

ANTH:
Anthropology of the Olympics
Summer 2020
Pitt Study Abroad Program

Instructor: Dr. Gabby M.H. Yearwood
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Office Hours: TBD

Course Description:

The modern Olympic games have existed for more than 100 years. In that time it has become both a local and global spectacle incorporating now well established traditions and rituals from the lighting of the eternal flame to the medal ceremony. But what do these rituals and traditions mean to athletes, organizers and spectators? The Olympics are often described as an event that brings the people of the world together under the auspices of sports' altruism. However, the Olympics are also known to increase sex trafficking, gentrification of neighborhoods, and incarceration of targeted populations. Do the Olympics mean the same thing to everyone who are directly impacted by it? This course explores the role of ritual and tradition as public spectacle and the contested meanings derived from different parts of communities impacted by the Olympics. Since the Olympics involves the participation of world leaders, global dignitaries, multi-national corporations with their financial and political sponsorship of the Games and the athletes how do global politics and global economies come into play for local people, their economies, and their social life. This course will explore the local impact that hosting the Olympic games has on local populations as well as the ways communities react and respond to the Games. **This course will be taught as part of the Pitt at the Olympics summer intensive study abroad program.**

Course Aims and Objectives:

Aims

This course will be focused on concepts and issues related to anthropological inquiry, anthropology and performance, social justice and sport, sport as spectacle, global capitalism.

Specific Learning Objectives:

By the end of this course, students will be able to:

- To discuss and explain anthropological theory
- To engage with sport as a significant cultural production
- To connect major conceptual categories in Anthropology with sport
- To connect sport as a ritually produced phenomenon
- To educate students on issues of social injustice, structural violence, inequity, racism, sexism etc.

Format and Procedures:

Success in this course involves mastering both the concepts and the methodology of the socio-cultural anthropologist. Thus, students will be asked to do certain things as well as display certain knowledge. As this is a class based on active participation of all students, students can expect a steady diet of interactive discussion, in-class activities and writing assignments. Students are expected to attend all scheduled classes—including media presentations and guest lectures.

In this class we will examine social life as anything other than a neutral activity. It will be shown with linkages to many social conflicts and differences. Various readings, discussions and assignments deal directly with sensitive issues. Topics brought up in this course may cause for heated debate and personal views on various subjects. All views are welcome but will be managed by the instructor to ensure that all voices are given an opportunity to be heard and not silenced in keeping with a proper academic environment. However, all students in this course are also held responsible and accountable to themselves and to their classmates for managing an active learning community. Students are expected to abide by this philosophy both in their own ideas and comments as well as their classmates.

Assigned Readings:

All students are expected to complete readings prior to class meetings listed in the schedule. Note taking and comprehension of lecture topics and themes will be greatly facilitated if students are keeping pace with lectures meetings.

Note taking/Studying/Class and Exam Preparation:

As a collective group we have a small window of opportunity for you as a responsible member of the class to commit your attention to learning and gathering information. Attempting to multi-task while in class will not aid you in successful completion nor successful understanding of materials, ideas and concepts. Students are expected to give their full attention to their classmates and instructor of the course. Texting, Instagram, Facebook and any other involvement with social media will not only be disruptive to your fellow classmates but will directly interfere with your learning outcomes in this course.

Lecture Notes/Slides:

I will **not** post nor make available my slides and notes from lecture. If you miss class please use courseweb to contact classmates as a resource for any information missed. You are welcome to meet with myself in person during office hours to discuss content missed in a given class due to absence. Actively reading, taking notes from reading and lecture will directly and positively impact your learning outcomes in this course. It is also a crucial component to the learning process that cannot be achieved through short-cuts.

Class attendance and participation policy:

Attendance, contribution, and classroom ethos: Regular attendance is not only the key to your own success as a student in this course, but also for the quality of the course as a dynamic whole.

Arriving late and leaving early disrupts class flow, so make every effort to arrive to class on time with your materials prepared and phones off. Laptops/tablets are to be used for course/lecture related

activities only. Students will be asked to leave if they are found to be using technology for any non-course related business.

Grading processes and criteria.

All assignments are due on the dates listed in the schedule and are due on that date at the beginning of class. Any assignments turned in later will be counted as being turned in late and will start with one full letter grade deduction.

