

**Instructor:**  
Office/Phone:  
E-mail:

Pablo Bose  
209 Old Mill/656-5717  
pbose@uvm.edu

**Description:**

Sports are an increasingly central part of our globalized world. We see this in many ways: the building of new arenas and infrastructure, the multibillion-dollar expansion of professional sporting leagues, the increasingly lucrative nature of athletic content in broadcasting, the multimillion-dollar contracts signed by star athletes, the growing participation of children in organized sports, the emergence of virtual games and fantasy sports, and the changing nature of unstructured play, among many others. The significance of stadiums, infrastructure, and mega-events are also a key element of the race by urban sites worldwide to gain the title of ‘the global city.’ And the deep identification that many people have with sports teams and athletes tell us much about the continued importance of place in increasingly interconnected societies. This course looks at sports through a spatial lens, focusing specifically on the geographic concepts of place-making, urban development, and geopolitics. In particular we will explore the ways that affinities with sports teams are often a means to create and strengthen ties to specific regions and places, the centrality of mega-events and arena construction in the urbanization plans of many cities, and the ways and the ways in which sports and international competition can be a way of expressing political ideologies and positions.

**Objectives:**

- To understand the contexts, histories, successes and challenges that lie behind some of the most popular and influential sporting traditions and events in the modern world
- Demystifying and uncovering through course readings, class discussion and individual assignments the histories of particular sports in particular locations
- Applying a specific theoretical lens introduced through the class to specific questions (e.g. using the ideas of gentrification, displacement and nation-building to examine the contested nature of the costs and benefits of hosting events like the Olympics or building football stadiums)
- Design and develop a semester-long research project including key research questions, a formal proposal, training in three qualitative techniques, a research report, and presentation of results

**Texts:**

Course readings will be made available as PDFs on the course Blackboard site

**Structure:**

The course consists of a range of readings, small group activities, discussions, presentations, film and video clips, and guest speakers. Assessment is based on participation, group exercises, discussion, demonstrated knowledge of readings, and a semester-long final project. Weeks will be structured as follows (with some exceptions based on holidays, please see the schedule for more details):

- ***Mondays:*** Presentation by the instructor based on the topic for the week and the readings
- ***Wednesdays:*** Discussion focused on the assigned weekly readings
- ***Fridays:*** Small group activities, guest speakers, and film and video clips

**Evaluation:**

Participation	10%
Reading journal	25%
Field notes	15%
Proposal	10%
Project Report and Presentation	40%

1. Participation (10%)

I will take attendance each class and will assign penalties for absences or lateness. You must have official documentation to miss a class for a valid reason. I will evaluate you on the basis of your knowledge of course readings and lecture material, as well as how engaged you are in class discussions, quizzes, and what contributions you make to the learning experience of your peers

2. Reading Journal (25%)

By 9AM Monday of each week (or Tuesday if the Monday class is a holiday) you must post a response to a prompt that I will pose for that week on Blackboard based on the two (2) readings for that week. Your posting must be at least 350 words in length and will be graded for grammar, style and substance and must directly respond to the question and incorporate evidence from BOTH readings. Late postings will not be graded.

3. Field notes (15%)

A central part of this class will be training in three specific qualitative research techniques – participant observation, interviewing, and photovoice. We will practice each of these techniques in-class and at three points during the semester you will be asked to conduct a short hands-on exercise in each method and to reflect on them. These ‘field notes’ must be uploaded to the Blackboard site by midnight Friday on the week that we practice each method and should include all materials (e.g. rough notes, interview transcripts, and photographs) as well as a 250 word reflection on the particular method.

4. Project Proposal (10%)

There are three components of the final project. The overall assignment involves choosing a specific case study through which you will explore the geography of sport. The first component is a 1000 word research proposal that a) identifies your specific case and topic, b) identifies one particular theoretical approach or tradition discussed in the course that you will use to frame your analysis, and c) includes an annotated bibliography of at least 10 sources outside of class readings. The proposal must be a minimum of 500 words plus 500 words for the annotated bibliography.

5. Final Project (40%)

The second component is a research report exploring a specific sports-related topic, an overview of the history and context of your case, how you have explored this using one of the geographic approaches introduced in the class, and your findings and conclusions. The final component is a ten-minute presentation made to the entire class during the examination period of your research results in a poster session. The research report is worth 25% of the overall grade while the presentation and poster will be worth 10%.

