



香港中文大學人類學系  
**Department of Anthropology**  
THE CHINESE UNIVERSITY OF HONG KONG



ANTH2390/UGEC2664

## Sports and Culture

*Course Syllabus*

2023/24 – Summer Term

Every effort is made to ensure all details are correct at the time of printing/uploading. However, it may be occasionally be necessary to make further revisions/updates after the course has commenced. Please regularly check the online Course Page for the most up-to-date version of this document. Thank you!

Marco Montagner (marcomontagner@cuhk.edu.hk)

**Lecture:** Tuesday 15:30 – 18:15 (**Venue:** NAH\_213)

**Lecture:** Friday 15:30 – 18:15 (**Venue:** NAH\_213)

### Course Description

Sports capture the minds and bodies of billions of people around the world and have an immense significance in our everyday lives. This course engages different cross-cultural examples of sport and introduces students to the relationship between sport and its sociocultural setting.

Sports inform and create certain lifestyles and values: they are about cooperation, inclusion, and fair play. But they are also about competition, inequality, and violence. Sports are highly structured, and yet at the same time totally unpredictable. Sports transmit moral principles and shape attitudes to life, but might also undermine authority and contribute to social instability. Sports can both unite and divide teams, groups of people, and even entire nations.

Sports are not only shaped by society, but sports themselves shape society, dynamically intertwined as they are with moral education, socioeconomic class, gender, ethnicity, nationalism, globalization.

Students will explore different cross-cultural examples of sports from all over the world, introducing the role and importance of sports in the present and the past, in “modern” and “traditional” societies, and seeing the relationship between sports and their sociocultural setting.

This course draws on a variety of disciplines including sociology, gender studies, history, and cultural studies, but remains firmly rooted in providing you an anthropological perspective. In line with the General Education goals, in this course we will examine the origin of sport and how today it become indissolubly part of the globalized world. This course will help you develop broader social perspectives and a critical understanding of the multitude of ways that sport impacts everyday life. By adopting a comparative perspective that considers sport/game/play/ritual practices in different locales, it will cultivate your ability to navigate the similarities and differences between your own and other cultures. By encouraging you to question the role and purpose of sport, I hope it will enable you to more fully participate as an individual and a citizen in local communities. Finally, through research exercises, group discussion, and sharing, the course aims to foster your intellectual, collaborative, and communication skills.

#### Things to note

*With such a title, “Sports and Culture” usually gathers students from the full spectrum of CUHK faculties. After years of editing this course outline, I can confidently say that as long as you consistently read the material and participate in class/tutorial, you will not encounter difficulties in completing this course.*

*There are no prerequisites to join this course. In fact, you do not even have to like sports; in this class I use sports as a proxy to discuss broader anthropological and sociological topics. Sports haters are welcome!*

*Please note that I will mention countless sports/play/movement practices, often without explaining their rules in too much depth. I expect you to do the “dirty work” (wait—that should be a pleasure!) of looking further into these activities if you are interested. This course is about anthropology and sociology, and it aims to provide you with the tools to critically analyze sports from a sociocultural perspective. For this reason, its approach is deeply different than, for example, the more technical approach and tools of a “Sport Science” or “Physical Education” major (and I suggest enrolled students from these majors to come talk to me during the Add/Drop Period for further clarifications).*

*Finally, this course is a work in progress, and as such, I would like you to tell me what you like/dislike about the class to improve it in the future. If there is anything unclear, please do not hesitate to ask; chances are that other students may also have similar queries >> asking helps to ensure I can make things better for everybody!*

### Learning outcomes

Upon completion of the course, you will be able to:

- Analyze sport in an anthropological and sociological manner
- Understand the roles that sports play in “traditional” and contemporary societies, reflecting on how sports are much more than an activity merely for health and leisure
- Demonstrate the complexity and interrelatedness of sports, society, and everyday life (even for those that are completely uninterested in sports)
- Critically reflect on your own engagement with sports as a practitioner or spectator

## **Course Format**

The course material will be delivered mainly in the form of lectures, tutorial discussions, case studies, presentations, and exercises. In order to derive maximum benefit from the course, students are expected to actively participate in class activities and complete the key readings prior to attending the tutorials.

Suggested additional readings will be selectively discussed in class to enrich the main course content. All mentioned readings will be uploaded. Should you encounter problems locating a specific reading, please let me know immediately.

This course is offered to undergraduate students from across the university. The diverse student body taking this course, well beyond that of the Department of Anthropology, helps make for a stimulating learning environment, and interaction across students from different disciplines is strongly encouraged. However, students should also be aware that the class conduct expectations for this course may differ from those of other courses in your department.