Course Requirements:

- 1. Daily Readings Reviews/Questions - 15%**
 - a. Students will be required to submit a 500-word summary of readings. Due each class meeting with assigned reading. Students are also required to submit 2 discussion questions in class related to the reading.
- 2. Guest Lecture Reviews (500 words) – 3 reviews (5% each – 15% total)**
 - a. Students must attend all guest lectures but need only submit three (3) total reviews of guest lecture. Due date dependent on date on given lecture.
- 3. Journal Entries – weekly submission – 15%**
 - a. Students will be required to maintain a journal. Journals are meant to be reflective of student's own insights, connections, ideas about content of course with experience in the program. Students should only write what they are comfortable sharing with the instructor. These will be collected sporadically through the program. Students should plan to write approximately 300-500 words per entry almost daily.
- 4. 3 Mini-Ethnographic Projects (10% each – 30% total) 1000 words each.**
 - a. Students must write three (3) 1000-word descriptions of three separate Olympic events that the program attends. Students should use this as an opportunity to connect theories learned in readings and in class with what they encounter in the program.
 - b. Potential ethnography topics may include the following:
 - i. Ethnicity/Gender/Nationalism/Performance/Activism/Politics
- 5. Final Report (2000 words) – 25%**
 - a. Students will be required to submit at the end of the program a 2000 final report of their full experience in the program connected to the themes of the course. Students should utilize previous assignments as a framework from which to build their final report.

Grading Procedures: Grades will be based on:

A 95-100%

Excellent grasp of subject matter; explains concepts clearly; provides relevant details and examples; draws clear and interesting connections, exceptionally original, coherent and well-organized; ideas clearly written/stated, outstanding classroom participation.

A- 90-94%

Very good grasp of subject matter; explains concepts clearly; provides relevant details and examples; draws clear connections; ideas clearly written/stated

B+ 86-89%

Good grasp of some elements above, others need work

B 83-85%

Satisfactory grasp of some elements above

B- 80-82%

Uneven, spotty grasp of the elements above

C+ 76-79 %

Limited grasp of the above

C 73-75%

Poor grasp of the above

C- 70-72%

Very poor grasp of the above

D 60-69%

Little evidence of grasp of material, having done readings, attended class, or completed assignments

F 0-59%

Insignificant evidence of having done readings, attended class, or completing assignment.

Monitored Withdrawal From a Course

After the add/drop period has ended, students may withdraw from a course that they no longer wish to attend by completing a Monitored Withdrawal Request form in the office of the school offering the course. Students must process the Monitored Withdrawal Request form within the first nine weeks of the term in the fall and spring. Because summer sessions vary in length, students should check the summer *Schedule of Classes* for those deadlines. Students should check with the school offering the course for the last day to submit a Monitored Withdrawal Request form. The grade W will appear on the student's grade report and transcript. There is no financial adjustment to students' tuition or fee obligations involved in withdrawing from courses, but withdrawing may jeopardize satisfactory academic progress, financial aid, and athletic eligibility.

Academic Integrity

Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity, from the February 1974 Senate Committee on Tenure and Academic Freedom reported to the Senate Council, will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the quiz or exam will be imposed.

View the complete policy at www.cfo.pitt.edu/policies/policy/02/02-03-02.html.

Student Code of Conduct

The *Student Code of Conduct* is an outline of the nonacademic rights and responsibilities of University students. The code defines offenses by and against students. A student or University official may file a complaint of violation of the *Student Code of Conduct* at the University Student Judicial System. For a copy of the code, please contact the judicial system office in 738 William Pitt Union at 412-648-7910 or see www.studentaffairs.pitt.edu/studentconduct.

Use of E-mail for Official Correspondence to Students

The University of Pittsburgh has established e-mail as an official means of communication with students. It is your responsibility to be aware of any information transmitted via email or Courseweb(Blackboard) from the instructor and teaching assistant. Email is also the appropriate means of communicating to the instructor and the teaching assistant. Please allow a reasonable amount of time for replies, a minimum of 24hrs. Emails sent overnight or directly before class meetings will not be returned prior to class that same day.

II. Email POLICY

Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the

*student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address. To forward e-mail sent to your University account, go to <http://accounts.pitt.edu>, log into your account, click on **Edit Forwarding Addresses**, and follow the instructions on the page. Be sure to log out of your account when you have finished. (For the full E-mail Communication Policy, go to www.bc.pitt.edu/policies/policy/09/09-10-01.html.)*

Writing Center

The Writing Center, part of the University's Department of English, offers one-on-one assistance to students who need help with their writing in any class. Consultants will help with any aspect of the writing process, including development, organization, revision, grammar, and proofreading but will not edit or write text. Students may drop in any time, but it is best to call for an appointment. The Writing Center's hours vary from term to term. For additional information, for scheduled hours, or to make an appointment, call 412-624-6556.

412-624-6556
University of Pittsburgh
317B O'Hara Student Center
4024 O'Hara Street
Pittsburgh, PA 15260
writecen@pitt.edu

Disability Resources and Services

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Resources and Services, 140 William Pitt Union, 412-648-7890/412-624-3346 (Fax), as early as possible in the term. Disability Resources and Services will verify your disability and determine reasonable accommodations for this course. For more information, visit www.studentaffairs.pitt.edu/drsabout.

