



**SENATE COMMITTEE ON CURRICULAR AFFAIRS**  
**COURSE SUBMISSION AND CONSULTATION FORM**

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*Principal Faculty Member(s) Proposing Course*

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Name	User ID	College	Department
JESSAMYN ABEL	JUA14	Liberal Arts (LA)	Not Available

Academic Home: Liberal Arts (LA)

Type of Proposal:  Add  Change  Drop

Course Designation

(ASIA 101N) Sports in Asia

### Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Sports in Asia  
Discipline: General Education  
Course Listing: Inter-Domain

### Special categories for Undergraduate (001-499) courses

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Foundations

- Writing/Speaking (GWS)
- Quantification (GQ)

Knowledge Domains

- Health & Wellness (GHW)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

Additional Designations

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

Common Course

#### GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

#### Bulletin Listing

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Minimum Credits: 3

Maximum Credits: 3

Repeatable: NO

Department with Curricular Responsibility: Asian Studies (UPLA\_ASIA)

Effective Semester: Upon Approval

Travel Component: NO

#### Course Outline

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##### A brief outline or overview of the course content:

Taking a multi-disciplinary approach to the study of sports in Asia, this course will examine what meanings have been attached to the participation in and planning of athletic events and institutions by Asian peoples and nations.

##### A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

The rise of sports in modern Asia (3 weeks)

Sports and international relations: a history (2 weeks)

Sports and international relations: the region and the world (2 weeks)

Sociology of sports in Asia (3 weeks)

Cultural anthropology of sports in Asia, Asians in sport (3 weeks)

Changing cultures of Asian sports (e.g. martial arts) around the world (2 weeks)

##### Course Description:

The history and contemporary practice of athletics in Asia shows that sports are much more than just games. Taking a multi-disciplinary approach to the study of sports in Asia, this course will examine what meanings have been attached to the participation in and planning of athletic events and institutions by Asian peoples and nations. The course will begin with a historical perspective, examining the place of traditional athletic practices, then tracing the introduction of Western-style athletics to various Asian countries in the 19th and 20th centuries and their incorporation into programs of national development. The second part of the course will focus on the international relations of sports mega-events like the Olympic Games and the FIFA World Cup. The third part will focus on the sociology of sports: what meanings do athletic activities and competitions hold in Asian societies, how does that shape people's behavior, and how does it compare to Western societies? Finally, the course will include an anthropological component that seeks to understand Asian societies in new ways by focusing on specific athletic activities, such as Japanese baseball and the Beijing Olympics, and by tracing the changing meanings of Asian sports like judo and karate as they spread to other parts of the world. The aim of this course is not only to build understanding of distant places and disparate peoples, but also to gain new perspectives on our own society through the shared activity of sports.

##### The name(s) of the faculty member(s) responsible for the development of the course:

Name: JESSAMYN ABEL (JUA14)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

#### Course Justification

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##### Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

The aim of this course is not only to build understanding of distant places and disparate peoples, but also to gain new perspectives on our own society through the shared activity of sports. Students will develop their skills in analyzing social phenomena and

behaviors from historical, political, sociological, and anthropological perspectives.

**Evaluation Methods:**

**Include a statement that explains how the achievement of the educational objective identified above will be assessed. The procedures for determining students' grades should be specifically identified.**

Class work will include lectures, as well as guided discussions, group work, writing exercises, and possibly student presentations. This participatory approach is intended to deepen students' appreciation of the assigned readings, to help them understand value systems that may differ from those predominant in western cultures, and to assist students in developing both analytic and expressive abilities. Students will be evaluated through in-class discussions, analytical writing assignments, and exams and quizzes. A possible break-down would be as follows: written and oral discussion of reading: 10%; quizzes: 5%; written work: 60%; exams: 25%.

**Relationship/Linkage of Course to Other Courses:**

**This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.**

This course can stand alone, but it will work alongside ASIA 100 (the core introductory course for the Asian Studies major and minor) to introduce students to various approaches to the study of Asia. It thus serves as an introduction to upper-level courses on Asia or specific Asian countries in various disciplines.