## **Attendance**

Lectures and tutorials are essential parts of the learning process, and every student is expected to regularly attend lectures and tutorials, and participate in discussions. If a student should miss a class/tutorial, it is their responsibility to inform me/tutor in advance, along with the reason and the appropriate documentation.

## **Preparation**

You are expected to prepare for the class by reading and making notes on the key reading in advance of each meeting. Completing the readings in advance will help you to participate fully in the tutorial discussions, and your participation in tutorial and lecture contributes to your overall course grade.

## **Lecture recordings and slides**

Lectures will not be recorded. Lecture slides are not considered “learning material” and consequently will not be uploaded.

## **Academic honesty and Plagiarism**

CUHK has a policy and regulations on honesty in academic work, and requires all papers to be checked by a plagiarism detection engine. Plagiarism is defined in the Regulations Governing Conduct at Examinations as the “unacknowledged use, as one’s own, of work of another person, whether or not such work has been published”. It also includes self-plagiarism, the unacknowledged use of one’s own previous work (e.g. other courses). Plagiarism is a disciplinary offense, and any student who commits the offense is liable to disciplinary action. Disciplinary actions in connection with the violation of academic honesty may result in serious consequences, such as: failing the assignment or the course, suspension of study, withdrawal of academic awards, and, potentially, discontinuation of studies at the University. Plagiarism may be handled by the individual teacher or reported to the University. Forgery of any document or certificate is also liable to disciplinary action.

Details of the disciplinary guidelines and procedures applicable to breaches of such policy and regulations may be found online (at: <http://www.cuhk.edu.hk/policy/academichonesty/>). CUHK requires all papers to be checked by VeriGuide, a plagiarism detection engine. With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines, and procedures. The statement, in the form of a receipt, will be issued by the system upon students’ uploading of the soft copy of the assignment (at this address: [https://academic.veriguide.org/academic/login\\_CUHK.aspx](https://academic.veriguide.org/academic/login_CUHK.aspx)). Assignments not submitted to VeriGuide will not be graded. VeriGuide allows you only one submission per paper, submit only the final version of your paper to the system. Uploading different files (or a different version of your paper) on VeriGuide in order to skip the similarity check or to delay your submission is also considered dishonest behavior and will be penalized accordingly.

## **Late submission and no submission of coursework assignment**

All coursework assignment due dates will not be deferred except in cases of medical emergencies or family bereavement, for which detailed written evidence must be supplied. Late assignments will be docked 5 points per day, for a maximum of 7 days > after which the grade for that assignment will be 0 (unless in well-proven exceptional circumstances, as described above).

Technical issues are not considered acceptable reasons for lateness or for not submitting your work and will not be entertained. Students not submitting two or more assessment items or scoring 0 in two or more assessment items will be given an F (fail), even if the sum of the remaining assessment items is sufficient for a pass.

Forgery of any emergency document or certificate will be reported to the University Disciplinary Committee and face the same disciplinary actions as the violation of academic honesty, and may result in serious consequences such as failing the assignment or the course, suspension of study, withdrawal of academic awards, discontinuation of studies.

### **Instructor feedback**

I will provide feedback on students' assignments within maximum three weeks of submission. Please note that if your work is submitted late, it may take longer than usual to provide feedback.

### **Student feedback**

Obviously, my hope is that you will enjoy the course and find its content stimulating and useful, and that it makes a positive contribution to your degree program and academic experience. However, reality may be different, and there are a few channels where you can make your voice heard:

#### *Suggestion box: Classroom's coffee tin*

Aside from the official feedback channel, I always welcome informal feedback (in person or by email) on how you are finding the course, what you like, and how you think it may be improved. For the same reason, in case you prefer to do so anonymously, during lectures I will keep a "suggestion box" in the classroom, a tin of my favorite coffee where you can always leave your feedback anonymously (starting after the Add/Drop period).

#### *EFCS: Early Feedback Collection System*

EFCS is designed to capture student feedback on individual classes in the middle of the study term to complement the end-of-term Course and Teaching Evaluation (CTE) exercise. Students will be asked to provide feedback on the following two questions regarding satisfaction with the courses: a) What are the best aspects of the course so far? b) Which aspects are most in need of improvement so far? The feedback collected will be made available the relevant course teachers a few days after the feedback collection.

#### *CTE: Course and Teaching Evaluation*

The CTE Student Feedback questionnaire is one of the ways in which CUHK courses and teaching are evaluated. Students complete this questionnaire at the end of each course. You will be given time during one of the last two classes to complete the questionnaire, as well as be reminded by e-mail. To learn more about the CTE exercise, you may visit the project website at: <https://www.cuhk.edu.hk/proj/octe/>.

