

CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

ANTH 3225 B
2023 WINTER

ANTHROPOLOGY OF SPORT AND THE BODY

Instructor: Matthew Hawkins

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Office: A707 Loeb Building

Office Hours: Tuesdays at 1:00pm – 3:00pm and Fridays 1:00pm – 2:00pm (in-person) or by appointment; request to meet by Zoom by email.

Classes: Tuesdays and Thursdays 4:05pm – 5:25pm **Location:** SA 403

Method of Delivery: In-person

Course Description and Objectives:

In this course we will explore sport, sport fandom and sport-like physical activities as global and diverse social and cultural phenomenon, making connections to gender, race and racism, sexuality, economic inequality, and colonialism. Through our examination of the socio-cultural conditions of sport, we will also reflect on how ideas about the body have developed alongside sport and physical activity. To better understand the connection between the body and sport, students will learn about and practice embodied research methodologies as they can relate to different aspects of sport cultures – such as the development of competitive athletic bodies, producing understandings of health and well-being, or as experiencing belonging through fandom. Assignments will include activities that develop students' academic skills (presentations, critical reading, and writing) and allow students to express their knowledge using different media. If possible, we will try to include engaged activities / assignments that encourage you to 'get out' and learn through your body.

This course requires you to engage with the readings before the class. You should be identifying authors main arguments, identifying theoretical concept(s) used by the author, and critically thinking about how the author relates ethnographic and historical data to their overall argument. Time will be given in class to discuss the readings and to answer questions, so please attend class prepared.

Note about Expectations:

We all have been adapting to learning in pandemic times—and learning about the limitations and possibilities of engaged learning in this context. Learning and teaching has required new skills, practices, and technological requirements as well as engaging with personal challenges. My goal is to provide you with an engaging and accessible class. Please be patient as we work out difficulties and find solutions together.

For the instructor:

You can expect me: to share my knowledge about anthropology and sport through original content, assigning meaningful materials to read, listen and watch, and to design this course to facilitate your learning. I will provide clear instructions and clarify when needed and maintain a fair assessment standard for all students. I am to be fair and understanding of your circumstances and to make accommodations where necessary to help you succeed.

I can be reached for personal issues through email (I aim to respond within 1-2 days and respect weekends) or during the posted office hour.

For the students:

I expect you to regularly engage with the course, which includes course material from attending lectures to completing assigned materials and participate in class.

Also, please let me know as soon as possible if physical/mental health, personal/family issue, technological access, and/or workload is affecting your ability to fulfill your responsibilities in this course, and we will work towards an accommodation.

For everyone:

Finally, we all have different backgrounds and life experiences that provide different perspectives on issues and what is most important in our lives. Some topics in this class include explorations of how people have been politically and socially marginalized, excluded, and exploited based on their gender, sexuality, religion, economic class and through processes of colonization and racialization. My expectation is that we all work towards an inclusive classroom and society; this project requires all of us to think and act with care and be open to the possibilities of rethinking how our experiences should influence our actions with a goal of ending the ways in which people are marginalized, excluded, and exploited.

Course Requirements & Methods of Evaluation:

Your grade will be made up of the following evaluated items:

1. Participation – 10%
2. Reflection Journals (4 journals x 10% each) – 40%

- 3. Group Presentation – 15%
- 4. Final Essay – 35%

Participation – 10%

Your best 10 modules marks will count towards participation. Marked out of 5 each module.

At the end of each week, you will be asked to submit through Brightspace forum a paragraph reflecting on the discussion in class where you will apply one or more of the theoretical concepts discussed in class. Coherent responses of 3-5 sentences will get a full mark; responses that are very vague or too short will get 3 and 0 for no effort.

You will be given 10 minutes on Thursday's class to write your response.

Reflection Journals – 40%

4 of 5 journals; worth 10% each

Due: Friday Jan. 20, Friday Feb. 3, Friday Feb. 17, Friday Mar. 10, Friday Mar. 24

Length: 600-800 words

You will have 5 opportunities to submit a reflection journal, your best 4 will count towards your grade. You will be given prompts/activities for your reflection journals two weeks before the due date. You will be asked to write 600-800 words in your response. You will be encouraged to write using a reflective voice (like a diary or journal). You may choose to use an alternative media to submit your reflection journal (such as a social-media style video or image-based) and a shorter written reflection (~200-word summary) for one of your journal submissions. Your responses should include references to at least 2 (and up to 4) of the previous weeks' readings to receive 7/10 or higher. While readability will be important, the emphasis will be on your creativity, critical reflection, and engagement with the course content (lectures and readings).

A marking guide will be posted to Brightspace.

Group Presentation – 15%

In groups of up to 4/5 you will lead one Thursday's class, leading a discussion based on the team of the week's readings/main topic, and posing discussion questions to animate the class.

Your group will be tasked with guiding the class through ~40 minutes of class. Each group will be asked to find different ways to creatively engage with the topic and material (presentations can include audio/video media); while you may engage with summarizing some of the readings, making connections to the overall theme with different examples inspired by the readings, and you should also think about different ways of exploring the theoretical concepts of that week. Your presentation should include significant time-set aside for group led discussion about your presentation's theme/topic.

