

The College at Brockport: State University of New York
Digital Commons @Brockport

Education and Human Development Master's
Theses

Education and Human Development


Summer 8-11-2013

Sport as a Political Tool

Todd J. Reichlmayr

The College at Brockport, todd.reichlmayr@gmail.com

Follow this and additional works at: http://digitalcommons.brockport.edu/ehd_theses

 Part of the [Curriculum and Instruction Commons](#), and the [Junior High, Intermediate, Middle School Education and Teaching Commons](#)

To learn more about our programs visit: <http://www.brockport.edu/ehd/>

Repository Citation

Reichlmayr, Todd J., "Sport as a Political Tool" (2013). *Education and Human Development Master's Theses*. 241.
http://digitalcommons.brockport.edu/ehd_theses/241

This Thesis is brought to you for free and open access by the Education and Human Development at Digital Commons @Brockport. It has been accepted for inclusion in Education and Human Development Master's Theses by an authorized administrator of Digital Commons @Brockport. For more information, please contact kmyers@brockport.edu.

Historiography of Sport as Political Tool

Sport has been a part of human history since Ancient Greece. Over time it has developed and evolved into a globalized phenomenon that touches every part of the globe. In studying global history, a vital thread that connects civilizations, governments, cultures and most importantly people, is sport. Sport has taken on many forms depending on where you are in the world. There are the major sports like soccer and cricket that is played around the world and more regional sports like baseball and basketball, but even these sports have spread around the globe. Finally, there are the modern Olympic Games which have served as a platform for international competition. Sport has become a way to bridge the gap between difference cultures that have been separated economically, socially or politically. Since the late 19th century and especially the 20th century, sport has become a critical component of not only citizens, but their government. Governments have continually sought ways to politicize sport for their own benefit. As nations have sought to implement policies in regard to sport, it has only been natural that the broad popularity has allowed government to incorporate them into foreign policy practices. Some key examples of these are the Cold War and the ending of apartheid in South Africa. Governments have also sought to further their national identity and international relations through sport. Sport historian Patrick McDevitt puts it best when he states, “In short, organized sport has become a global phenomenon perhaps second only to industrial capitalism in its scope.”¹ Finally through the process of globalization, nations have become even more interdependent and frequently use sport to strengthen their diplomatic ties and this commonality has allowed nations to use sport as not only a domestic political tool, but an effective means of foreign policy.

Examining the study of sport as a tool of foreign policy proposes many dilemmas for

¹ McDevitt (141)

historians. For one, the study of sport has largely been ignored by historians, sociologists and political scientists alike. In his study of sport and politics, historian Victor D. Cha laments, “The ‘mutual neglect’ of sport and politics, started to dissipate in the 1980s after the boycotts of the 1980 Moscow Games and 1984 Los Angeles Games garnered worldwide attention.”² It was only beginning in the 1980s that we saw an increase of the study of sport as a respectable subject matter that was tackled by academics alike. The other problem studying the relationship of sport and foreign policy is that one must blend subject matters to realize the full scope that sport has and how it continues to have an impact. These subjects including examining the role of sport in culture through the lens of sociology, political science and history. Sport can be a very powerful lens in itself. Authors Steven J. Jackson and Stephen Haigh argue in the introduction to their collaborated effort *Sport and Foreign Policy in a Globalizing World* that, “Sport, in addition, can be a lens through which to scrutinize major themes in the political and social sciences; democracy and despotism and the great associated movements of socialism, fascism, communism and capitalism as well as political cohesion and confrontation, social reform and social stability.”³

Again, the point that sport is powerful tool to examine current political relations, especially foreign cannot be understated. One final dilemma proposed in examining the global role that sport has played in history is that it has largely been ignored by American historians. Various research has been done on American sports such as baseball, basketball, and American football, but by and large they have ignored the international importance sport can play. Obviously the one exception to this notion is the wealth of material that has been written about the Cold War. A majority of the material has been written by European and international

² Victor Cha (1582)

³ Jackson & Haigh (vii)

historians. Again the importance of studying sport through different subject matters cannot be understated. By examining sport through a multi-disciplinary lens many of the problems historians may have can be remedied.

Sport has frequently blended with politics and while many have sought to separate the two it has been for naught. The modern Olympic movement started in the late 19th century by Pierre de Coubertin in France sought to unite the world under the spirit of fair play and competition. Coubertin believed that sport truly had the power to unite the world and end problems such as war. His founding of the International Olympic Committee (IOC) and renewal of the ancient Greek Olympics sought to accomplish these ideals. In all actuality, Coubertin's dream would not result in world peace or harmony. Historian Allen Guttman argues that, "Although Pierre de Coubertin revived the Olympic Games as an instrument of international reconciliation, his successors as president of the International Olympic Committee have been tireless in their insistence that 'politics' should not interfere with sport and unsuccessful in their attempts to insulate the games from political controversy."⁴ While this isn't a main focus of research the blending of sport and politics has continued to grow over the course of the 20th century.

The study of sport as an academic subject has only gained traction during the 1980s. One of the first major works done on the study of sport and politics was John M. Hoberman's *Sport and Political Ideology*. While the material is dense and difficult, Hoberman is able to accurately make the connection between sports and political ideologies and since his work was published in 1986, most of the material reflects the Cold War undertones of struggle between Marxism and Capitalism. He argues that major sports ideologies of the 20th century, whether they are fascists, democratic, or communist are distinct expressions of political doctrine. Central to his thesis is

⁴ Guttman (372)

that both Marxist and non-Marxist political cultures use the image of the male body as an ideological means. Since this was one of the early writings on the relationship of sports to politics, it definitely has its limits to present day international relations but it serves as a nice foundation to the study of sport and politics.

The importance of hegemony in the modern political dialogue has become an important topic for historians. The idea that one nation seeks to gain an advantage and display its dominance is very accurately seen through sport. One of the first studies in how sport pertains to power and cultural hegemony was John Hargreaves' *Sport, Power, and Culture*. In particular Hargreaves focused on the role of sport plays for various powers of state. He points out, "We are going to argue then, that sport, in specific conditions, is an important, if highly neglected constituent of power structures, and that the reproduction of the sport-power relation is systematically concealed in the routine operation of that relation."⁵ The idea that sport is woven into structures of power is an important concept if we are to accept the idea that sport plays a vital role in foreign diplomacy. The Hargreaves' work was published during the Cold War so most of his examples pertain to that specific period. One could reason that his fundamental argument that sport is a part of power structures, and still to this day, could be seen as largely ignored. Hargreaves' display of the relationship between sport and cultural hegemony continues to serve a foundation to the continued study of the international implications of sport.

The British historian Lincoln Allison is another vital author in the study of sport and politics. His work *The Politic of Sport* has served in the foundation of many other researchers and quite frequently can be seen throughout the increasing works written about sport. Even in 1986 Allison argued the writing on the subject of sport and politics was "minuscule" and "The

⁵ Hargreaves (4)

politics of sport must be taken seriously.”⁶ Academics up to this point have frequently ignored the history of sport as anything of substance. His book gathers a variety of historians who wrote on the subject of sport as it pertained to not only popular culture, but political diplomacy as well. The period in which it was written again is overshadowed by the Cold War, but has still served as a foundational piece in the study of sport. Many of the ideas mentioned are still quite relevant. One of the authors, Trevor Taylor, in his piece entitled “Sport and International” reinforces this notion, “Sport is a significant element in world society, a major consideration for those who believe international relations ought to be concerned with more than inter-governmental politics.”⁷ The importance of sport and its corresponding role in international relations and politics is constant theme throughout Allison’s first major work.

Allison wrote another important work in the study of sport and politics entitled, *The Changing Politics of Sport*. Here his and other historian’s prime focus is placed in the context of the end of the Cold War, the disintegration of the communist bloc, the decline of apartheid, the challenge to amateurism, and the growth of commercialism in sport. He argues for the importance of studying sport, “Sport is about prowess; it is one of the most potent of human activities in its capacity to give meaning to life, to create and interconnect sense of achievement and identity. This capacity affects not only participants, but also partisans. Therefore there is a sporting dimension to many political activities.”⁸ The notion of interconnectedness and sense of identity are similar theme that other historians have been able to expand on as the globalization of sport has rapidly increased in the 21st century. The importance of sport is greatly evident for Allison. He also argues that sport is a great case study to examine social, political, cultural, and

⁶ Allison, 24

⁷ Allison, 46

⁸ Allison, 4

economic themes. While sport alone cannot provide complete insight to historical events, to ignore sport as a lens to study history would be a grave mistake.

There have been various works that examining the role of sport and politics. Martin Barry Vinokur's *More than a Game: Sport and Politics* was another worked published during the Cold War, but again helps understand the relationship between sport and political power structures. Vinokur provides the German Democratic Republic and Romania as two political systems that were dominated by sport. He also makes the strong argument that many political scientists are ignoring the study of sport and should pay more attention in order to gain more insight to the politics of each nation. Vinokur reasons, "There is a reciprocal relationship between politics and sport and between national policies and sport."⁹ With this insight, the lens of studying history or even political science through sport is strengthened. Sport acts as an effective means to understanding governments and their policies based on the work completed by Vinokur.

Nations have sought to use sport not only to further their legitimacy, but also to incorporate it into various public policies. Barrie Houlihan's *Sport, Policy and Politics: A Comparative Analysis* examines the sport policy making in five countries. These countries are Australia, Canada, Ireland, the United Kingdom, and the United States. Some of the issues examined in the work are the process of sport policy making, the administrative framework in which governments set up for sport and the relationships between the different levels of government in relation to sport. Houlihan accurately points out that making of government policy in regards to sport was largely due to the rise in its popularity during the latter half of the 20th century. He states "Until the late 1950s or early 1960s, sport was of only marginal interest to most governments. Prior to this, government intervention in sport was generally a reaction to specific problems such as poor standards of health in urban areas, military requirement or

⁹ Vinokur, 138

outbreaks of disorder and rarely the consequence of the recognition of sport (and recreation) as a distinct policy area.”¹⁰ Sport’s rise in popularity made it an effective tool for governments to use to further their own interests, particularly beginning in the middle of the 20th century.

