



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

COLLEGE OF ARTS & SCIENCES

STUDY ABROAD OFFICE

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Administrative Board of the College of Arts & Sciences

Proposed Program: **HIST 220: The Olympic Games - A Global History**
Proposed Program Location: **London, England and Cambridge, England**
Faculty Program Leader: **Matthew Andrews**

Dear Colleagues:

HonorsCarolina and the UNC Study Abroad Office submits for your approval a proposal for the establishment of a new faculty-led program to be offered beginning **Summer 2021** and continuing annually.

PROGRAM INFORMATION

This proposed faculty-led program would be offered for **3 credits** during the Summer term, tentatively scheduled **May 29-June 25, 2021**.

Program Rationale: HIST 220 is a very popular course at UNC, always with full enrollment of 165-275 students, depending on the semester and course cap. In 2018 the Daily Tar Heel awarded it the "Best Class" at UNC. The course uses the Olympic Games to explore ideas about both global sport and the wider story of modern international relations. The premise of HIST 220, then, is that we can use the Olympic Games to learn about global history. The premise of this study abroad-version of HIST 220 is that we can use the Olympic Games to learn, in particular, about British history, culture, and society. London is the only city to host the Modern Olympic Games three times (1908, 1948, and 1912). We will immerse ourselves in the history of the city and these Games by touring sites that pertain to the Olympic Games and British sport, as well as sites that can help illuminate the major issue in 20th and early 21st century British history, more generally.

Target Audience/ Major & Discipline/Student Levels: Like HIST 220 at UNC, the course is appropriate for all UNC students, regardless of major and class year. Two of the major themes of the course are the ways that issues of racial diversity and national identity are expressed and contested at the Games; as well as the issue of socio-economic displacement. I hope that these issue will attract all students, of course, but these issues address underserved populations, specifically.

Anticipated Number of Students: Minimum of 10 students; maximum 15

Program Learning Objectives: HIST 220 is a multi-faceted course. On the one hand it is a sport history course - one in which students explore (among other things) the nineteenth-century British ideologies of amateurism and Muscular Christianity; the use of sport by governments for nationalistic propaganda; the ways that Olympic competitors (and non-competitors) have used the Games to protest their government or the global political order; issues of race, gender, and the question of who is an athlete; and the history of "doping" in sports. But it is also a course on political history and international relations. To study the Olympic Games is to study the rise of nationalism and the "new

imperialism;" Nazi fascism and the response to it in the 1930s; Cold War tensions between the United States and the Soviet Union; independence movements in the Global South; South African apartheid and the international anti-apartheid movement; tensions between mainland China and Taiwan; the question of a divided Germany; the Israeli-Palestinian conflict; and the evolving definition of "human rights." These and other political phenomena are a significant part of this course. Overall, the course explores the paradox of an event that was created to celebrate human commonality but one that requires athletes to compete as representatives of different nations. Students learn how a celebratory gathering intended to enrich competitors and spectators often leaves host cities and nations in staggering debt. In the end, I ask students to consider whether the Olympic Games have helped mend political divides and ease international tensions, whether the Games have actually served to exacerbate these conflicts, or whether the Olympics are, in the end, politically meaningless.

PROGRAM ACADEMICS

Proposed Course Name/Number: HIST 220: The Olympic Games--A Global History (current UNC course)

Course Descriptions: From the UNC Bulletin: Course uses the history of the modern Olympic Games (1896-present) to explore both global sport and the history of international relations. Topics include sport and the Cold War; terrorism; human rights; the anti-apartheid movement; and issues of race, class, gender, disability; and the question of who is a "real" athlete.

Minimum GPA: 3.0

Course Prerequisites: NO

Degree Requirements: Course fulfills the following UNC general education requirements: HS and GL. Course can count for UNC HIST major or minor. For HIST major, course counts as above-200 level credit in the "Global" concentration.

Description of Academic Instruction: Course will use classroom-based lectures and discussion (including collaborative group work) for half of our contact hours. Other contact hours will include primary-source archival research at National Archives (East London University branch), tours of museums and interactions with curators, and tours of the Olympic site. For one component of the Olympic site tour visits, students will conduct oral history interviews and learn from residents about the effects of the Olympic Park on their lives.

