

#### **Module 4. Thurs Jan 19 (Woodward 5)**

##### **INDIGENEITY, ACTIVISM AND THE OLYMPICS**

###### **Required 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. doi:10.1080/17430430903377987

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): 200-21

###### **Optional reading**

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. doi:10.5406/jsporthistory.46.2.0175.

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

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#### **WEEK 3: SOCIAL CLASS, MASCULINITY AND THE THORNY QUESTION OF AMATEURISM AT THE OLYMPICS**

##### **Module 5. Tues Jan 24**

##### **SETTING THE TONE FOR THE 20<sup>TH</sup> CENTURY OLYMPICS: CHARIOTS OF FIRE AND THE AMATEUR/PROFESSIONAL DEBATE**

Instead of class, students will watch the movie *Chariots of Fire* on their own time, read the related articles and come to the tutorial on Jan 26 ready to discuss in detail the various issues raised in the movie.

**Chariots of Fire** is considered among the best movies concerning the early beginnings of the modern Olympics. Two men—Harold Abrahams and Eric Liddell race for gold in the 1924 Olympics. One runs for his faith, the other participates to fight anti – Semitic prejudice. Students will watch the movie with the aim of understanding and then discussing the roles of social class, masculinity (muscular Christianity), amateurism and anti-Semitism in the early years of the modern Olympic games.

**Required Readings:**

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)

Patric Hruby, "The Olympics Show Why College Sports Should Give Up on Amateurism," *The Atlantic* (July 25, 2012), retrieved from: <https://www.theatlantic.com/entertainment/archive/2012/07/the-olympics-show-why-college-sports-should-give-up-on-amateurism/260275/>

**Module 6. Thursday Jan 26 (Tutorials) see 3 sites****ANALYSIS OF *CHARIOTS OF FIRE***

Small group discussions around the problems of amateurism/professionalism, 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.

Ellis Cashmore, "Chariots of Fire: Bigotry, Manhood and Moral Rectitude in an Age of Individualism," *Sport in Society* 11, no.2 (2008): 159-273 doi:[10.1080/17430430701823406](https://doi.org/10.1080/17430430701823406).

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,

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**WEEK 4: POLITICS AND IDEOLOGY AT THE OLYMPICS****Module 7. Tues Jan 31 (Woodward 5)****THE NAZI OLYMPICS: BERLIN 1936 AND THE INVENTION OF TRADITIONS****Required Readings:**

Molly Wilkinson Johnson, The Legacies of 1936: Hitler's Olympic Grounds and Berlin's Bid to Host the 2000 Olympic Games, *German History*, 40,2,2022, 258-277.

Mario Kessler, "Only Nazi Games? Berlin 1936: The Olympic Games between Sports and Politics," *Socialism and Democracy* 25, no.2 (July, 2011): 125-143. doi:10.1080/08854300.2011.579476.

Bruce Kidd, "Canadian Opposition to the 1936 Olympics in Germany," *Sport in Society*, 16, 4 (2013), 425-438. <https://doi.org/10.1080/17430437.2013.785748>

## **Module 8. Thurs Feb 2 (Tutorials)**

### **GERMANY, TERRORISM AND THE OLYMPICS: Munich Olympics 1972 and the Black September Massacre.**

#### **Required 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.

*We will also watch brief clips from the Movie – Munich.* This is a 2005 spy drama film produced and directed by Steven Spielberg. It is based on the 1984 book *Vengeance* which details the Black September massacre of Jewish athletes at the Munich Olympics and the retaliation of Israel on the Palestinian killers.

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## **WEEK 5: RACE, HUMAN RIGHTS AND THE MEXICO OLYMPICS**

### **Module 9. Tues, Feb 7 (Woodward 5)**

#### **MEXICO OLYMPICS 1968 AND THE BLACK FIST PROTEST: Efforts to highlight the problems of racism at the Olympics**

##### **Required 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. 162-183, doi:10.1080/09523367.2017.1356822.

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. doi:10.1080/09523360600832429

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/>)

## **Module 10. Thurs, Feb 9 (Tutorials)**

### **BENDING A KNEE: RACE AND ATHLETE ACTIVISM AT THE OLYMPICS**

Small group discussion around former and current athlete activism and its ongoing effects upon the Olympics and sport more generally. What were the compelling messages of the 1968 protest

by black American athletes? What other activist activities have occurred at the Olympics and with what results.