Another similar work in the study of sport and public policy is Laurence Chalip, Arthur Johnson, and Lisa Stachura’s *National Sports Policies: An International Handbook*. Covering over 15 countries this work offers a more in depth study of the role government plays in sport as public policy. Each country is provided with not only a historical context, but given a great amount of detail in regards to understanding their policies through which sport is developed and administered. Obviously sport varies from country to country as well is affected by the dominant culture. The authors point out though the difficulty is a work such as this one, “The critical evaluation of policy legitimation and implementation is, perhaps, one of the more interesting challenges facing analysts of sports policies.”¹¹ Sport continues to grow as a tool for public policy makers in various governments. As one continues to build their understanding of the role sport can play in foreign relations between countries, one must also understand the role of sport in policy making.

The increase of the study of sport has not only led to more books and journals being written, but also the creation of textbooks. Sports Studies, Sports Psychology and Sports Management are now popular areas of study in major colleges across not only the United States, but the world. The growing number of textbooks can again help provide insight as to the importance sport can have in our culture and its ultimate effect on government. In John Horne, Alan Tomlinson, and Garry Whannel, *Understanding Sport: An Introduction to the Sociological and Cultural Analysis of Sport* they provide a great overview of the role of sport in society

¹⁰ Houlihan, 61

¹¹ Chalip etc (x)

including media, social structures, and overall culture. They examine the growth of modern sport in the 20th century by examining cricket and football (European) as case studies. Since it is written after the Cold War they are able to effectively summarize the ideas of pluralistic and Marxist views of sport and the role each play. In the chapter about sport and politics they generalize, “In much of the literature on the politics of sport, however, sport is considered political because it is ideologically symbolic. It is not a pure social activity which in some ways remains untainted without any of the hallmarks of its social origins.”¹² This argument encapsulates what historians like Allison and Hargreaves were arguing nearly a decade ago. Textbooks such as this can serve to not only reinforce ideas that have been argued by earlier historians, but can offer the reader a quick, concise, and indexed work to study the importance of sport.

Again the role of sport has also seen an uptick in the amount of scholarly work, including academic journals and articles. In focusing on the role of sport and politics *The International Journal of History of Sport* has had quite a few works published over the past few years. As a reminder that the history of sport has been growing and this journal has only been being published for a few years as more historians have dedicated their time to the various subject matters related to sport. One of the most well written concise overview of the topic of sport and politics was written by Victor D. Cha. While Cha’s work is not revolutionary he is upfront about his purpose for the article. He writes, “My arguments do not represent new breakthroughs in political science, rather I attempt merely to offer a systemic way of thinking about how sports and the Olympics matter in world politics through three inter-related casual pathways relating to a country’s sense of self, its diplomacy, and its capacity for change.”¹³ Cha proceeds with this

¹² John Horne, etc (138)

¹³ Cha (1581)

approach as he offers quick and concise examples of the role that sport has played in his three pathways. Another example of the growth of material written about sport is Allen Guttman's "Sport, Politics, and the Engaged Historian" published in the *Journal of Contemporary History*. Similar to Cha, Guttman provides not only an overview, but a short historiography on the study of sport as it relates to politics. In regards to the study of sport Guttman's criticisms of the field of study remind one of Allison and other historians as he states, "This [sport and politics] was definitely not the case in the 19th and early 20th century, when historians seldom commented on the political implications of sport or on the political controversies it engendered."¹⁴ The means by which sport and politics are intertwined has been steadily improved upon over the course of the past few decades. Understanding the basics of this relationship allows for a greater understanding that sport can play in foreign policy decisions that nations make.

Through understanding the political implications sport can carry, one can gain a clearer understanding of the relationship between foreign policy and sport. Beginning in the late 19th century, but not until the beginning of the 20th century do we see sport considerably influencing foreign policy. The growth of nation states, nationalism, communism, fascism, internationalism and various other political ideals throughout the 20th century provided sport the necessary platform to evolve into the global phenomenon that Dr. McDevitt explained earlier. Without becoming too redundant the study of this global phenomenon and its relation to foreign policy is again lacking. Victor Cha again argues, "The study of international relations purports to explain how nation-states and individuals interact around the globe. Yet one major area of such interaction – international sport – remains exceedingly understudied. This in spite of the fact that

¹⁴ Guttman (363)

countries have gone to war over sport, fought for sovereign recognition through sport and that citizens around the world have it as daily part of their lives.”¹⁵

Sport displays its importance on the international stage by serving not only a means of conflict, but diplomacy as well. Historian Marc Keech argues in his piece about South Africa, “Sport diplomacy has been defined as ‘the whole range of international contacts and competitions that have implications for the overall relations between the nations concerned.’”¹⁶ In this basic understanding of the importance of sport and foreign relations we can begin to examine the historical literature on the subject.

Similar to the study of sport and politics, the study of sport and foreign relations began nearly four decades ago. Benjamin Lowe, David B Kanin, and Andrew Strenk’s *Sport and International Relations* was an early attempt at gathering scholarly research related to the previously mentioned title. The essays included material on international sport, Olympics, nation building, South African Apartheid, and finally the Cold War. In an article on Soviet sport, historian James Riordan encapsulates the relationship of sport and foreign policy. He writes, “Sport everywhere, being bound up with the values of communities, has a political aspect and is seldom (if ever) free of politics. The influence of politics on sport is particularly evident in relation to foreign policy, where sporting success is seen by many as a measure of national vitality and prestige; it can therefore serve as an unobtrusive form of propaganda.”¹⁷ Much of Riordan’s work is in reference to the Cold War, but allows historians to grasp the importance that sport can serve as lens to examining the history of foreign policy in the 20th century.

The growth of international sport in the 20th century is very important in understanding the role it continues to play in the present day. Barbara Keys examines three major milestones in

¹⁵ Cha (1581)

¹⁶ Keech (71)

¹⁷ Lowe, etc. (316)

her work *Globalizing Sport*. She notes the growth of international sport through examining the Los Angeles Olympics in 1932, the Berlin Olympics in 1936, and finally the growth of Soviet soccer in the first half of the 20th century. Some of the themes that run through her work are the ability to identify with a group of people on a national and international level. Through this she argues that ideas about competition, achievement, and individualism become universally accepted. She writes,

“The strength of sport as an international system is precisely what made it appealing as a stage for nationalist competition. Sport organizations with global ambitions sought to create a universalistic framework for sport, one that provided uniform rules and conditions for the practice of sport across time and place. This uniformity and universalism made sport appear to offer a uniquely objective and quantifiable means to compare national strength.”¹⁸

Keys provides the framework which one can view the ability that sport can play in foreign policy. The role sport would play in respects to international relations would only increase during the 20th century.

Sport has played a pivotal role as means to peace and positive foreign relations. Historian Peter Hough argues in his piece called, “Make Goals Not War: The Contribution of International Football to World Peace,” that football is an important tool in bringing nations together, while refuting the idea that football is also political. He writes, “Football has played and will continue to play an important role on the global arena, with reference to its ability to create understanding between different peoples. Because of its non-political purpose, football has proven to be very suitable for serving peace and understanding.”¹⁹ Although his argument about ‘non-political purpose’ flies in defiance of much of the scholarly work that has been done, his point that football can make positive contributions to the international community is well reasoned.

¹⁸ Keys (4)

¹⁹ Hough (1287)

Another article entitled “Sport, Politics and International Relations in the 20th Century” published in *The International Journal of the History of Sport* supports Hough’s claim of the power of sport to bring people together. The article again traces the overview of sport and the political implications in the 20th century. It shows the role that soccer played in France in the early 20th century as they sought international prestige, how the Olympics have been used as an international stage to gain recognition while displaying power and resources. The article concludes by saying, “Sports meetings/events encourage people from different countries, color, religion and cultural background to come together in a spirit of friendship and goodwill.”²⁰ Sport continues to play a positive role in the development of the foreign relations in the 21st century, but it has been built on the foundation laid during the previous century as sport rapidly evolved from the local stages to international.

In examining the role sport has played in foreign relations one cannot ignore the importance or the amount of material that exists for the Cold War and the role sport played in ending the apartheid movement in South Africa. These two subjects have been written about extensively, particularly in the international community. Examining the role that sport has played in foreign policy and its implications for not only the classroom, but current international situations is important. In focusing specifically on one of these two events the scope of which the lens of sport can be applied becomes very limited. By contrast simply ignoring these events would be a disservice and also discredit the scholarship that has been done in these two areas. These two events are also prime examples of the power that sport can play in foreign diplomacy.

The Cold War greatly enhanced the role that sport played politically for each of the superpowers as well as their satellite or allied nations. Each superpower obviously used its vast resources to aid in the competition for glory and international prestige. Historian Russ

²⁰ “Sport, Politics, & International Relations, 1702

Crawford's *The Use of Sports to Promote the American Way of Life During the Cold War* examines the important role sport played as Americans battled communism. He notes the important ideological role sport had for the United States and its citizens during the Cold War. Crawford argues that sport became "the de facto ideology Americans lived by" and "an important agenda promoted by American cold warriors in their efforts to contain Communism"²¹ He supports this claim through various primary documents and other historical materials. Another important work in the viewpoint of America during the Cold War was Kathryn Jay's *More Than Just a Game: Sport in American Life since 1945*. Similar to other works mentioned Jay's work provides a good overview and provides a nice framework in understanding the role that sport played during the Cold War. Her work gives great insight onto how America responded to the threat of communism and the Soviet Union through its policies involving sport.

The Soviet Union invested heavily in sport as a way to establish not only international recognition, but also as a way of touting the successes of communism. One of the premier scholars on the subject of Soviet sport is James Riordan. From early on Riordan researched and published regularly on the subject of Soviet sport. In his co-authored book, *Playing Politics: Soviet Sport Diplomacy to 1992*, he and Victor Peppard examine the role sport played in foreign policy from the Tsarist period to the fall of communism. They examine the political use of sport as well as the evolution of Soviet sports diplomacy. Finally the book explores the relationship between the USSR and modern Olympic movement, that is, the role sport played in the USSR opening up to the west and finally sport in the post-USSR world.