Adaptation of Current UNC Course: Course will compact lectures in number of ways. I will privilege my topics that focus on British society, particularly over lectures and topics that deal with the United States. Class meetings will be 2.5 hours instead of 1.25 hours. But the core ideas of this course will still be explored--namely, the nineteenth-century British ideologies of amateurism and Muscular Christianity; the use of sport by governments for nationalistic propaganda; the ways that Olympic competitors (and non-competitors) have used the Games to protest their government or the global political order; issues of race, gender, and the question of who is a "real" athlete; the Cold War; independence movements in the Global South; South African apartheid and the international anti-apartheid movement; and the evolving definition of "human rights."

Description of Excursions/Activities:

1. Day Trip to Cambridge for Cambridge Sports Tour, led by Nigel Fenner (all day) - We will travel by train to Cambridge (one hour outside of London) for a sports tour that explores the history of amateur sport in Britain. Tour includes a coffee "meet and greet" at the Hawks Club, a 2-hour walking tour through the city's beautiful and historic streets, ending up at the Cambridge as the birthplace of the laws of football sculpture on Parker's Piece, and then a lunch overlooking iconic

Cambridge views. After lunch we will go punting (think rowing) on the Cambridge portion of the River Thames. (6 contact hours)

2. Tour Imperial War Museum (10:00 - 12:00) We will meet at the Imperial War Museum for a guided tour that will discuss the devastating effects of the Great War on British society (in class later that day, we will explore the Great War's transformative effects on the Olympic Movement) (2 contact hours)
3. Visit British Olympic Association Archives (East London University) We will meet at East London University, where we will access the British Olympic Association (BOA) Archives. Our particular foci will be (1) the debates among Association members about boycotting the 1936 Berlin Games due to Nazi aggression; and (2) the debates over whether or not London was ready to host its second Olympiad in 1948, immediately following World War II. Students will also be given time to explore documents pertaining to issues that interest them particularly. (3 contact hours)
4. Tour Brixton Neighborhood (Brixton, London) We will meet in Brixton and take a "Street Art and Culture" tour that explores the history of the "Harlem of London." Our particular focus will be on post-war immigration to London and the changing demographics of the city. We will relate these changes to the ways British national identity is expressed and contested at the Olympic Games, with a particular emphasis on the cases of Daley Thompson in 1984 and Mo Farah in 1912. Midway through our tour we will have lunch at the Brixton Market. (3 contact hours)
5. Tour Queen Elizabeth Olympic Park (Stratford, London) We will take a "Blue Badge" tour of the Queen Elizabeth Olympic Park, created for the 2012 London Olympic Games and meant to be the focus of urban renewal in Stratford, London. Tour topics will include urban regeneration and rebranding, sustainability, legacy, architecture and design, landscape, Olympic and Paralympic stories, and the social history of sport in the UK. (3 contact hours)
6. Tour Museum of London (10:00 - 13:00) When the IOC awarded London the 2012 Game, the Museum of London discussed different ways of collecting and preserving the Olympics. The museum catalogued the firms and business in Stratford to be displaced by the construction of the main Olympic Park; oral historians recorded the views and life-stories of people on the Clays Lane Estate; and artworks were acquired from artists living near the Olympic Park. We will visit the Museum of London and meet with curators who will introduce us to these collections and artifacts. (3 contact hours)
7. Re-Tour Queen Elizabeth Olympic Park (Stratford, London) Once again, we will tour the Olympic Park, but this time our tour will be led by Julian Cheyne, a London anti-Olympic Games activist and head of the Counter Olympics Organization. (3 contact hours)

A proposed syllabus is included as an addendum to this proposal.

FACULTY PROGRAM LEADER INFORMATION

Faculty Program Leader Bio: Matthew Andrews is a professor of American history at UNC Chapel Hill whose research and teaching explores the links between sports, politics, and protest.

Experience in Proposed Location(s): I have visited London three times. I was last there for ten days in both October 2017 and November 2017.