### **Student wellbeing**

University is usually a time and a space of great learning and experiencing. However, I am the first to admit that life at university might get extremely complicated. If you are feeling stressed, overwhelmed, lost, anxious, depressed, or struggling with personal issues, do not hesitate to call or visit the Wellness and Counseling Centre (WACC). WACC serves full-time students and it is staffed by psychologists and professional counsellors. Through the following services, the WACC assists students to overcome adjustment difficulties, derive success and satisfaction from their university experiences as well as achieve personal growth and self-enhancement. These services are free and completely confidential, please check here for more details: <https://www.osa.cuhk.edu.hk/>.

## Course Assessment

Course assessment is comprised of:

1. Class Participation (tutorials and lectures): 20%
2. Mid-term reflection paper: 30%
3. Ethnographic project (which includes Group Presentation + Individual Short Report): 20+30= 50%

### Class Participation

Every student is expected to regularly attend lectures and tutorials, and participate in discussions in both. A high participation score comes with active and thoughtful participation on a regular basis, showing interest as well as preparation on class materials. Participation is a fundamental part of the course; I believe participation—not simple attendance—is key for “general education” courses.

Each week’s tutorials will be dedicated to discussion of the the key reading for that week or of the main topics of that week’s lecture. You should read and think about the readings beforehand, to be adequately prepared for class. While reading, you ought to make clear the following, at least at a general level:

- What is the author’s key argument
- How the author demonstrates this argument (i.e. what evidence is shown, what cases are discussed, etc.)
- How the author’s argument may relate to/contrast with other established arguments or viewpoints surrounding the issue (you may find it useful to refer to the other readings from that week, as some of the additional articles are selected because they address a similar theme but from contrasting perspectives)
- What is your own assessment of the core argument (and its usefulness)

Compared to the lecture, during tutorials most of the talking will be done by you. For this reason you can already come armed with questions or any interesting argument connected to that week’s topic. You are also invited to share videos with your classmates to raise discussion points. All these will be highly evaluated.

### Mid-term reflection paper

Pick a recent news report or even a photo about a traditional game, a modern sport event, a trend or any play or body-movement related phenomenon. It can be from whatever media (newspaper, news outlet, social media etc.). Describe what it is and then reflect and comment on it with reference to at least one of the course topics (topics, not necessarily key readings; you can relate it to some of the class discussions as well; all these will be highly evaluated). Critically analyze by raising questions and points of discussion > do not just summarize. Students should submit the reflection paper on BlackBoard. You can add photos, maps or graphs if you like, as an appendix: I will not count them in the page limit. **Due: June 8, 19:00.**

Format of the reflection paper:

- File type: Microsoft Word
- Font: Times New Roman
- Font size: 12 points
- Line spacing: 1.5 line
- Margins: 1 inch (2.54 cm)
- Word count: 1200-1500 (excluding from the count the References and Appendix)

### Ethnographic Project (incl. Group Presentation + Individual Report)

Students will conduct a small sport-related ethnographic fieldwork, producing a report and presenting their findings to classmates. Students are required to create small groups; group size is set at 3 (For those who cannot find a group, please let me know during lectures break). Group members will do the Group Presentation together and will be assigned the same grade, whereas the Report will be written individually.

The project will be discussed in-depth during a specific lecture at mid-course; these are the guidelines.

Pick a sport, game, practice, movement, or a playful phenomenon that you are interested in, participating in or attending a related event and conducting a short ethnographic fieldwork on it. You can be a direct participant (player, referee), a member of the audience (fan, organizer, volunteer), or an outside visitor. You can write about a sport that you know well or one that is new to you, which means you can either be an “informed insider” or a “newly arrived outsider”; both roles have pros and cons.

Your presentation should include your field observations, a few quotes from the people you talked to, and a critical discussion. You can use some of the ideas and topics learned in this course to analyze the chosen issue, but referencing our course material is not required; feel free to go beyond the scope of our topics and readings.

All group members are expected to work on all phases of the ethnographic project: from project design, fieldwork, presentation drafting, and slides preparation to the final presentation. This is also fundamental for

the success of your short report. The only exception could be made on the final presentation, where you can select one/two students to present if others are uncomfortable with that. However, I usually suggest an equal division of labor here as well.

### ***a. Group Presentation***

Due: **July 5, 19:00**.

Each group will independently record their Presentation on Zoom. A group representative should upload on the relevant folder the recorded presentation link and password; presentations' recordings will be shared with other classmates. Do not submit a file.

Each presentation should be 10-12 minutes long. Photos and/or videos from your fieldsite are welcome but not required; videos should last no longer than 2 minutes in total.