Another important piece by James Riordan is his book entitled *Soviet Sport*. In the book he provides a brief overview of sport paying particular attention to the Olympic movement. One of his main arguments in the book is the notion that the Soviets were the most true to the

²¹ Crawford, viii

Olympic ideals developed by de Coubertin. He states, “While sport in the West is by no means free of politics or foreign-policy aims, in a centrally planned society like that of the USSR sport clearly occupies a focal position and its function and interrelationship with the political system are more manifest in Western societies.”²² Although not completely encompassing of the subject of sport and foreign policy implications the Cold War offers a case study of which much of today’s foreign relations are developed.

The historical circumstances surrounding rise and fall of the apartheid in South Africa have been well documented and written about. One factor that is often overlooked in discussing this issue is the important role sport played along with other international solutions such as economic sanctions. The white population in South Africa adopted their strong sporting traditions mainly from Great Britain and other European nations. Their sporting history is rich with international competitions in sports such as football, rugby, and cricket. To white South African culture, demonstrating superiority in sport, particularly on the international stage was very important. Historian Marc Keech argues in his work “The Ties that Bind: South Africa and Sports Diplomacy 1958-1963”, “Initially, sports based protest was predominantly a domestic phenomenon, but during the period 1958-63 the internationalization of sports-based protests and the emergence of sports diplomacy as a tool of policy produced a complex interplay between domestic and international sports policies with regard to South Africa”²³ As sport continued to grow in the 20th century, utilizing sport to get the government of South Africa to abandon its apartheid policies became more and more effective.

Historian Scarlett Cornelissen provides an even greater overview as she picks up where Keech left off in the 1960s. For Cornelissen, “relationship between social protest and ideology in

²² Riordan, Soviet Sport pg 160

²³ Keech, 71

international sport and how those elements unfolded in the transnational campaign against the inclusion of apartheid South Africa in the Olympic family”²⁴ She continually focuses on the transnational activism that sparked the inclusion of South Africa after a 30 year ban by the International Olympic committee. Along with the Cold War, the ending of the apartheid in South Africa provides a framework to which explore sport as an active means to bring about change in the ever globalizing world.

The growth of sport shares a direct correlation as the international community becomes more globalized. Technological advances such as the internet, fiber optics, faster transportation, and computers have all led to the world becoming more interdependent. Much like capitalism and other businesses have exploited these new technological advances so too has sport. Sporting events such as the World Cup and the Olympics now draw billions of viewers to go along with the millions that actually attend the event. Sociologists Steven J. Jackson and Stephen Haigh argue, “The story of modern sport is the story of the modern world – in microcosm; a modern global tapestry permanently being woven. Furthermore, nationalist and imperialist, philosopher and politician, radical and conservative have all sought in sport a manifestation of national identity, status and superiority.”²⁵ Sport has matched the growth of globalization and provides yet another lens at which to study foreign relationships between nations. Renowned historian Lincoln Allison also argues that “sport represents one of the most advanced cases of globalization.”²⁶ Understanding the importance of globalization, and the role that sport plays in the ever changing society will help us to better grasp the importance of sport in foreign relations between different nation states.

²⁴ Cornelissen, 153

²⁵ Steven J. Jackson and Stephen Haigh, (vii)

²⁶ Allison (ii)

Sport has long played an important role in the expression of national identity. Alan Bairner's *Sport, Nationalism, and Globalization: European and North American Perspectives* offers a unique look at the relationship between sport and globalization. Bairner examines the role that sport plays in the expression of national identities and evaluates the extent to which globalizing tendencies are impacting various sporting nationalisms. Bairner presents several effective cases studies to support his thesis, but like the title suggests they are mostly from a Western point of view. Bairner offers several succinct conclusions. First, there is a close link between sporting nationalism and political nationalism. Second, there exists a need to go beyond the superficial homogeneity of either sporting or political nationalism. Third, he states the value of understanding the sport-national identity formation in comprehending the full complexity of nationality.²⁷ With this understanding the importance of how sport is not only played, but watched becomes ever more important.

The increased attention to sport is evident by Richard Giulianotti and Roland Robertson's *Globalization and Sport* and Lincoln Allison's *The Global Politics of Sport: The Role of Global Institutions in Sport*. These two works showcase the increasing educational discourse that is happening in the field of sport and globalization. Historians Giulianotti and Robertson trace the history of sport and globalization back to the late 19th century. They write, "Sport historians have indicated the extensive interconnections of sport and global process. The globalization of sport 'took off' from 1870s onwards, as the 'games revolution' colonized British imperial outposts (ie cricket in Asian and Australia), the 'global game' of football underwent mass diffusion along British trading and educational routes, and distinctive indigenous sports were forged as part of

²⁷ Bairner, 175

the invention of national traditions in emerging modern societies.”²⁸ The book goes on to explore the themes of sport and globalization by examining sports such as cricket, tennis, and golf.

Allison is at the forefront of the sport field with his publication of various scholarly essays. These essays examine important issues in national and international sport and politics. In particular they examine the growing influence and power of organizations such as the International Olympic Committee (IOC) and International Federation of Association Football (FIFA). One downside to the work is that the historians are mostly if not all European and thus some bias must be assumed. The vast examples and thorough research though make the book an excellent source in examining sport and globalization.

The growing popularity of sport studies has again given rise for the need of basic texts for students studying the relationship between sport and globalization. One of these texts is George H. Sage’s *Globalizing Sport: How Organizations, Corporations, Media and Politics are Changing Sport*. The title is evident of the great breath of material covered in the book. While Sage is not a historian, his background as a sociologist and physical education teacher offer the reader some valuable insight. Sage discusses the history of how sport has grown from local to global and touches on a variety of topics such as sports labor, sports industry and mass media. There is also a great chapter on the global politics and the rise of sporting organizations previously mentioned such as the IOC and FIFA.

Another book that is not a historical piece, but offers a wealth of knowledge is Frank P. Jozsa, Jr.’s *Global Sports: Cultures, Markets, and Organizations*. The book examines the growth and evolution of five extremely popular team sports. These sports are baseball, basketball, football (European), ice hockey and cricket. The part that historians might find interesting is that Jozsa examines these sports from their beginning in the early 19th century and follows them

²⁸ Giulianotti, 1-2

through 15 different countries. Although the book is laced with charts and business statistics, information taken selectively could aid in the goal of the studying the topic of globalization and sport. Combined these books offer different perspectives and resources that are invaluable in building the discussion in regards to sport and foreign policy.

The topic of globalization has begun to increase the rate at which scholarly work is being written about sport. One of the most importance piece of work to come in the past decade is Steven J. Jackson and Stephen Haigh's *Sport and Foreign Policy in a Globalizing World*. Written collectively by historians, sociologists and anthropologists only a few years ago it discusses a wide variety of topics that fall under globalization and sport. Jackson and Haigh make the direct connection between sport and foreign policy, "Indeed, within the context of an increasingly interconnected world there is little doubt that the global spectacle, commodity and cultural phenomenon that is modern sport influences, and is influenced by, politics and foreign policy."²⁹ The aim of the collection of essays is an attempt to highlight the wide range of ways in which sport and foreign policy are now related.

Two of these articles in particular discuss two main themes confronting globalization today: the role of sport can play for peace and international prestige. Bruce Kidd argues that sport can play a vital role in the moving nations towards peace. He includes the United Nations and the roles in which they utilize sport to bring about peace all over the world. Kidd not only discusses the role sport can play in peace, but also development of a nation. He argues, "During the last two decades, there has been a concerted effort to remobilize sport as a vehicle for broad, sustainable social development, especially in the most disadvantaged communities in the world."³⁰ Here sport can be seen as empowering and aid in the development of poorer countries.

²⁹ Jackson and Haigh, vi

³⁰ Ibid, 22

In discussing sport and the role of terrorism Kristine Toohey highlights the importance of sport for political gain. She reasons, “In the last 50 years, the increase in international sport events has been accompanied by an even greater rise in governmental interest in sport. Success, either on the sporting field or through the perceived prestige gained by hosting a sport even, such as the Olympic Games, has become an international objective.”³¹ Obviously this new heightened importance provides a marked target for terrorists and nations much find ways to combat this. Ironically many citizens in England are complaining about the costs and interference in daily life of security forces as it prepares for the 2012 Summer Olympics.

The 2008 Beijing Olympics served as the most recent case study in the impact sport can have on foreign policy. Leading up to the games many observers had questions in regards to China’s record on human rights for areas such as Tibet and Darfur. The communist government was even accused of moving massing amounts of people and spending billions all in preparation for the games. While human rights activists across the globe cried a foul, almost all other nations still participated and did not follow through with the cries for boycotts. Scarlett Cornelissen examines the effect that mega-events such as the Olympics have on nations. She argues about the political ramifications mega-events can have, “In all, sport mega-events constitute a key part of the political Imagineering of emerging powers, serving as a focal point both for the type of society and state these authorities try to create, as well as for the position in the international order these rulers attempt to craft. While this strategy has some success, it also tends to come at some material and symbolic costs for these states”³² This notion of emerging powers succinctly coincides with China’s most recent transformation from the Century of Humiliation to global super power in only a few short decades.

³¹ Ibid, 81

³² Cornelissen 3008

China's recent hosting of the summer Olympics has given historians and scholars alike an event to apply the lens of sport for critical examination. Victor Cha who was the Director of Asian Affairs on the National Security Council under President George W. Bush examines the role of sport and China in his work, *Beyond the Final Score*. In his book he makes three main arguments: First, sports are often a projection of national image and affect international prestige. Second, sports can facilitate the improvement of diplomatic relations or exacerbate international conflicts. Third, sports can be a vehicle of material transformations in urban space, everyday behaviors, and policy thinking. He also examines such themes of decolonization and international recognition as it relates to other East Asian countries. Finally he covers the entire modern history of the Olympics and the relationship it had with East Asian countries.

The 2012 Summer Olympics in London will no doubt serve as an opportunity for historians and sport scholars alike to examine the role that sport can play in the political policies of nations. The study of sport continues to offer a lens to examine a vast variety of subjects that are particularly relatable to the New York State's Social Studies curriculum. These themes of nationalism, interdependence, imperialism, human rights, and many more all in some way can be brought back to sport.