**Relationship of Course to Major, Option, Minor, or General Education:**

**This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.**

This course will satisfy a revised requirement for the Asian Studies major and minor (currently in the approval process). It is designed as an inter-domain General Education course in the domains of Humanities and Social and Behavioral Sciences.

**A description of any special facilities:**

None.

**Frequency of Offering and Enrollment:**

It will be offered once per year with an enrollment of 49.

## **Alignment with General Education Objectives**

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**EFFECTIVE COMMUNICATION** – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

**KEY LITERACIES** – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

**CRITICAL AND ANALYTICAL THINKING** – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

**INTEGRATIVE THINKING** – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

**CREATIVE THINKING** – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

**GLOBAL LEARNING** – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

**SOCIAL RESPONSIBILITY AND ETHICAL REASONING** – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

**What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.**

d. Integrative Thinking: The explicitly multi-disciplinary approach and long historical scope of this course will help students focus on developing their ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives. Studying a topic as familiar as sports in an unfamiliar context will encourage them to identify linkages between their own experiences and the things they are learning about other societies.

f. Global Learning: The international and comparative nature of the course subject will train students to analyze similarities and

differences among cultures within Asia and between Asian and Western cultures. Examining the factors that influence social behavior in various contexts will contribute to making them active community members and leaders in a globalized society.

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**How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.**

Students will be assessed to determine their attainment of the Learning Objectives of General Education covered in the course through the exams and papers. The final exam will require students to synthesize knowledge across time periods that have been covered in the course, according to the various modes of inquiry that have been pursued and studied throughout the semester. Analytical papers, as well as the final exam, will require students to demonstrate an ability to analyze similarities and difference among cultures, as well as social, cultural, and historical legacies and hierarchies.

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## General Education Domain Criteria

General Education Designation: Inter-Domain

### GH Criteria

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- Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas
- Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses
- Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities
- Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

**What components of the course will help students achieve the domain criteria selected above?**

- This course will require students to analyze primary materials and secondary scholarship through both written responses and class discussion. Through these exercises, students will learn techniques for objective evaluation of texts and the formulation and expression of their own interpretations.
  - Students will be guided in their use of a wide range of historical and contemporary materials obtained through the university libraries and online resources. Through practice in evaluating sources, they will develop their abilities in responsible use of various kinds of texts and media.
  - Through both written work and class discussion, students will demonstrate their knowledge of major cultural currents, issues, and developments in the history of sports in modern and contemporary Asia, much of which will include themes and topics that were previously unfamiliar to them.
  - The course will increase students' familiarity with the groups and individuals involved in the history and contemporary practice of sports in Asia, as well as the ways in which sports were inter-twined with major events and intellectual trends that have shaped modern Asia.
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### GS Criteria

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- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

**What components of the course will help students achieve the domain criteria selected above?**

- By approaching the topic of sports in Asia from several different disciplinary perspectives, students will develop an understanding of various methods of inquiry and how each contributes important perspectives to our general understanding of social behaviors in general and Asian societies in particular.
  - In exploring varied reactions to similar situations and choices at disparate times and places, both historical and contemporary, students will develop the skills of identifying the various factors that shape decisions and actions by individuals and institutions.
  - By reading and analyzing research on sports and society (in Asia and beyond) by sociologists, anthropologists, and political scientists, students will gain an understanding of how such work aims to address social problems within Asian societies as well as international tensions.
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### Integrative Studies

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**Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.**

The intellectual frameworks and methodologies of the Humanities and Social Sciences will be explicitly addressed through separate (if overlapping) sections, during which we will consciously and explicitly approach the subject from a particular disciplinary angle.

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**Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.**

The initial five weeks and final two weeks will approach the subject from humanistic viewpoints (history, cultural studies), while the central eight weeks will provide various social science perspectives (international relations, sociology, cultural anthropology). They will have four short writing assignments, which will require them to address each discipline, then a final exam that will bring them together.