Experience Leading Student Groups: I have assisted a UNC faculty member who led UNC study abroad semester programs in Cape Town, South Africa and London

PROGRAM LOCATIONS

Proposed Locations: London, England and Cambridge, England

Location Rationale: The premise of HIST 220 is that we can use the Olympic Games to learn about

global history. The premise of this study abroad-version of HIST 220 is that we can use the Olympic Games to learn, in particular, about British history, culture, and society. London is the only city to host the Modern Olympic Games three times (1908, 1948, and 1912). We will immerse ourselves in the history of the city and these Games by touring sites that pertain to the Olympic Games and British sport, as well as sites that can help illuminate the major issue in 20th and early 21st century British history, more generally. For example, we will visit nearby Cambridge and explore one of the “birthplaces” of the ideology of amateurism and modern sport; we will visit the Imperial War museum to see effects of that war on British society (there were significant effects on the Olympic Movement, as well); we will tour the neighborhood of Brixton and learn about immigration and the changing face of London and British society (a change very much reflected in Team Britain - the British Olympic Team). A particular focus will be the history of the Queen Elizabeth II Olympic Park, the complex created for the London 2012 Games. Opinions about this complex differ. Some celebrate the park as an example of the promise of urban renewal, lauding the venue for transforming an urban wasteland into a family-friendly utopia. Critics have condemned the park a “semi-privatized nightmare” and a “monument to social cleansing.” By visiting the site, listening to the story of the park provided by Blue Badge tour guides, talking to community members who live(d) in the neighborhood, and speaking with anti-Olympic Games activists, students will have the opportunity to form their own opinions about an issue that is not just particular to London, but one that continues to rear its head every four years as other cities construct their own Olympic centers. Finally, students will be introduced to the craft of archival research. The records of the British Olympic Association (BOA) are housed at the National Archives, East London University Branch. We will visit these archives and view documents (previously selected by the instructor) that provide insight into two of the major mid-century issues facing Britain and the BOA— the question of whether to boycott the 1936 Berlin Olympic Games due to Nazi aggression; and the debates over London hosting its second Olympiad in 1948 in the immediate aftermath of World War II. Students will also have time to explore other issue that interest them pertaining to British society and the Olympic Games.

Connections at the Proposed Location: Nigel Fenner, Cambridge Sports Tours; Julian Cheyne, London anti-Olympic Games activist and head of the Counter Olympics Organization; and Paul Watt, Professor of Urban Studies, Birkbeck University of London

PROGRAM LOGISTICS

Once the program is approved, the Study Abroad Office will coordinate all program services with a host organization or university, following the [Standards of Good Practice](#) developed by the Forum on Education Abroad.

The Study Abroad Office will work to secure accommodations for students and faculty leaders and assistance coordinating excursions, meal arrangements (individual and group), transportation, and any other services required to support the program on the ground. Information below represents initial discussions that have taken place between the Study Abroad Office and the anticipated host organization.

Anticipated Program Host Organization/University: UNC Winston House

Host Organization/University Website:

Services Provided:

Anticipated Accommodations:

HEALTH & SAFETY INFORMATION

Health Insurance: The Study Abroad Office coordinates with the Office of Risk Management Services to enroll student and faculty participants in international accident and health insurance through GeoBlue for the duration of the program.

Safety & Risk Information: None

Health Information: None

Required Vaccinations (if applicable): None

Health, safety, and security information will be presented to students during the required pre-departure orientation.

Conclusion

A letter of support from the home academic department is included in as an addendum to this proposal.

We are happy to provide any additional information necessary for your review of this program. Thank you for your time and your support of global opportunities for Carolina students.



BENJAMIN WATERHOUSE
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October 29, 2019

To Whom It May Concern,

As Acting Chair of the History Department, I write to enthusiastically endorse the application of my colleague, Teaching Associate Professor Matt Andrews, to teach in the Study Abroad Program in the summer of 2021. Professor Andrews has expressed his interest in offering his popular and important course, HIST 220: The Olympic Games—A Global History, in London. This course explores vital issues of world history, from postcolonialism to Cold War geopolitics to questions of race and gender, in a format that students engage deeply with. It has proven tremendously successful during the last several years in Chapel Hill, and will undoubtedly be a rich experience for students in the Study Abroad Program.