Original Research

For the original part of my thesis work I decided to focus more narrowly on particular events that demonstrate the role sport can play as a political tool. During my historiography work, I realized that there is still a great deal of research that has to take place as historians specifically analyze the effects of sports. Another dilemma is that much of the historical importance that has taken place with sport has happened over the past 50 years or so. Many historians will agree that at least 50 years must pass in order to fully develop a critical lens on an event. Lastly, in focusing my research, I wanted to examine on ways that would be easily relatable to a New York State Global Studies high school student. Much of the historiography dealt with some advanced political science thought and philosophy. While these subjects are important, I really wanted to focus that teachers utilizing this research would be able to bring my ideas right into the classroom.

Over the course of time, sport has served as a way for humans to both express themselves and reflect the culture that they live in. Sport has evolved along with advances in new technologies, social movements, and other important cultural events. While human beings have formed many distinctive cultures and nations, sport has continued to remain a common denominator that bridges the differences between all of them. Whether it is the modern Olympic movement, the FIFA World Cup, or the Baseball World Classic, sport has become an increasingly popular method of overcoming these differences. Sport has also become an effective political tool, both internationally and domestically. In examining the role that sport has taken on as a political tool, there are a few strong cases where this is true.

History has demonstrated how sport can be utilized as a political tool in a globalized world; First will be the rise of the Nazi Party and the 1936 Olympics. Many look at the 1936 Olympics as the birth of many features that we see in today's Olympics, such as the opening ceremony. Also important was the important role the 1936 Olympics played in helping Hitler unite Germany as he prepared for war. The second case study will be the prominent role Ping-Pong played in opening relations between communist China and the democratic United States. The focus of the second case study will be from the perspective of the Chinese as many students are already familiar with the United States perspective. Third is the important role rugby has played in developing a sense of nationalism after the end of the apartheid era in South Africa. In demonstrating this new sense of nationalism South Africa was able to host the 1994 Rugby World Cup and eventually the 2012 FIFA World Cup.

Part I: The First Modern Olympic Games

The devastation that World War I wreaked on the continent of Europe was incomprehensible to many people. Millions laid dead, whole cities laid ravaged, and a whole generation was exposed to the atrocities that were possible when industrialization was combined with warfare technology. With the war over the process of rebuilding began. Unfortunately, it was in this process of rebuilding after World War I that many leaders exploited their respective populations desire to return to prosperity. Specifically with Hitler and many other leaders were backed by radical political parties who offered simple solutions to many of the complex problems that existed in post-World War I Europe.

The rise of the Nazi party in Germany was in a large part due to the economic depression and dissatisfaction with the Treaty of Versailles after World War I. Tapping into this large German public anger during the 1920s was Adolf Hitler. Notoriously a passionate speaker and his taste for the extreme he quickly rose the ranks of his party's rank. After being elected and consolidating power within Germany, Hitler began to demonstrate why he was a totalitarian ruler. He quickly censored the press, eliminated other political parties, began using violence and even murder to enforce his will and began using propaganda to publicize his messages. Interestingly enough, Hitler came of age as a ruler when communication technology also began to quickly improve. Hitler was able to utilize radio, newspapers, and most importantly movies like no other world leaders before him. The focus on propaganda was so important that the Nazi party even created its own department for it headed by Josef Goebbels. The department headed by Goebbels quickly began promoting the legitimacy and superiority of the Nazi party, even if was at the expense of other groups such as the Jews. By the 1930s the

Nazi party had consolidated much of its power domestically and was not looking for legitimacy on the international stage.

Ironically the rise of the Nazi party coincided with the rise of the modern sporting movement. Although sport has been played by humans for thousands of years, the organization and mass popularity of many sports did not begin till the 20th century. With the rise of the modern Olympic movement conceived by Pierre de Coubertin nations across the world sought to demonstrate their legitimacy through athletic competition. Historians Arnd Kruger & William Murray the 1930's represented a unique time for the development of sports. They claim, "Between the industrialization of the late 19th century, which brought sport into the modern era, and the communication revolutions of the 1980s, which took sport into the postmodern area, the 1930s was the decade in which sport was poised between an older world of amateurism and elitism and the new world of commercialized mass sport."³³ Demonstrating a nation's ability to win Olympic events began to directly tie into nationalism and thus signified a way for a nation to gain international legitimacy.

The notion that the German Republic could host the 1936 Olympics was an impossible thought 20 years following World War I. Even the fact the Olympics were held in Belgium in 1920 was an amazing feat considering the destruction that occurred. With the world wide Great Depression and rapid inflation that was occurring in Germany during the 1920s & early 1930's the country was in no position to handle an international sporting event. As the Nazi party slowly began rebuilding the economy and infrastructure, albeit defying the Treaty of Versailles, it sought to regain the prestige it once had. Hitler, unfortunately, did not see the importance of

³³ Arnd Kruger and William Murray. *The Nazi Olympics: Sport Politics, and Appeasement in the 1930s*, 3

the Olympic Games and originally dismissed them as an invention by the Jews and Freemasons.³⁴ Fortunately there were many in the Nazi party that realized the importance the Olympic Games could have as a political tool to gain international recognition with other nations.

Hosting the 1936 Summer Olympics soon became a focal point for the Nazi regime. Josef Goebbels in particular understood the importance that the Olympics could have on Nazi Germany's reputation at home and abroad. According to historian Christopher Hilton, "Goebbels also understood that the Germans had the first organized global press relations triumph within their grasp."³⁵ As previously mentioned sport was taking on a new facet in society and it would prove to be incredibly powerful one. Kruger and Murray write, "Even to individuals without a great interest in sport, it was clear in the 1930s that mass sport was part of the wave of the future, although it was the dictators who initially took advantage of this as a deliberate instrument of foreign and domestic policy"³⁶ Hitler and his Nazi regime finally had an opportunity to exploit that would increase their power domestically and internationally.

Another important factor in hosting the 1936 games was creating the illusion that Germany was united and more importantly demonstrative of the 'Olympic Spirit' that Coubertin had stressed with his revitalization of the Olympic movement. Obviously much of the Nazi propaganda blaming the Jews for their problems as well as other hate filled speeches from Hitler didn't really blend together with Coubertin's ideas. One way though that Goebbels utilized sport was to win over the German people. Kruger and Murray state, "But Goebbels

³⁴ Hilton, Christopher. *Hitler's Olympics: The 1936 Olympic Games*, 13

³⁵ *Ibid*, 13

³⁶ Arnd Kruger and William Murray. *The Nazi Olympics: Sport Politics, and Appeasement in the 1930s*, 2

understood well that having power was only half of the problem: you also had to win the heart of the people. Sport was one way to achieve this, and eventually his ministry had eleven sections dealing with sport."³⁷ Germany needed something they could be proud of and much like the Roman Emperors from years past and their utilization of gladiators to galvanize their popularity with the people, Goebbels also used sport to win the support of the German people.

With the support of the German people the Nazi regime could return their attention to gaining the international recognition they sought. Obviously reports of Nazi terror tactics, particularly against Jews were making their way out Germany to the international press. Many people either couldn't or refused to believe them. These same people had just witnessed the utter destruction of World War I and many governments did not have the appetite or political will power to engage in another war. Goebbels superior manipulation of the press and support of the sporting movement proved to be critical in showing the world that Germany was ready to join the international community. Krugar and Murray write, "The genuine and wholehearted enthusiasm of the German people for the Olympic Games seemed to be an indicator that the people of Germany wanted to live in peace and friendship with the rest of the world and that even its leaders had not completely abandoned the comity of civilized nations."³⁸ This general impression of Germany would allow them to host both the 1936 summer and winter games, not an uncommon fact as the games were much smaller than current day. Although there were many supporters of Germany holding the Olympic Games, as we see today in sports, there was some political controversy.

³⁷ Arnd Kruger and William Murray. *The Nazi Olympics: Sport Politics, and Appeasement in the 1930s*, 20

³⁸ *Ibid*, 14

Throughout the international community many governments were wary of Hitler and his growing power and allowing him to hold the Olympics would give him the validity he and his government desired. Historian Christopher Hilton accurately describes this notion, “From outside Germany Hitler looked a combination of demagogue and caricature, a fundamentalist of his own religion – which was how Charlie Chaplin would be able to portray him so effortlessly on film – but the staging of the Olympic Games bestowed on him and his government legitimacy in a way nothing else could. They might, even briefly, make him seem benevolent, and Germany too.”³⁹ For the first time the staging of a sporting event would help legitimize a government in a way that history had never seen before.

The controversy over the significance of the games was particularly high in the United States as the recent influx of Jewish immigrants vigorously opposed recognizing the Nazi government. Unfortunately the political consequences of the 1936 Olympic Games were incredibly important. George Messersmith, an American Ambassador in Vienna during the time was very explicit about how crucial these games could be. He wrote, “There are many wise and well informed observers in Europe who believe that the holding or non-holding of the Olympic Games in Berlin will play an important part in determining political developments in Europe. I believe this view of the importance of the Olympic Games being held in Berlin 1936 is not exaggerated.”⁴⁰ The notion though that Western powers needed to appease Hitler to avoid war was very evident as well during the decision to hold the games. While many historians explore the many causes of World War II, examining the role the 1936 Games played cannot be underestimated. Kruger and Murray logically argue, “Nevertheless, and whatever the motives,

³⁹ Hilton, Christopher. *Hitler's Olympics: The 1936 Olympic Games*, 14

⁴⁰ Arnd Kruger and William Murray. *The Nazi Olympics: Sport Politics, and Appeasement in the 1930s*, 35

the willingness of the rest of the world to play games with Germany in 1936 was an act of appeasement, even if the full evil of the regime was still to unfold. However that may be, the attitudes of the countries that took part in the Nazi Olympics is a powerful indicator of the state of public opinion on the eve of one of the world's greatest tragedies."⁴¹ The 1936 Olympic Games were held in Berlin and thus the growth of sport being used as a political weapon began to grow as well.