Your Group Presentation should include:

1. Cover. [project title; group members and SID]
2. Project introduction. [Introduce in simple words what this project is about]
3. "Issue" and/or Research Question(s). [Briefly tell the reader what the RQ leading your project is; you will then answer it in the "discussion" section]
4. Research Setting and Methodology. [Tell the reader how you going to answer the RQ: introduce the field site, why it is interesting/relevant, why you decided to pick this over others; introduce the informant(s) and why they are important to answer your question]
5. Discussion. [This is the main section, where you answer the RQ through your informants' opinions and add your analysis]
6. Conclusion. [Briefly sum up your findings, providing directions for further research; how could we expand this project if we had more time?]

### ***b. Individual Report***

Due: **July 2, 19:00**.

The Individual Report is a written paper about your project, with a broader "discussion" section based on your fieldwork experience, the specific insights, or some particular aspects that you found relevant or interesting. Your report can replicate a similar analysis as the group presentation, or explore different aspects that were not discussed (for example, you can explore other topics or focus on different conversations compared to those already done in the group presentation).

Overall, the report should have a similar structure as the presentation: a brief introduction where you tell the reader what is the RQ leading your project, a paragraph or two where you introduce the field site and how you conducted your project, a discussion where you answer the RQ through your observations and analysis, a conclusion where you provide directions for further development of your project, and a references section where you list the material used.

However, feel free to go through the early sections very briefly, since they have been already described in the presentation; focus your report instead mainly on the discussion and conclusion section. Optionally, you can add an appendix with photos or any other material at the very end of your report; the appendix is not required and not included in the word count.

Although similarity among group members is expected, papers with copy-pasted or identical content will not be accepted. For this reason, all group members must contribute to all phases of the ethnographic project, from topic decision onwards.

Format of the Report:

- File: Microsoft Word
- Font: Times New Roman
- Font size: 12 points
- Line spacing: 1.5 line
- Margins: 1inch (2.54cm)
- Word count: 1100-1800 (references and eventual appendix are excluded from the count)

## Course Schedule

Week	Date	Topic
1	14/5	Course introduction
2	17/5	The importance of play
3	21/5	From “ancient games” to the creation of “modern sports”
4	24/5	Supernatural and folk games - The rituals of sports and sports as ritual
5	28/5	The moralizing mission of modern sports
6	31/5	Gender and sex verification from ancient games till today
7	4/6	The (hidden) role of violence, pain, injury, and risk
8	7/6	Race, ethnicity, and class in modern sports
9	11/6	Folk games and modern sports case studies: Roman Harpastum, Calcio Storico Fiorentino, Kabaddi, Sepak Takraw
[14]	14/6	<b><i>Kabaddi “hands on workshop” with Dr. Wyman Tang 11:00-13:00 @ New Asia College gymnasium</i></b>
10	18/6	The political aspect of sports (and beyond)
11	21/6	Modern sports and nationalism
12	25/6	Globalizing forms of play
13	28/6	The future of games?

## Course Outline

**Key readings:** the materials you are expected to read before that week's meeting. They are fundamental for your understanding of this course. Check the pages I indicated in this handbook, as sometimes the uploaded file may be longer than required in the syllabus.

**Suggested readings:** not required but warmly suggested; required if you skipped that week's lecture.

**Additional material:** not required, I upload these for students who might want to explore more in-depth that week's topic or some of the issues mentioned during that week's lecture, and they may come in handy when preparing your assignments or looking for ideas.

### Week 1

- a. Hejtmanek, Katie R. 2016. "Anthropology 101: A Cultural Anthropologist Walks into a Gym," *BarBend.com*, 25 May.
- b. McDonald, Tom. 2016. "Dancing "My Humps" in Rural China," *Sapiens*, 12 April (+video)

Additional introductory readings:

- Ocobock, Cara. 2019. "Sweating Through a Gym's Gender Barriers", *Sapiens*, 1 October.
- Xygalatas, Dimitris. 2019. "How Rituals of Pain Help Heal", *Sapiens*, 4 October.

### Week 2

- a. Fox, J. R. 1961. "Pueblo Baseball: A New Use for Old Witchcraft," *The Journal of American Folklore* 74 (291): 9-16. (7 pages)

#### **Suggested readings**

Blanchard, Kendall. 2000. "The Anthropology of Sport," In Jay Coakley and Eric Dunning, eds., *Handbook of Sports Studies*, pp. 144-156. (8 pages)

Additional material:

- Graeber, David. 2014. "What's the Point If We Can't Have Fun?"
- Prettyman, Sandra S. 2010. "Studying Sports: What can we learn, and why do we care?"
- Kumar, Aishwarya. 2020. "Why grandmasters like Magnus Carlsen and Fabiano Caruana lose weight playing chess"
- Besnier, Niko, and Susan Brownell. 2012. "Sport, Modernity, and the Body"