Your group will meet with me no later than one week before your presentation to discuss your group's idea and understanding of the readings.

10 marks will be for your group's presentation of a concept(s) related to the readings.
 20 marks will be for your group's facilitation of the discussion/activity (ability to get the class to engage with the conceptual arguments of your topic) of the class.

Essay – 35%

Due: April 12 at 11:59pm ET

Length: 12-15 pages double-spaced (~3000-3500 words)

You will be tasked with writing a critical essay on a topic related to sport and/or the body of your choice. Your selected topic should incorporate themes related to course content (ideally drawing from at least two to three weeks) and will be required to incorporate core concepts raised in lecture or the readings.

More details will be given in class.

Submissions and Late Policy

All assignments will be submitted through Brightspace by the end of day (11:59 pm ET) of the due date, unless noted on the assignment.

Over the course of the semester, you may use a bank of 7 grace days to submit your journal or final essay after the due date without penalty. You do not need to explain why you are using the grace day but do keep track of your use and make a note of how many grace days you are using in the comment box of the submission.

If you do not use a grace day, a 0.5 per day penalty will be applied to late assignments.

If you have a personal or health-related reason for a late submission, please write to me as soon as possible to make accommodations.

Course Calendar

Readings will be available in the corresponding week's Brightspace module.

Readings may be updated over the course of the semester to reflect our ongoing discussions.

Module 1 - Introduction to Course and “Sport” Through Anthropological Curiosity

Dyck, N. and Archetti, E.P. (2006). “Introduction – Embodied Identities: Reshaping Social Life Through Sport and Dance.” In: Sport, Dance and Embodied Identities (Dyck, N. and Archetti, E.P. eds). Berg Press, New York. 1-22.

Canada, T. (2021). Brotherhood and Anti-Blackness in College Football. Sapiens (25 Aug 2021). <https://www.sapiens.org/culture/college-football-anti-blackness/>

Canada, T. (2021). Episode 81: ‘Family’, Race, and College Football with Tracie Canada. Silva, D., Mellis, J., and Kalman-Lamb, N. (hosts) The End of Sport Podcast. (September

13, 2021). <https://theendofsport.podbean.com/e/episode-81-family-race-and-college-football-with-tracie-canada/>.

Jan 10 Tuesday – Introduction

Jan 12 Thursday – Lecture

Module 2 – Sport, Power, and Social Dynamics

Besnier, N., Brownell, S., and Carter, T.F. (2018). “Sport, Social Class, Race and Ethnicity” and “Sport and Sex, Gender and Sexuality.” In: *The Anthropology of Sport: Bodies, Borders, Biopolitics*. University of California Press, Oakland, US. 97-157.

Joseph, J., Darnell, S., and Nakamura, Y. (2012). “The Interactability of Race in Canadian Sport.” In: *Race and Sport in Canada: Intersecting Inequalities*. Canadian Scholars Press, Toronto, Canada. 1-13.

Jan 17 Tuesday – Lecture

Jan 19 Thursday – Activity

Reflection Journal 1 Due

Module 3 – The Body and Embodiment

Selection from Wacquant, L. (2004). *Body and Soul: notebooks of an apprentice boxer*. In *Body & Soul*. New York, US: Oxford University Press.

Chisholm, D. (2008). Climbing like a Girl: An Exemplary Adventure in Feminist Phenomenology. *Hypatia: A Journal of Feminist Philosophy*, 23(1), 9–40.

Jan 24 Tuesday – Lecture

Jan 26 Thursday – Canal Skate

Module 4 – Nationalism and Modernity

Gruneau, R. (2017). “Staging” (Capitalist/Colonial) Modernity: International Exhibitions and Olympics. In *Sport and Modernity*. Cambridge, UK: Polity Press.

Brownell, S. (2008). “Introduction: Bodies Before Boas, Sport before the Laughter Left.” In *The Anthropology Days and Olympic Games* (pp.1-58). Lincoln, US: University of Nebraska Press.

Jan 31 Tuesday – Lecture

Feb 2 Thursday – Presentation 1

Reflection Journal 2 Due

Module 5 – Gendered Bodies

Borenstein, H. (2021). Labouring Athletes, Labouring Mothers: Ethiopian women athletes' bodies at work. In Besnier, N., Calabrò, D. G., and Guinness, D. (Eds.), *Sport, Migration, and Gender in the Neoliberal Age* (pp. 65-82). New York, US: Routledge Press.

Sherouse, Perry. (2016). "Skill and Masculinity in Olympic Weightlifting: Training Cues and Cultivated Crazyiness in Georgia: Skill and Masculinity in Olympic Weightlifting." *American Ethnologist* 43, no.1:103–15.

Oza, R. (2019). Wrestling women: Caste and neoliberalism in rural Haryana. *Gender, Place and Culture*, 26(4), 468–488.