The legacy of the 1936 Berlin Games is expressed both historically and in modern times. For one, the legitimacy that sports could bring a nation, that Hitler originally dismissed, became a reality by Josef Goebbels. Kruger and Murray argue, "The 1936 Olympics consolidated Hitler's popularity at home and with German-speaking people abroad. The absence of any serious boycott and a virtually incident-free running of the Games led Germans to believe that their new regime was universally admired, and as the party that accompanied the Olympic Games continued, so more quietly were the concentration camps filled."⁴² The notion that appeasing Hitler did not only pertain to the Sunderland or allowing Germany to reoccupy the Rhineland, but allowing what would be an incredibly destructive regime to host the Olympic Games. The 1936 Olympic games also set the standard in what is expected from the host nation. Many historians believe that Germany spent upward of 100 million marks on various stadium and other civil engineering projects in preparation for the games.⁴³ Many of the modern day amenities such as the opening ceremonies and athlete village were first brought about for the Berlin games in 1936. As David Clay argues, the Olympic Games provided, "a unique

⁴¹ Arnd Kruger and William Murray. *The Nazi Olympics: Sport Politics, and Appeasement in the 1930s*, 20

⁴² *Ibid*, 35

⁴³ David Clay Large. *Nazi Games: The Olympics of 1936*, 65

opportunity to showcase before the entire world National Socialist Germany's will and capacity to build."⁴⁴ Unfortunately it would not only be the Olympic Games in which Germany wished to showcase its power, but eventually through warfare.

The 1936 Olympic Games serves as a pivotal point in the history of sport. Never before had a nation spent so lavishly to host the games and more importantly, sport now carried tremendous political power. What the Ancient Greeks began as a way to demonstrate their individual superiority was now being manipulated to be used as a political tool. Germany now sought political legitimacy from other nations through hosting the 1936 Olympic Games. Although the actual legitimacy that was gained could be argued, one cannot deny the fact that the 1936 Olympic Games were incredibly successful in strengthening both the Nazi Regime and Adolf Hitler. Through sport they were able to garner some of the confidence which they would misplace in their mission to take over the world.

⁴⁴ *Ibid* 156

Part II: Follow the Ping Pong Ball

The sport of Ping Pong is one that many people and students in the United States know. Many Americans have either played Ping Pong before or even have a table set up in their basement. Being such a recreational sport in the United States, many people forget that the sport of Ping Pong is an international sport worthy of incredibly high athletic competition. Similar to other sports, Ping Pong acts as a common thread between cultures, allowing people of different origin to share the sport. Although Ping Pong isn't as physically demanding as rugby or soccer, it too has played a pivotal role as a tool for nations to utilize.

While China is rich in history dating back thousands of years ago it unfortunately made the grave mistake of isolating itself from the Western world for hundreds of years. As the Industrial Revolution grew, the need for new markets and resources began to grow as Europe looked to the rest of the world for consumption and production. As the Age of Imperialism occurred China was on the wrong side of history. Without adapting to new ideas, particularly military technology, China found itself in a 'Century of Humiliation'. This century encompassed most of the 1800s as well as the early part of the 20th century where Chinese law, culture, and history were supplanted by the economic domination of Western powers. Eventually the foreigners were kicked out of the country, but a bloody civil war ensued. The communist party, led by Mao Zedong fought the Nationalist Party led by Chiang Kaishek fought for the ability to rule China. Mao and his outnumbered forces were eventually successful and the Communist Era began in China with Mao as its leader in 1949. The second largest land country in land area and first in population became a Communist nation at the beginning of the Cold War. Almost

immediately the United States and China severed all diplomatic relations and then became legitimate enemies as China supported North Korea in the Korean War.

Like many Communist nations sport was frequently used to benefit the needs of the state. The characteristics of being an athlete include strength, endurance, discipline and honor which were all aspects that China wanted its citizens to follow. China used sport to cultivate political alliances with other Communist regimes, particularly the USSR. The USSR responded in kind, sending advisors and massive aid packages to help build the struggling Chinese economy that had suffered through two centuries of exploitation and war. These advisors also included sports advisors as athletic competition was one of the top priorities of the USSR. Sporting events such as the Olympics allowed Communist nations to demonstrate their superiority in competition, but more importantly allowed them to show how their way of life was better. Ultimately, what seemed to be an unstoppable alliance of man power and size between Russia and China began to disintegrate.

The decline of the Soviet-China relationship would be critical in the success of what would later be known as “Ping-Pong Diplomacy”. With the death of Joseph Stalin in 1953, Mao not only lost an ally, but a leader who believed in the radical view of Communism that he did. Nikita Khrushchev would prove to play a pivotal role in the straining and eventual end of the two countries alliance. Khrushchev angered Mao first with denying him the technology to build an atomic weapon. In one meeting between the two Mao advocated for the technology because even if the USSR and China went to war with the United States the Chinese and Russians simply had a larger population and thus would emerge victorious.⁴⁵ Another strain

⁴⁵ Frederick Kempe. *Berlin 1961*, 42

that took place was the repudiation of Stalin and his policies by Khrushchev and Soviet Congress. While Stalin's policies arguably saved the USSR from defeat in World War II, his deep paranoia and radical ideas caused the death of tens of millions of Russian citizens. The cult of Stalin was under attack and Mao was following in those footsteps which angered him greatly that Stalin was being ostracized by the Communist party.⁴⁶ Finally as Mao began his Cultural Revolution to regain power in China the relationship would completely fall apart. With Mao firmly entrenched in his radical views of Communism, the USSR could no longer maintain the alliance. Khrushchev called Mao a "megalomaniac warmonger" and withdrew nearly 1,300 Soviet technical advisors, 250 scientific and technical projects, and discontinued work on nearly 340 expert contract jobs.⁴⁷ Mao and his foreign policy advisor Zhou Enlai quickly realized that they could not fight a 'two front war' with the USSR & USA.

The Chinese government quickly saw the public relations benefit of propagandizing sport. In 1966 Mao himself in a show of his great athletic skill and health swam with a massive entourage in the Yangtze River. Mao supporters reported that the elder statesman swam 15 kilometers in 65 minutes, which of course would have been a world record if true.⁴⁸ Either way sport was to play a vital part in the Cultural Revolution. One of the last legacies of the imperialism of China though was the sport of Ping Pong which was brought over by Great Britain and played in various trading posts in late 19th century China.⁴⁹ Ping Pong soon gained tremendous popularity in China, particularly during the latter half of the 20th century. One of the songs from the Cultural Revolution was entitled "Little Ping Pong Ball". The song stressed

⁴⁶ *Ibid*

⁴⁷ *Ibid*, 44

⁴⁸ Richard H. Solomon "The Chairman's Historic Swim" *Time Magazine*. 9/27/99

⁴⁹ "Table Tennis History" <http://iml.jou.ufl.edu/projects/fall04/baksh/history.html>

the values of revolutionary Communism that Mao sought to bring back to China. Children would sing, “With close unity and friendship, we promote the revolutionary work-style. Why do we play ping-pong? Here is the sound answer from the Little Red Soldiers: To build up our health for the people, to study well and make progress every day!”⁵⁰ It would be Ping Pong that would open up nearly a three decade split between China and the United States.

By the 1970s Ping Pong had become an international sport with large competitions. The United States and China were both competing at one in April of 1971 on the island of Japan. Zhou Enlai, China’s foreign policy director realized that the time to open up China to the United States was at hand. Up to this point a variety of mixed signals had taken place between various agents of each country, but neither one could publicly communicate with one another. Enlai is quoted as saying, “As a group, we sooner or later will have contact with them. If the American team makes progress or improves, we can also consider inviting them here for competitions. We should have competitions with the Americans. Otherwise it doesn’t make sense.”⁵¹ To Enlai’s credit he was much more forward thinking than Mao who at this time was getting older and not as open to beginning relations with the United States. Mao and other advisors didn’t want to make the first step and were still wary of a relationship with the United States. Historian Xu Guoqi states, “They were clearly missing the big picture. The little Ping-Pong ball, as Zhou Enlai pointed out, was intended to move the big ball, global politics.”⁵²

⁵⁰ “Little Ping Pong Ball” <http://academics.wellesley.edu/Polisci/wj/China/CRSongs/pingpong.htm>

⁵¹ Xu Guoqi. *Olympic Dreams*. Cambridge, 138

⁵² *Ibid*, 140

On April 13, 1971 the United States Ping Pong team became the first officially approved group to visit the People's Republic of China since 1949.⁵³ The visit lasted roughly one week and the players were greeted warmly wherever they went. Enlai ensured that the trip showcased all the wonderful cultural and historic aspects China had to offer. Eventually this led to a private meeting between Enlai and Secretary of State Henry Kissinger which opened the door to the visit by President Nixon in 1972. Historian Guogi aptly sums up the significance of the game of Ping Pong by stating, "...the game of Ping-Pong not only saved the political legacies of these leaders [Mao & Nixon]; more importantly, it brought the two countries together during the 1970s, a critical time of uncertainty and conflict worldwide. The small Ping-Pong ball, worth only about 25 cents, played a unique and significant role not only in accelerating China's internationalization, but also in transforming Sino-US relations and shaping world politics during the last part of the 20th century." The common thread that Ping Pong offered two very different countries allowed them to open up a relationship that had been adversarial for thirty years.

⁵³ Ibid, 135

Part III: A Game Called Rugby

The common bond that sport can create between different cultures can also be one that is used to divide them. South Africa during the 20th century is a primary example of how sport can be manipulated to advantage certain social groups. As the Apartheid system grew in South Africa, the racial tension between the ruling minority whites and exploited majority blacks began to increase. Decades of violence, repression, and abuse by the ruling minority made it seem as though the legal segregation or apartheid would never end. While the white were able to use to sport to divide South Africa, it would be Nelson Mandela who would use sport, particularly rugby, to unite the country.

Sport has a rich history in South Africa. A great deal of the popularity of sport in the country can be attributed to the British Empire. During the Victorian period many sports began to gain immense popularity as workers had a disposable income and more importantly time off from work in order to enjoy them. The rise of colonialism and growth of the British Empire coincided with the spread of sports such as cricket, soccer, and rugby. Many native populations adopted these sports for various reasons such as obtaining favor with the ruling class or simply for the enjoyment of the game. South African whites played sport, rugby in particular as a way to gain recognition and acceptance from their 'home' country as well as other nations abroad. Unfortunately, Great Britain and white South Africans also used sport to reinforce their social, political and economic dominance. Historians David Black and John Nuaright state, "Thus sport became one of the central cultural practices whereby white supremacy and difference were

performed over time and in segregated spaces both in South Africa and throughout the Empire.”⁵⁴ It would be by the use of sport that the international community would try to persuade the South African government to abandon their apartheid system.