Professor Andrews is among the most effective, talented, and beloved professors in our university. He will be an excellent addition to the Study Abroad program and an ideal representative of the department and the University. I am pleased to submit this Faculty-Led Program Letter of Support on his behalf.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Benjamin C. Waterhouse", written over a horizontal line.

Benjamin C. Waterhouse
Associate Professor of History and Grauer Scholar
Acting Chair, Department of History
University of North Carolina at Chapel Hill

HISTORY 220
THE OLYMPIC GAMES — A GLOBAL HISTORY

UNC LONDON STUDY ABROAD
SUMMER 2021



Dr. Matthew Andrews
Email: andrewsm@email.unc.edu

The rivalry between the great nations in the field of sport is one which by common consent does much to bring their citizens together.

It fosters good fellowship, it encourages mutual respect, and it builds up enduring friendships.

- London Daily Mail (1908)

Serious sport has nothing to do with fair play. It is bound up with hatred, jealousy, boastfulness, disregard of all rules and sadistic

pleasure in witnessing violence: in other words, it is war minus the shooting.

- George Orwell (1945)

COURSE THEMES

In this course we will use the modern Olympic Games (1896-present) as a way to learn about both global sport and the wider story of modern international relations. On the one hand, then, this is a **sport history** course—one in which we will explore (among other things) the nineteenth-century British ideologies of amateurism and Muscular Christianity; the use of sport by governments for nationalistic propaganda; the ways that Olympic competitors (and non-competitors) have used the Games to protest their government or the global political order; issues of race, gender, and the question of who is a “real” athlete; and the history of “doping” in sports.

But this is also a course on **political history and international relations**. To study the Olympic Games is to study the rise of nationalism and the “new imperialism”; Nazi fascism—and the response to it—in the 1930s; Cold War tensions between the United States and the Soviet Union; independence movements in the Global South; South African apartheid and the international anti-apartheid movement; tensions between mainland China and Taiwan; the question of a divided Germany; the Israeli-Palestinian conflict; and the evolving definition of “human rights.” These and other political phenomena are a significant part of this course.

During our study abroad session we will explore the **paradox** of an event that was created to celebrate human commonality but one that requires athletes to compete as representatives of different nations. We will discuss how a celebratory gathering intended to enrich competitors and spectators often leaves host cities and nations in staggering debt. And we will ask whether the Olympic Games have helped mend political divides and ease international tensions, whether the Games have actually served to exacerbate these conflicts, or whether the Olympics are, in the end, politically meaningless.

WHY LONDON?

The premise of HIST 220, then, is that we can use the Olympic Games to learn about global history. The premise of this study abroad-version of HIST 220 is that we can use the Olympic Games to learn, in particular, about British history, culture, and society.

London is the only city to host the Modern Olympic Games three times (1908, 1948, and 1912). We will immerse ourselves in the history of the city and these Games by **touring sites** that pertain to the Olympic Games and British sport, as well as sites that can help illuminate the major issue in 20th and early 21st century British history, more generally. For example, we will visit nearby Cambridge and explore one of the “birthplaces” of the ideology of amateurism and modern sport; we will visit the Imperial War museum to see effects of that war on British society (there were significant effects on the Olympic Movement, as well); we will tour the neighborhood of Brixton and learn about immigration and the changing face of London and British society (a change very much reflected in Team Britain—the British Olympic Team).

A particular focus will be the history of the **Queen Elizabeth II Olympic Park**—the complex created for the London 2012 Games. Opinions about this complex differ. Some celebrate the park as an example of the promise of urban renewal—lauding the venue for transforming an urban “wasteland” into a family-friendly utopia. Critics have condemned the park a “semi-privatized nightmare” and a “monument to social cleansing.” By visiting the site, listening to the story of the park provided by Blue Badge tour guides, talking to community members who live(d) in the neighborhood, and speaking with anti-Olympic Games activists, students will have the opportunity to form their own opinions about an issue that is not just particular to London, but one that continues to rear its head every four years as other cities construct their own Olympic centers.