### Week 3

- a. Coakley, Jay J. 2009. "Sport in Society: An Inspiration or an Opiate?" In Stanley D. Eitzen, ed., *Sport in Contemporary Society: An Anthology*, pp. 16-32. (15 pages)

#### **Suggested readings**

Guttmann, Allen. 2000. "The Development of Modern Sports." In Jay Coakley and Eric Dunning, eds., *Handbook of Sports Studies*, pp. 248-259. (9 pages)

Additional material:

- Collins, Tony. 2013. "Sport in Capitalist Society: A Short History"
- Horne, John, Alan Tomlinson, et al. 2013. "Chapter 1: Industrial Society, Social Change and Sports Culture"
- Donnelly, Peter. 2008. "Sport and Social Theory"
- Gorn, E. J. 1985. "'Gouge and Bite, Pull Hair and Scratch': The Social Significance of Fighting in the Southern Backcountry"



**Week 4**

- a. Gmelch, George. 2003. "Baseball Magic." In James Spradley & David M. McCurdy, eds., *Conformity and Conflict: Readings in Cultural Anthropology*, pp. 348-357. (9 pages)

**Suggested readings**

- Real, Michael R. 1975. "Super Bowl: Mythic Spectacle." In Eric Dunning and Dominic Malcolm, eds., *Sport: Critical Concepts in Sociology*, pp. 187-199. (until p.194, 7 pages)

## Additional material:

- Bromberger, Christian. 1995. "Football as World-View and as Ritual" (17 pages)
- Geertz, Clifford. 1973. "Deep Play: Notes on the Balinese Cockfight" (40 pages)
- Dundes, Alan. 1999. "Into the End Zone for a Touchdown: A Psychoanalytical Consideration of American Football" (9 pages)
- Cheska, Taylor A. 1981 "Sports Spectacular: The Social Ritual of Power" (14 pages)
- Sciama, Lidia D. 1996. "The Venice Regatta: from Ritual to Sport"
- DeBiasi, Rocco and Pierre Lanfranchi. 1997. "The Importance of Difference: Football Identities in Italy"

**Week 5**

- a. Eitzen, D. Stanley. 2009. "Ethical Dilemmas in American Sport: The Dark Side of Competition." In Eitzen, D. Stanley, ed., *Sport in Contemporary Society: An Anthology* (8th ed.), pp. 161-170. (9 pages)
- b. Lipsyte, Robert. 2009. "Outraged over the Steroids Outrage." In Eitzen, D. Stanley, ed., *Sport in Contemporary Society: An Anthology* (8th ed.), pp. 225-227. (3 pages)

## Additional material:

- Hoffman, S. James. 2010. "Whatever Happened to Play?" (5 pages)
- Waddington, Ivan. 2000. "Doping in Sport: Towards a Sociological Understanding"
- Harding, Luke. 2005. "Forgotten Victims of East German Doping Take Their Battle to Court"
- Epstein, David. 2014. "Sports Should Be Child's Play"
- Ripley, Amanda. 2013. "The Case Against High-School Sports"
- Zivin et al. 2001. "An effective approach to violence prevention: Traditional martial arts in middle school"

**Week 6**

- a. Bryson, Lois. 1987. "Sport and the Maintenance of Masculine Hegemony." *Women's Studies International Forum* 10(4): 349-360. (11 pages)

**Suggested readings**

- Hartmann, Douglas. 2003. "The Sanctity of Sunday Football: Why Men Love Sports." *Contexts* 2(4): 13-19. (8 pages)

## Additional material:

- Reyck, Zofia. 2017. "Climbing, Sex, And The Olympics," (News: HuffPost, 2 pages)
- Howe, P. David. 2003. "Kicking Stereotypes into Touch: An Ethnographic Account of Women's Rugby" (16 pages)
- Heissenberger, Stefan. 2016. "Travelling European Gay Footballers: Tournaments as an Integration Ritual"
- Sterod, Brandon. 2010. "Come Out and Play Confronting Homophobia in Sports"
- Cahn, Susan. 2010. "From 'Muscle Moll' to 'Butch' Ballplayer: Mannishness, Lesbianism, and Homophobia in US Women's Sport" (23p.)
- Prettyman, Sandra S. 2010. "Jocks Rule-Girls Drool: Middle School Definitions of a Jock" (17 pages)
- Wheaton, Belinda. 2002. Babes on the beach, women in the surf: Researching gender, power and difference in the windsurfing culture (23p.)
- Hargreaves, Jennifer. 1990. "Gender on the Sports Agenda," *International Review for the Sociology of Sport* 25(4):287-307. (20p.)