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**Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.**

I have designed this course for myself, but anyone with a similarly multi-disciplinary background would be able to teach it. Though trained as a historian, I have background in Political Science and International Affairs (and I am an affiliated faculty member of our School of International Affairs). Though I have no formal training in Sociology or Anthropology, my extensive research on the Olympic Games gave me the opportunity to familiarize myself with the literature on sports in these fields, to the extent that I am confident in my ability to teach the basics of these topics to undergraduate students. I plan to teach this course once per year, which fits very well into my overall teaching plan.

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**Describe the assessments that will be used to determine students' ability to apply integrative thinking.**

Students would be required to write one short analytical paper grappling with each of the first four disciplinary approaches (history, political science, sociology, anthropology/cultural studies). The final exam would require students to apply integrative thinking by bringing the two domains together to make an argument about sports in Asia.

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## General Education Designation Requirements

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### Bachelor Of Arts Requirements:

- BA: Natural Sciences
- BA: Other Cultures
- BA: Foreign/World Lang (12th Unit)
- BA: Humanities
- BA: Social and BA: Behavioral Sciences
- BA: Arts
- BA: Quantification
- BA: Foreign/World Lang (All)

### Intercultural Requirements:

1. This course meets the definition of (2) an international cultures course.

2-3. Course outline (description and topic list), which includes information on the IL aspects of the course:

#### Description:

The history and contemporary practice of athletics in Asia shows that sports are much more than just games. Taking a multi-disciplinary approach to the study of sports in Asia, this course will examine what meanings have been attached to the participation in and planning of athletic events and institutions by Asian peoples and nations. The course will begin with a historical perspective, examining the place of traditional athletic practices, then tracing the introduction of Western-style athletics to various Asian countries in the 19th and 20th centuries and their incorporation into programs of national development. The second part of the course will focus on the international relations of sports mega-events like the Olympic Games and the FIFA World Cup. The third part will focus on the sociology of sports: what meanings do athletic activities and competitions hold in Asian societies, how does that shape people's behavior, and how does it compare to Western societies? Finally, the course will include an anthropological component that seeks to understand Asian societies in new ways by focusing on specific athletic activities, such as Japanese baseball and the Beijing Olympics, and by tracing the changing meanings of Asian sports like judo and karate as they spread to other parts of the world. The aim of this course is not only to build understanding of distant places and disparate peoples, but also to gain new perspectives on our own society through the shared activity of sports. Students will develop their skills in analyzing social phenomena and behaviors from historical, political, sociological, and anthropological perspectives.

#### Topic list:

- The rise of sports in modern Asia (3 weeks)
- Sports and international relations: a history (2 weeks)
- Sports and international relations: the region and the world (2 weeks)
- Sociology of sports in Asia (3 weeks)
- Cultural anthropology of sports in Asia, Asians in sport (3 weeks)
- Changing cultures of Asian sports (e.g. martial arts) around the world (2 weeks)

4. The course encourages students to develop understanding of the historical backgrounds, cultural contributions, social, and political circumstances of various peoples of Asia in the following ways:

- a. The course will consistently encourage students to see nations, cultures, and/or social identities not in isolation, but in relation to each other, by comparing the role of sports in various Asian societies and examining the ways in which sports shaped their mutual perceptions.
- b. The course will cultivate awareness of the pluralism and diversity within Asian cultures by examining the various cultural, social, and political roles of athletic activities and the many ways in which different groups within each society practiced and were impacted by sports.
- c. Through study of the relationships between traditional cultures and sports, the course will increase knowledge of different cultural values, traditions, beliefs and customs.
- d. By examining the various ways in which different groups within each society took up athletic activity and the different choices made by people in comparable situations, students will develop an appreciation of the diversity that exists among persons who share a particular social identity.