Feb 7 Tuesday – Lecture

Feb 9 Thursday – Presentation 2

Module 6 – Dance and the Body in Movement

Downey, G., Dalidowicz, M., & Mason, P. H. (2015). Apprenticeship as method: embodied learning in ethnographic practice. *Qualitative Research*, 15(2), 183–200.

Leseth, Anne. (2003). Michezo: Dance, Sport and Politics in Dar-es-Salaam, Tanzania. In: *Sport, Dance and Embodied Identities* (Dyck, N. and Archetti, E.P. eds). Berg Press, New York (pp. 231-247).

Silba, M., & Spataro, C. (2017). Did Cumbia Villera Bother Us? Criticisms on the Academic Representation of the Link between Women and Music. In P. Vila (Ed.), *Music, Dance, Affect, and Emotions in Latin America* (pp. 139–168). London, UK: Lexington Books.

Feb 14 Tuesday – Lecture

Feb 16 Thursday – Presentation 3

Reflection Journal 3 Due

Feb 20-24 – Reading Week – No classes

Module 7 Racialization through Sport I – the Athletic Body

Hokowhitu, B. (2003). Race Tactics: The Racialised Athletic Body. *Junctures*, 1, 21–34.

Carrington, B. (2010). "Sporting Negritude: Commodity Blackness and the Liberation of Failure." In: *Race, Sport, and Politics: The Sporting Black Diaspora* (pp.101-136). Los Angeles, US: Sage Press.

Szto, C. (2021). “White Spaces, Different Faces” and “Racist Taunts of Just Cherpig?” In: *Changing on the Fly: Hockey Through the Voices of South Asian Canadians* (pp. 55-89). New Brunswick, US: Rutgers University Press.

Feb 28 Tuesday – Lecture

Mar 2 Thursday – Presentation 4

Module 8 - Racialization through Sport II – Social Dynamics

Aladejebi, F., Allain, K. A., George, R. C., & Nzindukiyimana, O. (2021). “We the North”? Race, Nation, and the Multicultural Politics of Toronto’s First NBA Championship. *Journal of Canadian Studies*.

Joseph, J. (2017). Diaspora. In *Sport in the Black Atlantic: Cricket, Canada, and the Caribbean diaspora*.

Nakamura, Y. (2012). “Playing in Chinatown: A Critical Discussion of the Nation/Sport/Citizen Triad.” In: *Race and Sport in Canada: Intersecting Inequalities*. Canadian Scholars Press, Toronto, Canada. 213- 235.

Mar 7 Tuesday – Lecture

Mar 9 Thursday – Presentation 5

Reflection Journal 4 Due

Module 9 – Indigenous Sport in Canadian Settler-Colonial Context

Downey, A. (2018). Dey-Hon-Tshi-Gwa’-Ehs - Reclaiming the Creator’s Game. In *The Creator’s game: lacrosse, identity, and Indigenous nationhood* (pp. 222–276).

McGuire-Adams, T. (2020). Oshki-Michitweg or New Runners. In: *Indigenous Feminist Gikendaasowin (Knowledge): Decolonization through Physical Activity*. Palgrave Macmillan (pp. 83-98).

Mar 14 Tuesday – Lecture

Mar 16 Thursday – Presentation 6

Module 10 - Fandom and Activism in Sport

Erhart, I. (2014). United in Protest: From ‘Living and Dying with Our Colours’ to ‘Let All the Colours of the World Unite.’ *The International Journal of the History of Sport*, 31(14), 1724–1738.

Hang, J. and Hawkins, M. (2022). “Our football is joy, it’s dissident, and it’s feminist!” *La Coordinadora Sin Fronteras de Fútbol Feminista* and women’s fight for the right to football in Argentina.

Hasso, F. S. (2018). Masculine love and sensuous reason: the affective and spatial politics of Egyptian Ultras football fans. *Gender, Place and Culture*, 25(10), 1423–1447.

Mar 21 Tuesday – Lecture

Mar 23 Thursday – Presentation 7

Reflection Journal 5 Due

Module 11 – Understanding the Contemporary Body of the Athlete

Matthews, C. R. (2020). ‘The fog soon clears’: Bodily negotiations, embodied understandings, competent body action and ‘brain injuries’ in boxing. *International Review for the Sociology of Sport*.

Gil, G. J. (2021). Identities and moralities in social networks. A digital ethnography of running in contemporary society. *Qualitative Research in Sport, Exercise and Health*, 1–15.

Mar 28 Tuesday – Lecture

Mar 30 Thursday – Presentation 8

Module 12 – Sporting Futures?

Readings and/or video content TBA following in class discussion.

April 4 Tuesday – Lecture

April 6 Thursday – Presentation 9 (?)

April 11 Tuesday – Activity

April 12 Essay Due

University Policies

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course	DEF = Deferred	

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

For students with disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

*The deadline for contacting the Paul Menton Centre regarding accommodation for December examinations (Fall) is **November 11, 2022** and for April examinations (Winter) is **March 15, 2023**.

For pregnancy: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

For religious obligations: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

For survivors of sexual violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

For student activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off campus resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Plagiarism

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the

ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.