The use of sport to gain legitimacy for a government became a very powerful tool in the 20th century. The white ruling minority consistently used sport to legitimize the segregation and apartheid laws throughout South Africa. Historian John Nuaright writes, “Although the development of modern sport in South Africa took on many of the characteristics present in Britain and other English-speaking settler societies, South Africa became most rigid in its enforcement of racial segregation which became one of the central organizing principles in sport.”⁵⁵ Ironically it would be this same legitimacy that the South African government sought from the international community that would help to bring down apartheid. By the 1960s a growing protest movement internationally was taking notice of the unfair apartheid system in South Africa. While nations unified against apartheid in the form of boycotts and economic sanctions, one of the most powerful weapons advocates had was to boycott sport. As historian Peter Hain argues, “It is quite clear that sport is very much bound up with national prestige. It is one of the leading forms of entertainment and increasingly commands more public attention.”⁵⁶ Taking sport away was one of the most effective means by which the international community could get its anti-apartheid message across to the South African government.

South Africa faced much international scrutiny over its apartheid government. Many nations refused to play South Africa in International competitions. Large international

⁵⁴ Black, David R. and Nuaright, John. “Rugby and the South African Nation: Sport, Culture, Politics, and Power in the Old and New South Africa”, 35

⁵⁵ John Nuaright *Sport, Cultures and Identities in South Africa*, 45

⁵⁶ Peter Hain, *Don't Play with Apartheid: The Background to the Stop the Seventy Tour Campaign*, 93

competitions like the World Cup of Rugby and Cricket Tests saw large amounts of protestors in countries where South Africa was playing. These protestors sought to disrupt the matches and let their disapproval of the South African government be heard. The International Olympic Committee even banned South Africa from competing in the Olympics from 1960 to 1992 for their refusal to abandon their apartheid system. Other nations were forced to either play which would indicate their approval of apartheid, or forfeit and stand up to the South African government. Peter Hain unfortunately points out, "With the developments of the past few years the international sports bodies have been forced into a position where they constantly have to make the choice between sacrificing international sport and rejecting the white racialists."⁵⁷ While this might have been frustrating for many purists of sport who believe it should be free from political influence, yet it was an effective. Black and Naught go on to write, "The use of sport in the referendum campaign suggests that those who had long advocated South Africa's isolation from international sport were right in their assumptions concerning the potential effects of sport boycotts on white South Africa."⁵⁸ Sport was not the only means in which the international community sought to end apartheid, but it was quite evident that sport definitely played a role.

The use of sport would be reversed as South Africa approached the 21st century and the system of apartheid ended. While the white minority South African government sought to segregate the population, newly elected president Nelson Mandela realized that sport could be used to unite the country. Mandela soon tapped the South African Rugby team, known as the

⁵⁷ Ibid, 100

⁵⁸ Black, David R. and Nauright, John. "Rugby and the South African Nation: Sport, Culture, Politics, and Power in the Old and New South Africa", 74

Springboks, to be the new team of the country. While forming the new government to which Mandela had just been elected as president, he realized that the country was on the verge of civil war. The white minority which had held most of the power for the past few decades was very concerned about the power in which they were losing. Mandela realized that certain concessions needed to be made; one of these would be the national rugby team and the opportunity for South Africa to host the 1995 Rugby World Cup.

Before the system known as apartheid had come to an end with Mandela's election, the South African sporting community had been essentially boycotted by the rest of the world. Mandela understood the importance that rugby played with white South Africans as it reminded white South Africans of British civilization, culture, and imperial power.⁵⁹ In order for the white minority in South Africa to work with Mandela's new government he needed to incentivize them. One of Mandela's incentives was the ability to host the 3rd annual World Cup Rugby championships. This prestigious international sporting event was yet another attempt to bring South Africa into the international sporting community. Just a year earlier South Africa had been allowed to compete in the 1992 Summer Olympic Games held in Barcelona because the government had dismantled its apartheid programs. Again historian John Nauright points out, "International elite sporting success is one of the key ways that countries can promote themselves internally, and also to the rest of the world, as successful and powerful, and South African sport must be understood within the broader processes of globalization."⁶⁰ Mandela had found a bargaining chip to allow him to peacefully govern the country with help from the recently disposed white minority's rule.

⁵⁹ John Nauright *Sport, Cultures and Identities in South Africa*, 37

The 1995 Rugby World Cup seemed like it was straight out of movie script. The Springboks barely qualified for the tournament and by no means were they expected to win the whole thing. Winning has a funny way of changing everything. As the Springboks continued to win, the excitement for the team continued to grow. Although rugby was primarily a white sport, Mandela encouraged the new nation to stand behind them. Mandela stated as the final game approached, “The Springboks are our boys. I ask every one of you to stand behind them because they are our pride, my pride, they are your pride.”⁶¹ Against all odds the Springboks made it to the championship game and were eventually able to pull out a win against a heavily favored New Zealand team. South Africans everywhere were ecstatic. Mandela had taken a chance with supporting a primarily white favored sport such as rugby, but it had paid off.

The lasting effect of the 1995 Rugby World Cup is still being explored by scholars. The importance of sport in history has become a more recognized form of scholarship. By no means did this one victory erase decades of hate, racism, and violence. John Nauright argues, “Despite this lofty and often glowing rhetoric [about sport], South Africans are still divided by the legacies of apartheid, the unevenness of capitalist development and massive discrepancies between rich and poor.”⁶² The notion that sport did not play a role in helping to unify a country that was on the brink of a civil war cannot be understated. South African Minister of Sport Steve Tshwete commented soon after the 1995 Rugby World Cup, “Our young democracy witnessed the ability of sport to act as a catalyst to bring people together, share excitement and

⁶⁰ *Ibid*, 2

⁶¹ *Ibid*, 7

⁶² *Ibid*, 45

build a nation.”⁶³ Sport continued to play a role in the growing nationalistic feelings of South Africans by hosting the 2012 Soccer World Cup. While the impact of sport will continue to be debated in South African history over the course of time, the fact that the debate is happening among scholars demonstrates the importance that sport can play in society.

⁶³ *Ibid*, 157

Conclusion:

Sport continues to shape the world we live in today and impact the way that nations interact with each other. Globalization in the 20th century has directly coincided with the growth of sport. Each nation brings its own cultural, political, and economics views on a variety of different subjects, to the table. It has been sport that has allowed different nations to share in a common thread. Obviously, sport has been manipulated to serve the interest of the state. One only has to look at the Nazi regime during the 1936 Olympics to see the utter devastation sport can have if misused by those in power. The same can be said about the apartheid government in South Africa as it set up sports to help divide the country along the lines of race. Fortunately, more times than not, sport can be seen as an effective way to unite people of a single nation or different ones. Ping Pong in China for example was able to unify two countries that had not had political relations for nearly three decades. Rugby in South Africa, which originally was used to divide, was more effectively used to unite the country by the new elected government and Nelson Mandela. Even today sport is continued to help developing countries and bring about peace through various programs employed by the United Nations. As one of the many tools at the disposal of governments to effectively seek legitimacy and power, sport has proven to be very useful. With the continued globalized community as well as a growing sense of interdependence, the future of sport is bright and its importance even brighter.

Part III: Using Sport History in the Classroom

The growth of sport as an academic subject has an incredible amount of importance and relevance in the classroom. As teachers we are constantly looking to engage our students in new and exciting ways while still sticking to curriculum and state standards. The days of strictly memorizing dates, famous people and events are long gone. Students now need to be able to look at these same historical facts and critically assess them based on certain prompts. In order to help our students be able to do this we must provide different lenses or perspectives into events to help our students evaluate. Very often teachers give the perspective of a woman or native population to help students understand that there are many different viewpoints in which history can be examined. Sport is yet another powerful tool in which teachers can provide their students to help them become better critical thinkers. Sport has been shown to mirror many events in human history. From the rise of organized soccer leagues and the Industrial Revolution to the use of sport as a tool to unify a country in South Africa are both examples of how sport can effectively be brought into the classroom to help foster critical thinking. Complex ideas such as nationalism, globalization, and interdependence can all be examined through lens of sport. Again as students struggle to obtain the skills such as critical thinking, writing, and reading; the study of sport allows them to help foster these 21st century skills while studying a subject many of them have a natural interest.

The incorporation of sport into the history curriculum is an easy way to become a more effective teacher and is reflected by the ease at which it can be incorporated into Dr. Robert J. Marzano's instructional strategies. Dr. Marzano is one of the foremost experts on teaching practices and research. He has published numerous books and articles detailing how teachers

can become more effective in the classroom, but more importantly how teachers can get results from their kids. He has also gone on to found and lead the Marzano Research Laboratory in Colorado. His methods have gain wide popularity through the ease at which his research can be applied to the classroom. Teachers want stuff that not only works and is proven to work, but more importantly they want something they can use and use right now. A few of these instructional strategies are the ability to compare and contrast, reinforcing effort and providing recognition, cooperative learning, setting objectives and providing feedback as well as generating and testing hypotheses. By utilizing the history of sport and Marzano's effective teaching strategies, teachers can begin to develop 21st century learners.

Teachers must be able to create an environment in which students feel safe and confident enough to take 'risks' in the classroom. These risks might involve arguing from a perspective that is different from theirs or participating in classroom discussions that could be seen as controversial. One way in which Marzano argues this can be done is by reinforcing student's effort and providing recognition. He argues, "Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort."⁶⁴ Many times just getting students to put forth the effort can be one of the most challenging aspects. It is no secret that much of the male population, specifically minorities in high schools across the country are performing below their peers. Sport has been shown to increase class participation from all groups of students. Beckett A. Broh argues, "...specific extracurricular programming could be a vehicle for

⁶⁴ Marzano, *Classroom Instruction that Works*, 34

generating social capital among disadvantaged students, their parents, and schools that may, in turn help improve their achievement.”⁶⁵ The ability for a teacher to engage a student in a history classroom when discussing a topic like sports would arguable have the same advantage as them participating. When students are presented with the early Civil Rights Movement and how it coincided with the popularity of the Negro Baseball Leagues, sport can be that hook to help engage students. Students are more willing to put forth an effort into a topic which they are interested in, thus fostering a positive classroom environment.