- e.
  - f. In studying the function of sports in national, regional, and smaller group identities, students will further their ability to recognize and be sensitive to the different ways social identities have been valued.
  - g. Learning about aspects of Asian history and societies that challenge their preconceptions and expectations will encourage students to re-examine beliefs and behaviors about social identities (especially about race, ethnicity, and nationality).
  - h. Because we will examine contrasting expectations for, outcomes of, and reactions to various types of domestic activities and international interactions and their relations to mutual perceptions and preconceptions, the course will increase understanding of the nature of stereotypes and biases of other cultures and nations.
  - i.
  - j. The writing assignments for the course will increase students' ability to locate and evaluate information and gain knowledge about other peoples of the world.
5. The IL educational objectives will be assessed through quizzes, class discussion, short analytical papers, and a final exam.

**Campuses That Have Offered ( ) Over The Past 4 Years**

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semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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## SAMPLE SYLLABUS: Sports in Asia (ASIA 101)

**Course Description:** The history and contemporary practice of athletics in Asia shows that sports are much more than just games. Taking a multi-disciplinary approach to the study of sports in Asia, this course will examine what meanings have been attached to the participation in and planning of athletic events and institutions by Asian peoples and nations. The course will begin with a historical perspective, examining the place of traditional athletic practices, then tracing the introduction of Western-style athletics to various Asian countries in the 19th and 20th centuries and their incorporation into programs of national development. The second part of the course will focus on the international relations of sports mega-events like the Olympic Games and the FIFA World Cup. The third part will focus on the sociology of sports: what meanings do athletic activities and competitions hold in Asian societies, how does that shape people's behavior, and how does it compare to Western societies? Finally, the course will include an anthropological component that seeks to understand Asian societies in new ways by focusing on specific athletic activities, such as Japanese baseball and the Beijing Olympics, and by tracing the changing meanings of Asian sports like judo and karate as they spread to other parts of the world. The aim of this course is not only to build understanding of distant places and disparate peoples, but also to gain new perspectives on our own society through the shared activity of sports.

### **Requirements:**

**Participation:** In-class discussion of readings and concepts is an important part of this course. Students are required to complete all of the assigned readings, think carefully about them, and share their ideas in class. Always print out and bring assigned primary source readings to class with you, as we will be analyzing them together.

**Reading responses:** At least ten times during the semester, students must post to Canvas discussion boards sharing their thoughts on the assigned readings. This may (but need not) take the form of answers to posted reading questions. Three of the ten postings must be a thoughtful response to a classmate's posting (click "Reply" from initial post); replies must engage with both the readings and the original posting. Postings should be about 100-200 words and must be completed by 10 p.m. before the day for which the readings being discussed were assigned. Responses must be completed by 9 a.m. on the day the readings are being discussed. You may do more than ten postings for extra credit points (1 point per 3 additional posts; maximum of 5 points).

**Analytical writing:** There will be four short writing assignments of three pages each. 1) Analyze a primary source related to the history of Asian sports in its historical context. 2) Analyze the domestic or international political implications of a single sports event. 3) Analyze the sociological meanings of a sports event or institution in Asia. 4) Analyze a specific athletic activity or event from an anthropological perspective. (See assignment sheets for details.)

**Quizzes:** There will be a map quiz in the third week of class, highlighting historically important locations in and around Japan. Depending on participation in class discussion, there may also be occasional unannounced quizzes on material from the previous lecture and that day's reading assignment only. Missed quizzes will not be made up, but the lowest quiz score will be dropped from the total quiz grade.

**Final Exam:** The final exam will consist of several short essay questions, covering material from the entire semester.

Grades will be determined as follows. Percentages are flexible:

- Reading responses: 10%
- Quizzes: 5%
- Analytical writing assignments: 15% each
- Final exam: 25%
- Regular participation in class discussion: extra points

**Assigned Readings:** The required books for this course are available at the bookstore. Other weekly readings will be found in pdf format on the Canvas course management system. Primary materials will be assigned for every class; in the case of textual materials (documents), students must print them out and bring them to class to refer to during discussion.