**Week 7**

- a. Messner, Michael A. 1990. "When Bodies Are Weapons: Masculinity and Violence in Sport," *International Review for the Sociology of Sports* 25(3): 203-218 (15 pages)

## Additional material:

- Collins, Randall. 2010. "On-Field Player Violence" (23 pages)
- George, Molly. 2005. "Making Sense of Muscle: The Body Experiences of Collegiate Women Athletes" (24 pages)
- Downey, Greg. 2010. "Throwing Like a Brazilian: On Ineptness and a Skill-Shaped Body" (23 pages)
- Palmer, Catherine. 2002. "'Shit Happens': The Selling of Risk in Extreme Sport" (13 pages)
- Wacquant, Loïc. 2001. "Whores, Slaves and Stallions: Languages of Exploitation and Accommodation among Boxers"
- Foster, Drew. 2015. "Fighters that don't Fight: The Case of Aikido and Somatic Metaphorism"

**Week 8**

- a. Kottak, Conrad. 1995. “Swimming in Cross-Cultural Currents.” In David J. Hess and Roberto A. DaMatta, eds., *The Brazilian Puzzle: Culture on the Borderlands of the Western World*, pp. 49-58. (9 pages)

## Additional material:

- Leite Lopes, José Sergio. 2000. “Class, Ethnicity, and Color in the Making of Brazilian Football.” *Daedalus* 129:239-270. [Slightly abridged version available in David Karen and Robert E. Washington, Eds, *The Sport and Society Reader*, pp. 72-84]. (27 pages)
- Hartmann, Douglas. 2000. “Rethinking the Relationships Between Sport and Race in American Culture: Golden Ghettos and Contested Terrain”
- Hallinan, Chris, Barry Judd. 2007. “‘Blackfellas’ Basketball: Aboriginal Identity and Anglo-Austrian Race Relations in Regional Basketball”
- Hoberman, John. 2000. “The Price of ‘Black Dominance’”
- Bourdieu, Pierre. 1978. “Sport and Social Class”
- MacClancy, Jeremy. 1996. “Sport, Identity and Ethnicity”
- Lin, Kwan Ting Maggie. 2009. “Introduction” in *Yoga in Hong Kong: Globalization, Localization, and the Fetishism of the Body* (pp143-177)

**Week 9**

- a. Alter, Joseph S. 2000. “Kabaddi, a National Sport of India: The Internationalism of Nationalism and the Foreignness of Indianness”, In Noel Dyck, ed. 2000. *Games, Sports and Cultures*, pp. 83-115. selected pages: 83-100; total 17 pages)

## Additional material:

- Tang, Wai-Man. 2023. “Intercultural education and sports: teaching kabaddi in a multicultural setting in Hong Kong,” *Asian Anthropology*, 22:4, 275-292.
- Wood, Kelli. 2017. “Balls on Walls, Feet on Streets: Subversive Play in Grand Ducal Florence.” *Renaissance Studies* 32(3) 365-87.
- Brown, Colin. 2006. “Sport, modernity and nation building: The Indonesian National Games of 1951 and 1953” (22 pages)

**Week 10**

- a. Foley, Douglas E. 1990. “The Great American Football Ritual: Reproducing Race, Class, and Gender Inequality.” *Sociology of Sport Journal* 7:111-135. (selected pages: 111-127; 133, total 17 pages)

**Suggested readings**

Phippen, Weston. 2016. “The Olympics Have Always Been Political,” *The Atlantic*, 28 July.

## Additional material:

- Xu, Guoqi. 2008. Chapter 5: “The Sport of Ping-Pong Diplomacy”
- Rossol, Nadine. 2010. “The death of the spectacle in the mid-1930s” (uploaded Chapter 6)
- Hodges, Andrew, and Paul Stubbs. 2016. “The Paradoxes of Politicization: Fan Initiatives in Zagreb, Croatia”
- Barmé, Geremie R. 2009. “China’s Flat Earth: History and 8 August 2008”

**Week 11**

- a. Hogan, Jackie. 2003. “Staging the Nation, Gendered and Ethnicized Discourses of National Identities in Olympic Opening Ceremonies,” *Journal of Sport and Social Issues* 2003 27: 100. (selected pages: 100-108; 118-120, total 11 pages)

**Suggested readings**

Besnier, Niko, and Susan Brownell. 2016. “Your Olympic Team May Be an Illusion,” *Sapiens*, 4 August.