**Required 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. doi:10.4000/ejas.14335.

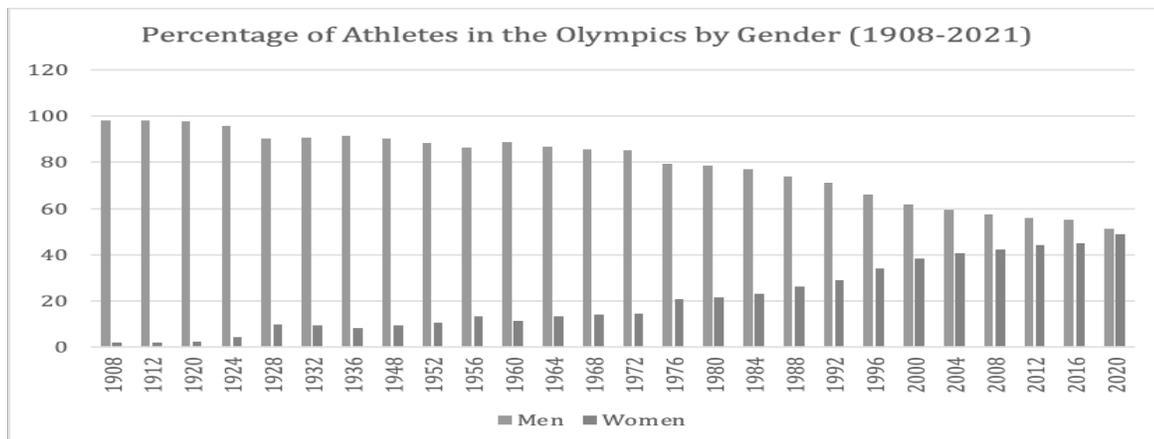
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**WEEK 6 NO ROOM FOR WOMEN: GENDER STRUGGLES AT THE OLYMPICS**

**Module 11. Tues Feb 14 (Woodward 5)**

**THE FIGHT FOR WOMEN’S SKI JUMPING AT 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. doi:10.1177/0193723511405477.



**Module 12. Thurs Feb 16 (Tutorials)**

**WOMEN DON’T HAVE THE SPEED OR STAMINA: FEMALE OLYMPIANS LONG FIGHT FOR THE MARATHON**

**Required 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. doi: [10.1080/09523367.2014.958668](https://doi.org/10.1080/09523367.2014.958668).

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## **WEEK 7    Reading Week Feb 20-24**

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### **WEEK 8: THE WINTER OLYMPICS AND THE EFFECTS OF THE COLD WAR**

#### **Module 13. Tues Feb 28 (Woodward 5)**

#### **EAST PLAYS WEST AT THE WINTER OLYMPICS: THE COLD WAR ON ICE AND THE GAMES OF THE FEW.**

##### **Class Readings:**

Heather Dichter and Sarah Teetzel, "The Winter Olympics: A Century of Games on Ice and Snow," *The International Journal of the History of Sport*, 37,3,1215-1235, doi:10.1080/09523367.2020.1866474

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. doi: 10.1080/09523367.2013.823405

[72 Summit Series](https://thesocietypages.org/engagingsports/2018/02/05/winter-olympics-the-games-of-the-few/) Danyel Reich, "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/>

#### **Module 14. Thurs Mar 2 (Tutorials)**

#### **THE SOCHI OLYMPICS, HOMOPHOBIA AND THE GAY GAMES**

##### **Required Readings:**

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

Jung Woo Lee, Olympic Winter Games in Non-Western Cities: State, Sport and Cultural Diplomacy in Sochi, 2014, PyeongChang 2018 and Beijing, 2022, *The International Journal of the History of Sport*, 2021, 1494-1515.

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

Discuss Jordan Wade's Sochi video on homophobia in Russia.

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### **WEEK 9: THE WEST vs. THE REST: THE GLOBALIZATION OF THE OLYMPICS**

#### **Module 15. Tues Mar 7 (Woodward 5)**

## **ASIA RISING: A CENTURY OF STRUGGLE AND THE TRIUMPH OF THE BEIJING OLYMPICS 2008**

### **Required Readings:**

Yuting Zhong, Fan Hong and Peter Herrman, The Impact of the 2008 Beijing Olympics Games on China and the Olympic Movement, *The International Journal of the History of Sport*, 2022, 1863-1879.

Shiming Luo and Fuhua Huang, "China's Olympic Dream and the Legacies of the Beijing Olympics," *The International Journal of the History of Sport*. 30, 4 (2013), 443-452.

### **Optional Reading:**

Susan Brownell, "Wushu and the Olympic Games: Combination of East and West or Clash of Body Cultures," in *Perfect Bodies, Sports, Medicine and Immortality*, Vivienne Lo (ed.), (London: British Museum Publications, 2012), 59-68.