## SCHEDULE

Week 1: Athletics in traditional Asian societies

Inoue Shun, “The invention of the martial arts: Kanō Jigorō and Kōdōkan judo” and Lee A. Thompson, “The invention of the yokozuna and the championship system, or, Futahaguro's revenge,” in Stephen A. Vlastos, *Mirror of Modernity: Invented Traditions of Modern Japan* (Univ. of California, 1998).

Primary materials: TBA.

Week 2: Imperialism and the importation of Western sports

Selections from Allen Guttman, *Games and Empires: Modern Sports and Cultural Imperialism* (Columbia, 1994).

Primary materials: TBA.

Week 3: The YMCA and the sportive “civilizing mission”

Stefan Hübner, “Images of the Sporting ‘Civilizing Mission’: The Far Eastern Championship Games (1913–1934) and Visions of Modernizing in English-Language Philippine Newspapers,” *Journal of World History* 27, no. 3 (2016)

Primary materials: YMCA materials.

Week 4: Successes and failures: baseball, cricket, and American football

Sayuri Guthrie-Shimizu, *Transpacific Field of Dreams: How Baseball Linked the United States and Japan in Peace and War* (UNC Press, 2012) [Introduction, p. 1-10].

Primary materials: News items regarding Babe Ruth et al. in Japan.

Week 5: Asians in the Olympics

Eriko Yamamoto, “Cheers for Japanese Athletes: The 1932 Los Angeles Olympics and the Japanese American Community,” *Pacific Historical Review* 69, no. 3 (Aug., 2000) p. 399-430.

Xu Guoqi, *Olympic Dreams: China and Sports, 1895-2008* (Harvard, 2008) [selection].

Primary materials: Kano Jigorō [selected writings].

Week 6: The Olympics in Asia

Sandra Collins, "East Asian Olympic desires: identity on the global stage in the 1964 Tokyo, 1988 Seoul and 2008 Beijing games," *International Journal of the History of Sport* 28, no. 16 (2011) p. 2240-2260.

Opening ceremonies of the 2008 Summer Olympic Games in Beijing (video).

Primary materials: Organizing Committee of the XIIth Olympiad, "Report of the Organizing Committee on its World for the XIIth Olympic Games of 1940 in Tokyo until the Relinquishment" (Tokyo, 1940).

Week 7: Soccer diplomacy or soccer hooligans?

Yone Sugita, "Historical lessons from Asian Cup," *Japan Today*.

Primary materials:

--George Orwell: 'The Sporting Spirit,' First published: *Tribune*, (GB, London) December 1945. Available at: [http://www.orwell.ru/library/articles/spirit/english/e\\_spirit](http://www.orwell.ru/library/articles/spirit/english/e_spirit).

--Joong-ang Ilbo, "A steppingstone to 21st Century" [editorial on Korean-Japanese relations and the 2002 World Cup] *Korea Focus* 4:3 (May-June 1996) 108-110.

Week 8: Asian Games

Kristina Jöönsson, "Laos in 2009: Recession and Southeast Asian Games," *Asian Survey* 50, no. 1 (January/February, 2010) p. 241-246.

Simon Creak, "National restoration, regional prestige: the Southeast Asian games in Myanmar, 2013," *Journal of Asian Studies* 73, no.4 (Nov 2014) p. 853-877.

Weniel Ding, "Ready-set-go for the games: Guangzhou gears up for the 16th Asian Games in November" *Beijing Review* 53, no. 24 (Jun 17 2010) p. 40-41.

Week 9: Politics, Culture, Identity

Selections from Katrin Bromber, Birgit Krawietz, and Joseph Maguire, eds., *Sport across Asia: politics, cultures, and identities* (Routledge, 2013).

Primary materials: TBA.

Week 10: Glocalization and Sports in Asia

Cho, Younghan; Leary, Charles; Jackson, Stephen J. "Introduction: glocalization and sports in Asia" *Sociology of Sport Journal* 29, no.4 (Dec 2012) p.421-432.