All grades are based on the grade scale you see below. If you feel like you are falling behind or need help with the material, please see me as soon as possible.

**Grades will be distributed according to the following scale:**

A+	97.0 – 100	C+	77.0 – 79.9
A	94.0 – 96.9	C	74.0 – 76.9
A-	90.0 – 93.9	C-	70.0 – 73.9
B+	87.0 – 89.9	D	60.0 – 69.9
B	84.0 – 86.9	F	<60.0
B-	80.0 – 83.9		

Please note that there is **no extra credit** in HCOL 186. Late assignments will not be accepted.

## Policies

1. There are no **late submissions** accepted. If you miss (or are going to miss) something important due to illness or other severe circumstance, contact me immediately (contact your Dean's office for validation of serious matters).
2. Your **presence and participation** are expected every class meeting and you are expected to have done the assigned reading and be ready to engage with the material. Anyone engaging in distracting behavior will be given one warning and then penalized for ongoing disruptions.
3. You are expected to **do your own work**. Cheating, plagiarizing, fabrication, collusion, and other forms of academic dishonesty are not tolerated at UVM. It is your responsibility to be familiar with the University's policy on academic honesty at <http://www.uvm.edu/csces>.
4. If you are an **ACCESS** student, we will make every effort to accommodate necessary arrangements. I need ACCESS letters by **September 14, 2015** to make these accommodations.
5. Students have the right to practice the **religion of their choice**. Students who foresee an absence for religious reasons should submit in writing their documented religious holiday schedule for the semester by **September 14, 2015**. I will make every effort to accommodate appropriately.
6. Students participating in **inter-collegiate athletics** should plan their schedules with special care, recognizing the primary importance of all their academic responsibilities. Students are required to document in writing any conflicts between planned athletic events and class schedules to me by the **end of the second week of classes**. Individual athletes should meet with me to discuss the resolution of any missed classes and work.
7. Please review UVM's *Student Rights and Responsibilities Policy* document at <http://www.uvm.edu/~uvmppg/ppg/student/studentcode.pdf>.

## COURSE SCHEDULE

Dates	Topic	Reading(s)
A31, S2, S4	Introduction	Zirin
S7	<b>NO CLASS: LABOR DAY</b>	
	<b>SECTION I: Geopolitics</b>	
S9, S11	National identities	Allain Bairner
S14, S16, S18	Sub-regionalisms	Shobe
S21, S23, S25	Imperial desires S21 Guest lecture: Brian Olsen	Koch Ecker
S28, S30, O2	Colonial pasts	Majumdar and Brown Jagessar
O5, O7, O9	Sports diplomacy <i>Technique: Interviews</i> <b>Field Notes #1</b>	Gleaves and Matthew Shearer
	<b>SECTION II: Development</b>	
O12, O14, O16	Building the world	Manzo Desai and Vahed
O19, O21, O23	Designing “sports cities”	Smith Gratton, Shibli and Coleman
O26, O28, O30	The mega-event <i>Technique: Participant Observation</i> <b>Field Notes #2</b>	Grant Alberts
N2, N4, N6	Desiring the Olympics N6 Guest Lecture: Robert Oliver <b>Proposal to be handed in during class</b>	Lauermann Oliver
	<b>SECTION III: Place-making</b>	
N9, N11	Mascots and nicknames <i>Technique: Photovoice</i>	Jacobs Davis-Delano
N16, N18, N20	Sports and migrant identities <b>Field Notes #3</b>	Kleszynski Krasewski
N23	<b>NO CLASS: THANKSGIVING RECESS</b>	
N30, D2, D4	The city, tourism and identity	Dongfeng Aiken, Campbell and Koch
D7, D9	School ties	Tsitsos and Nixon Aden and Titsworth
<b>TBA</b>	<b>Final presentations</b>	

### Course Readings:

1. Aden, Roger, and Titsworth, Scott (2013) “Remaining rooted in a sea of red: agrarianism, place attachment and Nebraska Cornhusker football fans” in Earnhardt, Adam, Haridakis, Paul, and Hugenberg, Barbara (eds.) *Sports fans, identity, and socialization: exploring the fandemonium*. Lanham: Lexington Books
2. Aiken, Damon, Campbell, Richard, Koch, Eric (2013) “Exploring the relationship between team (as brand) personality and geographic personality: linking consumer perceptions of sports teams and cities” *International Journal of Sports Marketing & Sponsorship* 15(1): 7-19.