English Language Institute

The English Language Institute (ELI) provides intensive instruction in English for people whose native language is not English and who need to meet proficiency requirements to enter a university. Courses are noncredit and cover reading, writing, listening, speaking, and grammar. The institute offers classes in the Test of English as a Foreign Language (TOEFL) to students already enrolled in the institute to help them prepare for the test.

Admission to the ELI does not include admission to the University of Pittsburgh. The University of Pittsburgh requires a 550 on the TOEFL for admission to most undergraduate programs. Students who wish to be considered for admission but who have not achieved 550 on the TOEFL may request to have their academic qualifications evaluated in advance. This early evaluation assures qualified students that they can register for academic courses when they meet the English proficiency

requirement. Instructions for this procedure are on the ELI application form and Web site. The staff of the ELI is available to advise students about applications to colleges and universities.

For more information about the English Language Institute, call 412-624-5901, write to elipitt@pitt.edu, or visit www.eli.pitt.edu.

2816 Cathedral of Learning
412-624-5901

Assigned Readings (please note some will be selections from list below):

Turner, Victor Witter, and Richard Schechner. "The anthropology of performance." (1988).

Turner, Victor, Roger D. Abrahams, and Alfred Harris. *The ritual process: Structure and anti-structure*. Routledge, 2017.

Foucault, Michel. *Discipline and punish: The birth of the prison*. Vintage, 2012.

MacAloon, JohnJ. "Anthropology at the Olympic games: An overview." *Olympic Games as Performance and Public Event: The Case of the XVII Winter Olympic Games in Norway* 94 (1999).

MacAloon, John J. "Introduction: the Olympic Flame Relay. Local knowledges of a global ritual form." In *Bearing Light: Flame Relays and the Struggle for the Olympic Movement*, pp. 15-34. Routledge, 2013.

Boykoff, Jules. *Activism and the Olympics: Dissent at the Games in Vancouver and London*. Rutgers University Press, 2014.

Roche, Maurice. *Megaevents and modernity: Olympics and expos in the growth of global culture*. Routledge, 2002.

Boykoff, Jules. *Power games: A political history of the Olympics*. Verso Books, 2016.

Watt, Paul. "'It's not for us' Regeneration, the 2012 Olympics and the gentrification of East London." *City* 17, no. 1 (2013): 99-118.

Smith, Andrew. *Events and urban regeneration: The strategic use of events to revitalise cities*. Routledge, 2012.

Silk, Michael. "The London 2012 Olympics: The cultural politics of urban regeneration." *Journal of Urban Cultural Studies* 1, no. 2 (2014): 273-293.

Timms, Jill. "The Olympics as a platform for protest: A case study of the London 2012 'ethical' Games and the Play Fair campaign for workers' rights." *Leisure studies* 31, no. 3 (2012): 355-372.

Giulianotti, Richard, Gary Armstrong, Gavin Hales, and Dick Hobbs. "Sport mega-events and public opposition: A sociological study of the London 2012 Olympics." *Journal of Sport and Social Issues* 39, no. 2 (2015): 99-119.

Matheson, Catherine M., and Rebecca Finkel. "Sex trafficking and the Vancouver Winter Olympic Games: Perceptions and preventative measures." *Tourism Management* 36 (2013): 613-628.

Bourgeois, Robyn. "Deceptive inclusion: the 2010 Vancouver Olympics and violence against First Nations people." *Canadian woman studies* 27, no. 2/3 (2009): 39.

Finkel, Rebecca, and M. L. Finkel. "The 'dirty downside' of global sporting events: Focus on human trafficking for sexual exploitation." *Public health* 129, no. 1 (2015): 17-22.

Simpson, Joe Leigh, Arne Ljungqvist, Malcolm A. Ferguson-Smith, Albert de la Chapelle, Louis J. Elsas II, Anke A. Ehrhardt, Myron Genel, Elizabeth A. Ferris, and Alison Carlson. "Gender verification in the Olympics." *JAMA* 284, no. 12 (2000): 1568-1569.

Ferris, E. A. E. "Gender verification testing in sport." *British medical bulletin* 48, no. 3 (1992): 683-697.

Davidson, Judy, and Mary G. McDonald. "Rethinking human rights: The 2014 Sochi Winter Olympics, LGBT protections and the limits of cosmopolitanism." *Leisure Studies* 37, no. 1 (2018): 64-76.