Another strategy which Marzano indicates will help create an environment for learning is setting objectives and providing feedback. Marzano states, “Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students’ own objectives.”⁶⁶ Studying the history of sport allows teachers to tap in to again a topic that students have a large amount of prior knowledge. Even those this prior knowledge might just be the rules of the game or famous athletes, it can act as a means to begin a lesson. A teacher might utilize a KWL (What do you know? What do you want to know? What have you learned?) in examining the 1936 Summer Olympics in Berlin, Germany. Many high school students will already have some knowledge of what the Olympics are and more importantly who the Nazis were. Again this prior knowledge would allow a teacher to really expand on the importance the 1936 Olympic Games had as a pre-cursor to World War II. Finally in encouraging kids to think more critically a teacher could assign a short writing prompt asking the students what significance the 1936 Olympic Games had on the rise of the Nazi

⁶⁵ B. Broh, *Linking Extracurricular Programming to Academic Achievement*, 87

⁶⁶ Marzano, *Classroom Instruction that Works*, 13.

regime. By providing effective and timely feedback a teacher is demonstrating the importance and relevance of the assessment.

The final way which Marzano advocates for the creating of a positive learning environment is through the use of cooperative learning. He writes, "Research shows that organizing students in cooperative groups yields a positive effect on overall learning. When applying learning strategies, keep groups small and don't overuse this strategy-be systematic and consistent in your approach."⁶⁷ As more and more students have access to education across the world American students will need to distinguish themselves from their peers. No long are they competing for jobs amongst their community, but it are now happening globally. Students need not only knowledge, but the social skills that will allow them to effectively work with others in the job marketplace. Employers don't need single minded thinkers; they need diverse, group orientated employees who are productive. Cooperative learning is one of the strongest ways in which we can instill in our youth the skills they will need in the 21st century workforce. David W. Johnson and Roger T. Johnson argue, "In education, procedures for cooperative formal, informal, and base groups have been operationalized from the theory and applied throughout much of the world. Although many teacher procedures have been recommended over the past 60 years, very few are still around. Almost none are as widespread and institutionalized into instructional practices as is cooperative learning."⁶⁸ The study of sport and cooperative learning provides a wonderful opportunity for students to develop a more thorough understanding of the significance of sport. One example would incorporate the notion of cultural diffusion and the spread of sport. Many students realize that many common sports

⁶⁷ Ibid, 46

⁶⁸ David W. Johnson and Roger T. Johnson, An Educational Psychology Success Story, 375

are played throughout the world, but they probably don't know why. Asking them in groups to research how baseball spread to Asia and Latin America could aid in understanding America's past relationships with these countries. The study of British Imperialism could offer a great opportunity for why sports such as cricket, rugby, and soccer have such popularity across the globe.

The study of sport also goes hand in hand with Marzano's belief that students need to develop a better understanding of the content they are learning. One way in which this can happen is by utilizing cues, questions, and advance organizers. Marzano points out, "Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience."⁶⁹ Again the subject of sport is a wonderful tool to allow students to further their understanding of a particular historical event. Simply teaching facts, dates, and people is not enough for students competing in the 21st century. Effective teachers are able to allow students to come to a deeper understanding of material. Educational researcher Judith Langer in finding out what makes an effective teacher states, "Weaving a web of integrated and interconnected experiences, they ensured that their students would develop the pervasive as well as internalized learning of knowledge, skills, and strategies to use on their own as more mature and more highly literate individuals at school, as well as at home, and in their future work."⁷⁰ Teaching sport in the social studies classroom allows the teacher to embrace not only the learning of new knowledge, but also to practice the skills and strategies that are transferable

⁶⁹ Marzano, *Classroom Instruction that Works*, 56

⁷⁰ Judith A. Langer, *Beating the Odds: Teaching Middle and High School Students to Read and Write Well*, 876

skills in other classes. Examining the role that rugby played in fostering a sense of nationalism in South Africa after the apartheid further helps students understand the forces that challenged Mandela in his quest to effectively govern his country. Also framing certain historical narratives in the form of sport can help students again develop a deeper understanding of a certain time period in history. One example might be the study of hurling in Ireland and the Easter Rising as they fought for their independence from Great Britain. Whatever the historical event was, there is most likely a corresponding narrative that can be explored through sport.

The most advantageous aspect of utilizing sport history in the Social Studies classroom is the ability to help the students extend and apply historical knowledge. The first method which Marzano discusses is the strategy of having students compare and contrast concepts or topics learned in the classroom. Students must be utilizing higher levels of thinking if they are to be successful in this regard. Marzano goes on to specify that identification of similarities and differences is the ability to break a concept into its similar and dissimilar characteristics which allows students to understand and potentially solve complex problems by analyzing them in a more simple way.⁷¹ By utilizing this strategy students are able to gain a deeper and more complex understanding of historical facts which will in turn be utilized on an essay or writing prompt. Teachers can either provide the desired information or have students create their own graphic organizer. Sport is a wonderful subject to use in for this strategy since sport has been utilized for numerous different things throughout history. One proven method to utilize this strategy would be the use of a Venn diagram. Here students must find similarities as well as difference in a two circle graphic organizer. The use of these graphic organizers, particularly the

⁷¹ Marzano, *Classroom Instruction that Works*, 114.

Venn diagram has been shown for students to develop the habits and thinking skills like professionals in the workplace.⁷² A teacher using sport in the classroom could have students compare and contrast sports and religion as an effective unifying or dis-unifying force. This would allow students to examine the many similarities in which different cultures view sports and the power they have over particular societies. It could also show how governments or leaders exploit both of them to gain power over their respected people.

Another powerful element to help students deepen their understanding is by generating and testing hypotheses in class. Dr. Marzano explains, "Research shows that a deductive approach (using a general rule to make a prediction) to this strategy works best. Whether a hypothesis is induced or deduced, students should clearly explain their hypotheses and conclusions."⁷³ Simply put students must be able to generate a thesis statement and be able to support their stance with relevant facts and interpretation. Posing a question such as, to what extent is sport a unifying force toward nationalism in South Africa? In order for students to answer this question they must have the prior knowledge of what the South Africa was like before the apartheid system ended. They must also draw on their knowledge of what nationalism means and the different ways it can manifest itself. When students are completing tasks like this they are truly demonstrating a total understanding of the material. Many times questions like these allow students to further research a topic in a lengthier form. Although some students might detest research papers studies have shown that a majority of them approve these types of assessments since they assess a mix of cognitive processes and allow

⁷² J. Thompson, B. Licklider and S. Jungst *Theory into Practice* , 135

⁷³ Marzano, *Classroom Instruction that Works*, 135.

students to demonstrate their knowledge in a way they are comfortable.⁷⁴ Utilizing the lens of sport in their study of history forces students not only to examine typical historical events, but allows them to critically assess and demonstrate a deeper understanding of what they have just learned.

Sport has always played a large part in my life growing up. Fortunately for me I realized that in college my love of sport and history could be combined. Throughout my undergraduate and graduate work I was able to further my knowledge and understanding of the important role sport plays in history. As I entered the profession of teaching I soon realized that much of the curriculum knowledge could be taught and even expanded utilizing the lens of sport. Obviously my dream course would be one in which the whole curriculum is based on the study of sport history, but I realized with growing budget concerns and the need for students to take state assessments the reality of teaching such a course seems far off. Within the framework of the National Council for Social Studies and other state curriculum, there is space for teachers to examine the role of sport in history. I have decided to further my research into the history of sport and present my findings to my peers at the National Council for Social Studies Conference in St. Louis later this year.

By attending my presentation, participants will come away with the knowledge of how historically sport has been and continues to be used as a political tool. Since the modern

⁷⁴ Gerard van de Watering, etc. Students' Assessment Preferences, Perceptions of Assessment and Their Relationships to Study Results, 655

Olympic movement in the late 19th century sport has grown and continues to play a prominent role in our globalized community. From the FIFA World Cup to the World Cup of Rugby, nations continually embrace the importance of sport as an effective means to demonstrate the superiority of their culture. Most importantly though participants will be exposed to the rich history that sport has and specific examples of how certain lessons, taught just in one day, can help make rich connections between historical concepts and content. While giving a short presentation on the overall importance of sports history and I am also going to present participants with four lessons designed by me that they can take right into their classroom. These lessons were designed with many of Marzano's instructional strategies as well as incorporating some of the new Common Core standards which has seen an increasing presence in many of today's curriculum.

The first lesson I am presenting to my audience is one on the Industrial Revolution and soccer. Although this was not a focus of my research I really believe that this is a pivotal time in the development of sport and a wonderful opportunity for students to develop a deeper understanding of the changes that occurred during the Industrial Revolution. Students will be asked to visit a website in which they will be prompted by questions. Many of the overarching changes that occurred during the Industrial Revolution such as new technology, growth of cities, need for more natural resources, and new government policies coincide with the development of modern sport. Students don't necessarily realize that even though factory jobs were tough and unsafe, they did allow for leisure time. Leisure time up to this point was usually reserved for the rich who didn't have work to do or could pay for someone to do it for them. By

completing this lesson they will see the cause and effect relationship between the Industrial Revolution and soccer.

In studying World War II many teachers focus on the rise to power that Adolf Hitler had. Students are amazed by the idea that Hitler was elected in a democracy and eventually consolidated power as a dictator. In doing so Hitler utilized his power as a totalitarian ruler. One effective way in which to demonstrate Hitler's growing control over Germany is by examining the 1936 Summer Olympics. Here the Nazi regime and Hitler utilized propaganda to hide their anti-Semitic views and demonstrated to the world that they could be an effective government. In reading the given worksheet students must answer questions and then critically think about whether or not the Olympic Games can be a means to legitimize a government. This could also be a teachable moment as a teacher could further questions students if participating in the 1936 Olympics was an act of appeasement.