3. Alberts, Heike (2009) "Berlin's failed bid to host the 2000 Summer Olympic Games: urban development and the improvement of sports facilities" *International Journal of Urban and Regional Research* 32(2): 502-516
4. Allain, Kristi, (2010) "Kid Crosby or Golden Boy: Sidney Crosby, Canadian national identity and the policing of hockey masculinity" *International Review for the Sociology of Sport* 46(1): 3-22
5. Bairner, Alan, (2009) "National sports and national landscapes: in defense of primordialism" *National Identities* 11(3): 223-239
6. Davis-Delano, Laurel, (2007) "Eliminating Native American Mascots: Ingredients for Success" *Journal of Sport and Social Issues* 31(4): 340-373
7. Desai, Ashwin, and Vahed, Goolam "World Cup 2010: Africa's turn or the turn on Africa?" *Soccer & Society* 11(1-2): 154-167
8. Dongfeng, Liu (2013) "Major sports events, destination image and intention to revisit from the foreign tourist's perspective" *International Journal of Sports Marketing & Sponsorship* 14(3): 178-189.
9. Ecker, Tom, (2014) "Olympic pride: Nationalism at the Berlin and Beijing Games" *Harvard International Review* 36(1): 46-49
10. Gleaves, John, and Llewellyn, Matthew (2014) "Ethics, nationalism and the imagined community: the case against inter-national sport" *Journal of the Philosophy of Sport* 41(1): 1-19
11. Grant, Andrew, (2014) "Mega-events and nationalism: the 2008 Olympic torch relay" *Geographical Review* 104(2): 198-208
12. Gratton, Chris, Shibli, Simon, and Coleman, Richard (2005) "Sport and economic regeneration in cities" *Urban Studies* 42(5-6): 985-999
13. Jacobs, Michelle, (2014) "Race, place and biography at play: contextualizing American Indian viewpoints on Indian mascots" *Journal of Sport and Social Issues* 38(4): 322-345
14. Jagessar, Michael (2004) "Liberating cricket: through the optic of Ashutosh Gowariker's *Lagaan*" *Black Theology* 2(2): 239-249
15. Klezynski, Keith (2013) "'We wear Arsenal, but we are Deportivo Hidalgo': jerseys, team names and senses of place in Latino recreational futbol leagues in Oklahoma City" *Soccer and Society* 14(1): 108-116
16. Koch, Natalie (2013) "Sport and soft authoritarian nation-building" *Political Geography* 32(2013): 42-51
17. Krasewski, Jon (2015) "Pittsburgh in Fort Worth: Football bars, sports television, sports fandom, and the management of home" *Journal of Sport and Social Issues* 32(2): 139-157
18. Majumdar, Boria and Brown, Sean (2007) "Why baseball, why cricket? Differing nationalisms, differing challenges" *International Journal of the History of Sport* 24(2): 139-156

19. Manzo, Kate (2012) "Visualizing modernity: development hopes and the 2010 FIFA World Cup" *Soccer and Society* 13(2): 173-187
20. Laueremann, John (forthcoming) "Boston's Olympic bid and the evolving urban politics of event-led development" *Urban Geography*
21. Oliver, Robert, (2011) "Toronto's Olympic Aspirations: A Bid for the Waterfront" *Urban Geography* 32(6): 767-787
22. Shearer, Derek. "To Play Ball, Not Make War: Sports, Diplomacy and Soft Power." *Harvard International Review* 36, no. 1 (2014): 53
23. Shobe, Hunter, (2008) "Place, identity and football: Catalonia, Catalanisme and football club Barcelona, 1899-1975" *National Identities*, 10(3): 329-343
24. Smith, Andrew (2010) "The development of sports-city zones and their potential value as tourism resources for urban areas" *European Planning Studies* 18(3): 385-410
25. Tsitsos, William and Nixon, Howard (2012) "The Star Wars arms race in college athletics coaches' pay and athletic program status" *Journal of Sport and Social Issues* 36(1): 68-88
26. Zirin, Dave (2008) "Until the Twentieth Century" in *A People's history of sports in the United States: 250 years of politics, protest, people and play*. New York: New Press