DATE	Activities/Events	Anthropology Of The Olympics **Time TBD**
July 10/11	Depart US	
July 12	Arrive Tokyo	
Monday July 13	Orientation	
Tuesday July 14	Guest Lecture (TBD depending on availability of guest)	Reading 1 Turner, Victor Witter, and Richard Schechner. "The anthropology of performance." (1988).
Wednesday July 15	Guest Lecture	<ul style="list-style-type: none"> Reading 2 Turner, Victor, Roger D. Abrahams, and Alfred Harris. <i>The ritual process: Structure and anti-structure</i>. Routledge, 2017. Guest Lecture Summary Due
Thursday July 16	Guest Lecture	Reading 3 MacAloon, JohnJ. "Anthropology at the Olympic games: An overview." <i>Olympic Games as Performance and Public Event: The Case of the XVII Winter Olympic Games in Norway</i> 94 (1999).
Friday July 17	Depart for Nagoya Bullet Train	
Saturday July 18	Sumo Wrestling in Nagoya	

	Return to Tokyo	
Sunday July 19	Off Day	
Monday July 20	Guest Lecture	<ul style="list-style-type: none"> • Reading 4 Foucault, Michel. <i>Discipline and punish: The birth of the prison</i>. Vintage, 2012. <p>Guest Lecture Summary Due</p>
Tuesday July 21	Guest Lecture	<p>Reading 5 MacAloon, John J. "Introduction: the Olympic Flame Relay. Local knowledges of a global ritual form." In <i>Bearing Light: Flame Relays and the Struggle for the Olympic Movement</i>, pp. 15-34. Routledge, 2013.</p>
Wednesday July 22	Guest Lecture	<p>Reading 6 Boykoff, Jules. <i>Power games: A political history of the Olympics</i>. Verso Books, 2016.</p>
Thursday July 23rd	Guest Lecture	<ul style="list-style-type: none"> • Reading 7 Roche, Maurice. <i>Megaevents and modernity: Olympics and expos in the growth of global culture</i>. Routledge, 2002. <p>Guest Lecture Summary Due</p>
Friday July 24	Opening Ceremonies Olympic Torch Relay Olympic Village	
Saturday July 25	High Speed Train to Fukushima for Softball	Tsunami/Radiation/Nuclear Power
Sunday July 26	Softball at Fukushima Return Late to Tokyo	Mini Ethnographic Projects Begin
Monday July 27	Boxing	<p>Reading 8 Watt, Paul. "'It's not for us' Regeneration, the 2012 Olympics and the gentrification of East London." <i>City</i> 17, no. 1 (2013): 99-118.</p> <p>Smith, Andrew. <i>Events and urban regeneration: The strategic use of events to revitalise cities</i>. Routledge, 2012.</p>
Tuesday July 28	Handball	<p>Reading 9 Silk, Michael. "The London 2012 Olympics: The cultural politics of urban regeneration." <i>Journal of Urban Cultural Studies</i> 1, no. 2 (2014): 273-293.</p>
Wednesday July 29	Judo	Timms, Jill. "The Olympics as a platform for protest: A case study of the London 2012 'ethical' Games and the Play Fair campaign for

		workers' rights." <i>Leisure studies</i> 31, no. 3 (2012): 355-372.
Thursday July 30	Water Polo	Giulianotti, Richard, Gary Armstrong, Gavin Hales, and Dick Hobbs. "Sport mega-events and public opposition: A sociological study of the London 2012 Olympics." <i>Journal of Sport and Social Issues</i> 39, no. 2 (2015): 99-119.
Friday July 31	Equestrian	Matheson, Catherine M., and Rebecca Finkel. "Sex trafficking and the Vancouver Winter Olympic Games: Perceptions and preventative measures." <i>Tourism Management</i> 36 (2013): 613-628. Bourgeois, Robyn. "Deceptive inclusion: the 2010 Vancouver Olympics and violence against First Nations people." <i>Canadian woman studies</i> 27, no. 2/3 (2009): 39.
Saturday August 1	Field Hockey	Finkel, Rebecca, and M. L. Finkel. "The 'dirty downside' of global sporting events: Focus on human trafficking for sexual exploitation." <i>Public health</i> 129, no. 1 (2015): 17-22.
Sunday August 2	Table Tennis	Simpson, Joe Leigh, Arne Ljungqvist, Malcolm A. Ferguson-Smith, Albert de la Chapelle, Louis J. Elsas II, Anke A. Ehrhardt, Myron Genel, Elizabeth A. Ferris, and Alison Carlson. "Gender verification in the Olympics." <i>JAMA</i> 284, no. 12 (2000): 1568-1569.
Monday August 3	Volleyball	Ferris, E. A. E. "Gender verification testing in sport." <i>British medical bulletin</i> 48, no. 3 (1992): 683-697.
Tuesday August 4	Athletics	Davidson, Judy, and Mary G. McDonald. "Rethinking human rights: The 2014 Sochi Winter Olympics, LGBT protections and the limits of cosmopolitanism." <i>Leisure Studies</i> 37, no. 1 (2018): 64-76.
Wednesday August 5	Diving	
Thursday August 6	Athletics	
Friday August 7	Athletics	Final Reports Due
Saturday August 8	Free Day	
Sunday August 9	Closing Ceremonies Olympic Village	
Monday August 10	Depart for US	

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