Finally, students will be introduced to the **craft of archival research**. The records of the British Olympic Association (BOA) are housed at the National Archives, East London University Branch. We will visit these archives and view documents (previously selected by the instructor) that provide insight into two of the major mid-century issues facing Britain and the BOA—the question of whether to boycott the 1936 Berlin Olympic Games due to Nazi aggression; and the debates over London hosting its second Olympiad in 1948 in the immediate aftermath of World War II. Students will also have time to explore other issue that interest them pertaining to British society and the Olympic Games.

COURSE READINGS

Matthew P. Llewellyn, *Rule Britannia: Nationalism, Identity and the Modern Olympic Games*
Jules Boykoff, *Power Games: A Political History of the Olympics*

In addition to the book listed above, there are assigned readings (secondary-source essays and primary-source documents) on the **course Sakai page**. You can access the documents on Sakai by clicking the “**Resources**” tab on the left side of the page. The documents are listed top to bottom in the order that we will be reading and considering them.

ASSIGNMENTS AND GRADES

Your course grade will be determined by the quality of your **two argument essays** about British society and the Olympic Games, your **input to classroom discussions**, and your **final project** (essay and group presentation) about the Queen Elizabeth II Olympic Park. The two **argument essay prompts** will be posted on Sakai by the time of our first class meeting. I will give you your **final exam study guide** two weeks before the final exam. Here is how your **final grade** will be calculated:

First Argument Essay	25%
Second Argument Essay	30%
Final Project	30%
Classroom Engagement	15%
<i>Total</i>	<hr/> 100%

Policy regarding late work: The argument essays are due at the beginning of class on the day noted in this syllabus. Any essay not handed in during class (or emailed before class begins) will be considered late. An essay will be marked down one full letter grade (ten points) if it late and then five points for every additional day it is late.

COURSE GRADING SCALE

I will keep your grades on the Sakai Gradebook. At the end of the semester you will have a numerical score between 0-100. That number will be translated into a letter grade. Here is the grading scale (note that all final grades will be “rounded up.” So if your final mark is 92.50 it will rounded up to a 93 and, thus, an A (a 92.49 would still be an A-):

100-93: A	89-87: B+	79-77: C+	69-67: D+
92-90: A-	86-83: B	76-73: C	66-60 D
	82-80: B-	72-70: C-	below 60: F

HONORABLE AND COURTEOUS BEHAVIOR

THE HONOR CODE: It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity.

PLAGIARISM: If the grader of your essay suspects plagiarism and I concur, I will report you to the Honor Court and then I will contact you. **All suspected cases of plagiarism are immediately sent to the Honor Court.**

THE CAMPUS CODE: It shall be the further responsibility of every student to abide by the Campus Code; namely, to conduct oneself so as not to impair the welfare or the educational opportunities of others in the University community.

COURTESY DURING CLASSES. It is disruptive both to others and to me to arrive late to class or to leave early. If you must do it (which I discourage), please be unobtrusive. Also, **please turn off all cell phones.** I consider checking your phone and/or texting during class to be DISCOURTEOUS. It distracts me, so please refrain from texting during class.

BEING COURTEOUS TO YOU. I will work hard to challenge you this semester and make every lecture as interesting as possible. I am also committed to living up to the regulations and standards presented in this syllabus.

OFFICE HOURS AND CONTACTING ME

I am glad you have decided to come to London and take this course. We will be spending a lot of time together in the classroom, visiting museum and archives, and touring historical sites. But I will also be available for one-on-one discussion during office hours, which I will hold every weekday of our stay. Come and see me about anything! We can talk about the Olympics, we can talk about global history, or we can talk about how to navigate and get the most out of your time abroad. I am here to help!



STUDY ABROAD CALENDAR

29 May (Sat)

- **Arrive in London**

30 May (Sun)

- **City of London Orientation Walking Tour (time tba)** We will meet at the steps of the Winston House and commence a walking tour of London that will provide you a general orientation to the city center. The tour will conclude at the Borough Market for lunch.

31 May (Mon)

- **Winston House Orientation (time tba)**

- **First Classroom Meeting (all classroom meetings are 14:00-16:30) (2.5 contact hours)**

Read: Matthew P. Llewellyn, *Rule Britannia: Nationalism, Identity and the Modern Olympic Games*, 1-23.