The Cold War is incredibly rich with sports history. Not only is there the famous 1980 Winter Olympic Games, but there are boycotts, whole government policies shaped around winning the Olympics and much more. The time period known as the Cold War is an excellent opportunity for a teacher to explore important concepts such as containment, nationalism, and During the 1970's though when China invited the United States National Ping Pong team, no one could guess the implications it was going to have. Students will again access the internet to explore the impact that Ping Pong had on the opening up of China to the United States. Again as students learn more about Nixon and détente they have to critically apply those facts in discussing whether or not Ping Pong played an active part in this new relationship. Being an open ended question it allows the students more opportunity.

Women in sports much like sports history has almost become a topic for academic research all on its own. Though I briefly touch on the topic in the first part of my paper, I could not pass up an opportunity to include it my presentation. In particular Title IX demonstrates the role the United States Federal government has had with sports in this country. Much like other minority groups, women through history, particularly United States history have had many basic rights denied to them. Utilizing the Common Core, students must read about the historical importance that Title IX had on the women's rights movements. As women demanded more equality with in the legal system of the United States, they also demanded more equality on the playing field. Students must then compare and contrast the means in which women and African Americans have fought for their equality in the United States. Students will surely see many similarities as well as differences as these two groups sought equality in the United States.

The final lesson as part of my presentation at the NCSS conference is the impact rugby had on the new South African government that was trying to overcome apartheid. Students for this lesson will briefly read about the historical importance of sport in South Africa and how much of that tradition was based on British imperialistic power. Many students will also be introduced to the sport of rugby since a lot of them will have no prior knowledge of the sport. Students will draw comparisons between the popularity of football here in the United States to how popular the sport of rugby is in South Africa. Students will then watch a brief film from ESPN 30 for 30 series entitled "The 16th Man". The film accurately tells the story of the 1995 South African World Cup Rugby team and the impact it had on the country. Similar to the movie "Invictus", this film is not only shorter, but highlights more of the historical facts, than dramatized fiction. Between the readings and the film students will then analyze the essential

question which is, is sport an effective unifying force toward nationalism? No doubt a rich discussion could take place as well as many other directions for the lesson to take.

In closing the presentation I will hold a “Think, Pair, Share” portion in which participants attempt to think of one way to bring the history of sport into the classroom. No doubt the participants will be from all different subjects such as World History, United States History, and many others. My hope is that their expertise will lead them to some great ideas for lesson plans. It is also my hope that participants will not only leave with the lessons I have gave them, but the notion that incorporating sports history into the classroom can not only be fun, but quite rewarding for their students.

Work Cited Part I

Alan Bairner, *Sport, Nationalism, and Globalization: European and North American Perspective* (Albany: State University Press of New York, 2001)

Allen Guttman, "Sport, Politics and the Engaged Historian" *Journal of Contemporary History*, 38 no. 3 (2003): 363-375

Barbara Key, *Globalizing Sport* (Boston: Harvard University Press, 2006)

Barrie Houlihan, *Sport, Policy and Politics: A Comparative Analysis* (New York: Routledge, 1997)

Benjamin Lowe, David B Kanin, and Andrew Strenk, *Sport and International Relations* (Champaign: Stipes Publishing Company, 1978)

Breen, T. H. "Will American Consumers Buy a Second American Revolution?" *Journal of American History* 93, no. 2 (2006): 404-8.

Donald Macintosh and Michael Hawes, *Sport and Canadian Diplomacy* (Quebec: McGill-Queen's University Press, 1994)

Frank P. Jozsa, Jr., *Global Sports: Cultures, Markets, and Organizations* (New York: World Scientific Publishing Company, 2009)

George H. Sage, *Globalizing Sport: How Organizations, Corporations, Media, and Politics are Changing Sports* (Boulder: Paradigm Publishers, 2010)

Helmut Digel, "Perspectives of Sport in a Global World" *The International Journal of the History of Sport* 27 no 16-18 (2010): 3026-3036

James Riordan, *Soviet Sport* (New York: New York University Press, 1980)

John Hargreaves, *Sport, Power, and Culture* (New York: St. Martin's Press, 1986)

John M. Hoberman, *Sport and Political Ideology* (London: Heinemann, 1984)

John Horne, Alan Tomlinson, and Garry Whannel, *Understanding Sport: An Introduction to the Sociological and Cultural Analysis of Sport* (London: Routledge, 1999)

Laurence Chalip, Arthur Johnson, and Lisa Stachura, *National Sports Policies: An International Handbook* (London: Greenwood Press, 1996)

Lewis G. Halsey, "The true success of nations at recent Olympic Games: comparing actual versus expected medal success" *Sport in Society: Cultures, Commerce, Media, Politics* 12 no. 10 (2009): 1353-1368

Lincoln Allison, ed. *The Changing Politics of Sport* (Manchester: Manchester University Press, 1993)

Lincoln Allison, ed. *The Politics of Sport* (Manchester: Manchester University Press, 1986)

Lincoln Allison, ed. *The Global Politics of Sport: The Role of Global Institutions in Sport* (New York: Routledge, 2005)

Marc Keech, "The Ties that Bind: South Africa and Sports Diplomacy 1958-1963" *The Sport Historian* 21 no. 1 (2001): 71-93

Kathryn Jay, *More Than Just a Game: Sport in American Life since 1945* (New York: Columbia University Press, 2004)

Martin Barry Vinokur, *More than a Game: Sport and Politics* (New York: Greenwood Press, 1988)

Patrick F. McDevitt, *May the Best Man Win: Sport, Masculinity, and Nationalism in Great Britain and the Empire 1880-1935* (New York: Palgrave Macmillan, 2008)

Peter Hough, "Make Goals Not War: The Contribution of International Football to World Peace" *The International Journal of the History of Sport* 25, no. 10 (2008): 1287-1305

Richard Giulianotti and Roland Robertson Ed., *Globalization and Sport* (Oxford: Blackwell Publishing, 2007)

Roberta J. Park, "After Beijing 2008: The Need for Sports to Foster cooperation as well as competition in an Increasingly Global World" *The International Journal of the History of Sport* 27 no 14-5 (2010)

Russ Crawford, *The Use of Sports to Promote the American Way of Life During the Cold War* (Lewiston: Edward Mellon Press, 2006)

Scarlett Cornelissen, "Resolving "the South Africa problem": Transnational activism, ideology and race in the Olympic movement, 1960-91" *The International Journal of the History of Sport* 28 no. 1 (2011): 153-167

Scarlett Cornelissen, "The Geopolitics of Global Aspiration: Sport Mega-events and Emerging Powers" *The International Journal of the History of Sport* 27 no 16-28 (2010): 3008-3025

"Sport, Politics and International Relations in the 20th Century" *The International Journal of the History of Sport* 25 no 13 (2008): 1689-1706

Steven J. Jackson and Stephen Haigh, *Sport and Foreign Policy in a Globalizing World* (New York: Routledge, 2009)

Victor D. Cha, *Beyond the Final Score: The Politics of Sport in Asia* (New York: Columbia University Press, 2009)

Victor D. Cha, "A Theory of Sport and Politics" *Journal of Contemporary History* 26 no 11: (2009) 1581-1610

Victor Peppard & James Riordan, *Playing Politics: Soviet Sport Diplomacy to 1992*. (Greenwich, CT: JAI Press, 1993)

Work Cited Part II:

Arnd Kruger and William Murray. *The Nazi Olympics: Sport Politics, and Appeasement in the 1930s*. Chicago: University of Illinois Press. 2003

Black, David R. and Nauright, John. "Rugby and the South African Nation: Sport, Culture, Politics, and Power in the Old and New South Africa" *International Studies in the History of Sport*. Manchester: Manchester University Press, 1998.

Christopher Hilton. *Hitler's Olympics: The 1936 Olympic Games*. London: Sutton Publishing. 2006

David Clay Large. *Nazi Games: The Olympics of 1936*. New York: W.W. Norton & Company. 2007

Frederick Kempe. *Berlin 1961*. New York: Penguin. 2011

John Nauright *Sport, Cultures and Identities in South Africa* London: Leicester University Press, 1997.

"Little Ping Pong Ball" <http://academics.wellesley.edu/Polisci/wj/China/CRSongs/pingpong.htm>

Peter Hain, *Don't Play with Apartheid: The Background to the Stop the Seventy Tour Campaign*. London: Ruskin House, 1977

Richard H. Solomon "The Chairman's Historic Swim" *Time Magazine*. 9/27/99

"Table Tennis History" <http://iml.jou.ufl.edu/projects/fall04/baksh/history.html>. Acc. 6/12/13

Xu Guoqi. *Olympic Dreams*. Cambridge: Harvard University Press, 2008

Work Cited Part III

Beckett A. Broh "Linking Extracurricular Programming to Academic Achievement: Who Benefits and Why?" *Sociology of Education* , Vol. 75, No. 1 (Jan., 2002), pp. 69-95

David W. Johnson and Roger T. Johnson "An Educational Psychology Success Story: Social Interdependence Theory and Cooperative Learning" *Educational Researcher* , Vol. 38, No. 5 (Jun. - Jul., 2009), pp. 365-379

Gerard van de Watering, David Gijbels, Filip Dochy and Janine van der Rijt "Students' Assessment Preferences, Perceptions of Assessment and Their Relationships to Study Results" *Higher Education* , Vol. 56, No. 6 (Dec., 2008), pp. 645-658

J. Thompson, B. Licklider and S. Jungst "Learner-Centered Teaching: Postsecondary Strategies That Promote "Thinking like a Professional *Theory into Practice* , Vol. 42, No. 2, Learner-Centered Principles: A Framework for Teaching (Spring, 2003), pp. 133-141

Judith A. Langer "Beating the Odds: Teaching Middle and High School Students to Read and Write Well" *American Educational Research Journal* , Vol. 38, No. 4 (Winter, 2001), pp. 837-880

Robert J. Marzano, Debra J. Pickering, Jane E. Pollock *Classroom Instruction That Work: Research-Based Strategies for Increasing Student Achievement*. McREL: Boston, 2001.