## **Module 16 Thurs Mar 9 (Tutorials)**

### **JAPAN AT THE OLYMPICS- TOKYO 1964 AND AGAIN IN 2020/21 (with COVID)**

#### **Class readings;**

Jules Boykoff and Christopher Gadney, The Tokyo Summer Games and the end of Olympic History," *Capitalism, Nature, Socialism* 31, 2020, 2,1-19.

J.R. Abel, Japan's Sporting Diplomacy: the 1964 Tokyo Olympiad, *The International History Review* 34,2(2012): 203-22

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

#### **Optional Reading:**

Maria Guajardo, "Tokyo 2020 Olympics: Nation Branding Creates an Opportunity for a New Cultural Narrative for Japan," *The International Conference on Japan and Japan Studies Official Conference Proceedings* (2016), retrieved from: [http://papers.iafor.org/wp-content/uploads/papers/iicj2016/IICJ2016\\_26853.pdf](http://papers.iafor.org/wp-content/uploads/papers/iicj2016/IICJ2016_26853.pdf)

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## **WEEK 10: SEX TESTING AND DOPING SCANDALS AT THE OLYMPICS**

### **Module 17. Tues Mar 14 (Woodward 5)**

#### **SHE RUNS LIKE A MAN: SEX TESTING AT THE OLYMPICS**

#### **Required Readings:**

Ruth Padawar, The Humiliating Practice of Sex-testing Female Athletes, *The New York Times Magazine*, June 28, 2016. <https://nytimes.com/2950brC>

Jaime Shultz, "Caster Semenya and the Question of 'Too': Sex Testing in Elite Women's Sport," *Quest* 63, no.2 (2011): 228-243.

Lindsay Parks Pieper, "'Preserving la difference': The Elusiveness of Sex-Segregated Sport," *Sport in Society* 19, no.8-9 (2016): 1138-1155

Watch in class - *Sports on Fire*: Discuss the ongoing controversy over sex testing- is there a resolution?

## **Module 18 Thurs Mar 16 (Tutorials)**

### **DOPING SCANDALS AND PERFORMANCE ENHANCEMENT AT THE OLYMPICS**

#### **Required 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  
doi:10.1057/9780230367463.

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.

Watch clips from *ICARUS*, [youtube.com/watch?v=qXoRdSTrR-4](https://www.youtube.com/watch?v=qXoRdSTrR-4),

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### **WEEK 11: OUT WITH THE OLD: NEW GAMES AND OLD DEBTS.**

#### **Module 19. Tues Mar 21 (visiting speaker 'skateboarding at the Olympics') Woodward 5.**

#### **NEW SPORTS, YOUTH SPORTS AT THE OLYMPICS: HIP-HOP, SKATEBOARDING and BREAK DANCING:**

**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.

Jonathan Irvine, "Why Paris is the perfect city to introduce breakdancing to the Olympics," *The Conversation*, Jan 22, 2019.

#### **Module 20. Thurs Mar 23 (Tutorials)**

### **LEGACIES, WHITE ELEPHANTS, DEBTS, AND THE FUTURE OF THE OLYMPICS**

**Class Readings:** 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  
doi:10.1080/09523360802496205.

Kelsey Blair, “Hockey Sticks and Heartstrings: The Men’s Gold Medal Hockey Game and the Affective Legacy of the 2010 Olympic Games,” *Canadian Theatre Review* 164 (2015): 83-88,  
doi:10.3138/ctr.164.015

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## **WEEK 12: COACH ABUSE AND OLYMPIC TROUBLES**

### **Module 21. Tues Mar 28 (Woodward 5)**

#### **Class Readings:**

Wilinsky, C.L. and McCabe, A. “A Review of emotional and sexual abuse of elite child athletes by their coaches. *Sports Coaching Review*, 10(1), 2021, 84-109.

<https://doi.org/10.1080/21640629.2020.1775378>

ATHLETE\_A\_ - coach abuse discussion guide/pdf-Adobe Acrobat Pro dc

<https://www.netflix.com/ca/title/81034185>

### **Module 22 Thurs Mar 30**

**Group time to develop presentations**

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## **WEEKS 13 AND 14 STUDENT GROUP PRESENTATIONS IN WOODWARD 5**

### **Modules 23-26. ALL IN WOODWARD 5**

**Tues April 4 STUDENT GROUP PRESENTATIONS**

**Thurs April 6 STUDENT GROUP PRESENTATIONS**

**Tues April 11. STUDENT GROUP PRESENTATIONS**

**Thurs April 13 STUDENT GROUP PRESENTATIONS + CONCLUDING REMARKS**

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