Primary materials: TBA.

Week 11: Sports and Gender in Asia

Selections from Kietlinski, Robin. *Japanese Women and Sport: Beyond Baseball and Sumo*. Bloomsbury, 2014.

Ullah, Hazir; Skelton, Christine. "Social reproduction of gender hierarchies in sports through schooling in Khyber Pakhtunkhwa." *Asia Pacific Journal of Education* 36, no.1 (Mar 2016) p.131-144.

Primary materials: TBA.

Week 12: Nationalism, Regionalism, Globalism

William W. Kelly and Susan Brownell, "The Olympics in East Asia: Nationalism, Regionalism, and Globalism on the Center Stage of World Sports" *CEAS Occasional Publication Series*. Book 3, 2011.

Primary materials: Videos of opening ceremonies, posters.

Week 13: Western sports, Asian bodies

Helen Gremillion, "The Cultural Politics of Body Size" *Annual Review of Anthropology* 34 (2005), p.13-32.

Primary materials: Kano on judō.

Week 14: Asian Americans in American sports

Forum on "Linsanity" in *Amerasia Journal* 38, no. 3 (2012) p.124-137.

Primary materials: News items, interview video.

Week 15: Asian sports around the world: Judo, karate, taikwondo, yoga

TBA.

**Course Abbreviation and Number:** ASIA 101

**Credits:** 3

**Prerequisites/Co-requisites/Concurrent Requirements/Recommended Preparation:**  
none

**Course Attributes/Designations:** GenEd (GH, GS, Integrative Studies), BA, IL

**General Education Learning Objectives:**

*Integrative Thinking:* The explicitly multi-disciplinary approach and long historical scope of this course will help students focus on developing their ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives. Studying a topic as familiar as sports in an unfamiliar context will encourage them to identify linkages between their own experiences and the things they are learning about other societies.

*Global Learning.* The international and comparative nature of the course subject will train students to analyze similarities and differences among cultures within Asia and between Asian and Western cultures. Examining the factors that influence social behavior in various contexts will contribute to making them active community members and leaders in a globalized society.

**Course Description:** The history and contemporary practice of athletics in Asia shows that sports are much more than just games. Taking a multi-disciplinary approach to the study of sports in Asia, this course will examine what meanings have been attached to the participation in and planning of athletic events and institutions by Asian peoples and nations. The course will begin with a historical perspective, examining the place of traditional athletic practices, then tracing the introduction of Western-style athletics to various Asian countries in the 19th and 20th centuries and their incorporation into programs of national development. The second part of the course will focus on the international relations of sports mega-events like the Olympic Games and the FIFA World Cup. The third part will focus on the sociology of sports: what meanings do athletic activities and competitions hold in Asian societies, how does that shape people's behavior, and how does it compare to Western societies? Finally, the course will include an anthropological component that seeks to understand Asian societies in new ways by focusing on specific athletic activities, such as Japanese baseball and the Beijing Olympics, and by tracing the changing meanings of Asian sports like judo and karate as they spread to other parts of the world. The aim of this course is not only to build understanding of distant places and disparate peoples, but also to gain new perspectives on our own society through the shared activity of sports.

Topic list:

The rise of sports in modern Asia (3 weeks)

Sports and international relations: a history (2 weeks)

Sports and international relations: the region and the world (2 weeks)

Sociology of sports in Asia (3 weeks)

Cultural anthropology of sports in Asia, Asians in sport (3 weeks)

Changing cultures of Asian sports (e.g. martial arts) around the world (2 weeks)

**Course Learning Objectives:**

1) Students will gain an understanding of the role of sports in Asian history, cultures, societies, and international relations.

2) Students will gain an understanding of various disciplinary approaches to studying both Asia and sports.

3) Students will hone their abilities to think critically about and analyze written and visual materials, making their own interpretations of their meanings.

4) Students will develop their ability to understand and use scholarly work in history, international relations, sociology, anthropology, and cultural studies.