## Additional material:

- Markovits, Andrei, and Steven Hellerman. 2001. “Offside: Soccer and American Exceptionalism” (12 pages)
- Majumdar, Boria, and Sean Brown. 2008. “Why Baseball, Why Cricket? Differing Nationalisms, Differing Challenges”
- Sonntag, Albrecht. 2015. “Up to the Expectations? Perceptions of Ethnic Diversity in the French and German National Team”
- Markovits, Andrei S. 1990. “The Other ‘American Exceptionalism’: Why Is There No Soccer in the United States?”
- Longman, Jeré, Chang W. Lee. 2018. “South Korea Got the Winter Games. Then, It Needed More Olympians”, *NYT*, 8 February. At: <https://www.nytimes.com/2018/02/09/sports/olympics/south-korea-naturalized-citizens.html>

## Week 12

- a. Klein, Alan M. 2006. “Growing the Game: The Globalization of Major League Baseball.” In Stanley Eitzen, ed., *Sport in Contemporary Society: An Anthology*, 8th ed. (7 pages)

### Suggested readings

- Knight, Sam. 2022. “At Qatar’s World Cup, Where Politics and Pleasure Collide. The first ten days were soccer as it is, rather than as you want it to be.” *The New Yorker*, 3 December.
- Miller, James Andrew, Steve Eder, and Richard Sandomir. 2013. “College Football’s Most Dominant Player? It’s ESPN,” *NYT*, 24 August. (incl. video)

### Additional material:

- Appadurai, Arjun. 1996. “Playing with Modernity: The Decolonization of Indian Cricket” (24 pages) [especially until page 104]
- Morris, Andrew D. 2002. “‘I Believe You Can Fly’”: Basketball Culture in Post-socialist China” (24 pages)
- Besnier, Niko. 2012. “The Athlete’s Body and the Global Condition: Tongan Rugby Players in Japan”
- McKay, Alex. 2001. “‘Kicking the Buddha’s Head’: India, Tibet and Footballing Colonialism”
- Dimeo, Paul. 2002. “Colonial Bodies, Colonial Sport: ‘Martial’ Punjabis, ‘Effeminate’ Bengalis and the Development of Indian Football”
- Brick, Carlton. 2004. “Misers, Merchandise and Manchester United: The peculiar paradox of the political economy of consumption”

## Week 13

### Pick one key reading:

- a. Miah, Andy. 2010. “The DREAM Gene for the Post-human Athlete: Reducing Exercise-Induced Pain Sensations Using Gene Transfer”, in Sands, R.R. & Sands, L. *The Anthropology of Sport and Human Movement: A Biocultural Perspective*, Lexington Books, pp. 327-341. (13 pages)
- b. Witkowski, Emma. 2012. “On the Digital Playing Field: How We ‘Do Sport’ With Networked Computer Games”, *Games and Culture* 7(5): 349-374. (20 pages)

### Additional material:

- Taylor, T. L. 2012. “Raising the Stakes: E-Sports and the Professionalization of Computer Gaming”
- Szablewicz, M. 2016. “A Realm of Mere Representation? ‘Live’ E-Sports Spectacles and the Crafting of China’s Digital Gaming Image”
- Aleksandrov, E. A. (2009). “Parkour: The Art of Movement”
- Fredericksen, E. 2002. “Architecture that Shreds” (on skateboarding parks)
- Fogel, Brian. 2017. “Icarus” (Documentary; selected excerpts uploaded)
- Andrews, Lori. 2016. “Genetics: Coitus defunctus” Review of Henry Greely’s “The End of Sex and the Future of Human Reproduction,” *Nature*. At: <https://www.nature.com/articles/532035a>

### - A closing remark -

*Wait, Marco, but why a Syllabus? ...What should I do with it?*

Syllabus/i is a Latin word, simply meaning “list”; in more plain words, it is an outline of your course of study. A syllabus also displays your next few months, from where the class meets to the reading materials and papers, the chronological progression of our class discussions through issues, concerns, and case studies considered meaningful to improve your “general education” background.

This syllabus is formulated with no prerequisites, and the course's main challenge is the same as other anthropological courses that try to deconstruct piece by piece socioculturally constructed human practices. Ideally, each week’s topics and readings should raise questions for each class meeting to be addressed by lectures and discussions. A syllabus allows students to predict topics and concerns so that outside of classroom discussions one can set up a range of considerations with friends and peers. With plentiful readings, students are invited to also read or skim through the rest of the “additional materials,” or even to look out for additional ones in our libraries. Remember, the best education coursework requires a joint effort between exciting teachers and curious students...but ultimately, you are responsible for your own education! The outcome of classes like this should be based on competence and approach rather than on the accumulation of knowledge aimed at grade-fulfilling. “Progress” in arts, humanities, and social sciences courses is mostly about critical thinking, not necessarily quantifiable or obtainable by accumulation/repetition. I look forward to meeting you in class!

## - Appendix I -

### Additional Textbooks and Overview Readings

Although no textbook is required for this course and you will find all the book chapters, newspapers, and other articles uploaded, The following books serve as good guide to major topics covered in the course:

- Coakley, Jay J. 2021. “Sports in society: issues and controversies” 13th Ed., New York: McGraw-Hill Education.
- Eitzen, Stanley D. 2009. “Sport in contemporary society: An anthology” 8th Edition. New York: McGraw-Hill.
- Besnier, Niko, Susan Brownell, Thomas F. Carter. 2018. “The Anthropology of Sport: Bodies, Borders, Biopolitics”. Oakland, California: University of California Press.
- Sands, Robert, and Linda Sands, eds. 2010. “Anthropology of Sport and Human Movement Lanham: Lexington Books.
- Horne, John. 2013. “Understanding Sport: A Socio-cultural Analysis New York: Routledge.
- Wagg, Stephen. 2009. “Key concepts in sports studies”. Los Angeles: SAGE.
- Sugden, John and Alan Tomlinson, Eds. 2013. “Power games: a critical sociology of sport London: Routledge.
- Giulianotti, Richard, Ed. 2015. “Routledge Handbook of the Sociology of Sport New York: Routledge.
- Hargreaves, Jennifer, Eric Anderson. 2014. “Routledge Handbook of Sport, Gender and Sexuality,” London: Routledge.
- Aitchinson, Cara Carmichael. 2006. Sport & Gender Identities: Masculinities, Femininities, and Sexualities. Routledge: New York.
- Hoberman, Waddington, Møller. 2015. “Routledge Handbook of Drugs and Sport,” London: Routledge.
- Jordan-Young, Rebecca M., and Katrina Alicia Karkazis. 2019. Testosterone: An Unauthorized Biography. Cambridge: Harvard University Press.

These are more dated manuals, but I list them here because they are among the pioneers in the field, with plenty of useful information:

- Horne, John, David J., Alan Tomlinson. 1987. “Sport, leisure, and social relations London: Routledge.
- Dyck, Noel, Ed. 2000. “Games, sports and cultures,” Oxford: Berg.
- Sands, Robert, and Linda Sands, eds. 1999. “Anthropology, sport, and culture.” Westport: Bergin & Garvey.
- Blanchard, Kendall. 1995. “The anthropology of sport: an introduction.” Westport: Bergin & Garvey.
- Coackley, Jay and Eric Dunning. 2000. “Handbook of sport studies,” London: SAGE.
- Dunning, Eric. 1999. “Sport matters: sociological studies of sport, violence, and civilization.” London: Routledge
- Dunning, Eric, and Dominic Malcolm, Eds. 2003. “Sport: Critical Concepts in Sociology.” London: Routledge.

### - Appendix - Grade descriptors

Grade	Criteria for course and coursework assessment: 1) Knowledge and understanding of the topic 2) Coursework and use of course materials
A	1) Outstanding performance on all learning outcomes. 2) Coursework creatively synthesized course materials and key ideas in an original way, showing a great depth of understanding. Arguments are logical and cohesive, discussion is well-organized, and the writing is clear. All relevant course materials have been fully utilized, and additional material has been searched and meaningfully used to expand the topic.
A-	1) Generally outstanding performance on all (or almost all) learning outcomes. 2) Coursework synthesized course materials and key ideas in an original way, showing a great depth of understanding. Arguments are logical and cohesive, discussion is well-organized, and the writing is clear. Most of the relevant course materials have been fully utilized, but there are minor areas for improvement.
B-range	1) Substantial performance on all learning outcomes or otherwise an high-performance on some learning outcomes that eventually compensates for other lower-performance learning outcomes. 2) Coursework demonstrates a solid grasp of course materials and key ideas. There are some areas for improvement with respect to building a cohesive argument, organizing the discussion, communicating clearly, and/or identifying relevant evidence.
C-range	1) Adequate performance on the majority of learning outcomes, with several weaknesses. 2) Coursework shows some effort, but course materials have not been sufficiently engaged. The argument and the writing is not clear, and/or there is no evidence for statements and claims made or how they link to the broader argument. There are major areas for improvement with respect to building a cohesive argument, organizing the discussion, communicating clearly, and/or identifying relevant evidence.
D-range	1) Barely satisfactory performance on a number of learning outcomes. 2) The work shows little effort to engage course materials. There are major problems with clarity of argument and writing, or to properly address the prompt.
F	1) Extremely unsatisfactory performance on most learning outcomes, and/or failure to meet specified coursework assignments. 2) Coursework completely failed to respond to the assignment prompt or have not been submitted or submitted too late.

\*Please note that all marks/grades and feedback provided on assignments or on our course page are may be subject to further moderation to ensure consistency across the cohort.