1 June (Tue)

- **Classroom Meeting – English Amateurism and Reviving the Games (2.5 contact hours)**

Read: David C. Young, “England and the Modern Origins of Amateurism,” in *The Olympic Myth of Greek Amateur Athletics*, 15-27.

Read: *Rule Britannia*, ch. 2, “Lighting the Olympic Flame,” 24-44.

Read: Jules Boykoff, *Power Games*, 1-27.

2 June (Wed)

- **Day Trip to Cambridge for “Cambridge Sports Tour,” led by Nigel Fenner (all day)** We will travel by train to Cambridge (one hour outside of London) for a “sports tour” that explores the history of amateur sport in Britain. Tour includes a coffee “meet and greet” at the Hawks Club, a 2-hour walking tour through the city’s beautiful and historic streets, ending up at the “Cambridge as the birthplace of the laws of football” sculpture on Parker’s Piece,” and then a three-course lunch overlooking iconic Cambridge views. After lunch we will go “punting” (think rowing) on the Cambridge portion of the River Thames. **(6 contact hours)**

3 June (Thu)

- **Classroom Meeting – London 1908 (2.5 contact hours)**

Read: *Rule Britannia*, chs. 3-4, “A British Olympics” and “The Battle of Shephard’s Bush,” 45-86.

- **Film: *Chariots of Fire* (showing at Winston House 19:00-21:00)** Academy-award winning film that recounts the story of two British sprinters, Harold Abrahams and Eric Liddell, and their struggles to race in the 1924 Olympic Games in Paris. More than this, the film memorably illuminates many of the themes of our course so far—particularly the ideologies of Muscular Christianity and amateurism, as well as the effects of the first World War on Britain and international sport. **(2 contact hours)**

4 June (Fri)

- **Tour Imperial War Museum (10:00 - 12:00)** We will meet at the Imperial War Museum for a guided tour that will discuss the devastating effects of the Great War on British society (in class later that day, we will explore the Great War’s transformative effects on the Olympic Movement) **(2 contact hours)**
- **Classroom Meeting – World War I and the Games (2.5 contact hours)**

Read: *Power Games*, 36-55.

5 June (Sat) **No Class**

6 June (Sun) **No Class**

7 June (Mon)

- **Classroom Meeting – The Nazi Olympics (2.5 contact hours)**

Read: *Rule Britannia*, ch. 5, “A Tale of National Disaster,” 87-105.

Read: *Power Games*, 55-78.

To Do: Hand in First Argument (British/Olympic Ideals) Essay.

8 June (Tue)

- **Visit British Olympic Association Archives (East London University)** We will meet at East London University, where we will access the British Olympic Association (BOA) Archives. Our particular foci will be (1) the debates among Association members about boycotting the 1936 Berlin Games due to Nazi aggression; and (2) the debates over whether or not London was ready to host its second Olympiad in 1948, immediately following World War II. Students will also be given time to explore documents pertaining to issues that interest them particularly. **(3 contact hours)**

9 June (Wed)

- **Classroom Meeting – London 1948 and Post-Imperialism (2.5 contact hours)**

Read: *Rule Britannia*, ch. 6, “The Empire Savers,” 106-126.

10 June (Thu)

- **Tour Brixton Neighborhood (Brixton, London)** We will meet in Brixton and take a “Street Art and Culture” tour that explores the history of the “Harlem of London.” Our particular focus will be on post-war immigration to London and the changing demographics of the city. We will relate these changes to the ways British national identity is expressed and contested at the Olympic Games, with a particular emphasis on the cases of Daley Thompson in 1984 and Mo Farah in 1912. Midway through our tour we will have lunch at the Brixton Market. **(3 contact hours)**

11 June (Fri)

- **Classroom Meeting – The Cold War Games (2.5 contact hours)**

Read: *Rule Britannia*, ch. 7, “Olympic Games are an International Farce,” 127-148.

Read: *Power Games*, 78-95.

12 June (Sat) **No Class**

13 June (Sun) **No Class**

14 June (Mon)

- **Tour Queen Elizabeth Olympic Park (Stratford, London)** We will take a “Blue Badge” tour of the Queen Elizabeth Olympic Park, created for the 2012 London Olympic Games and meant to be the focus of urban renewal in Stratford, London. Tour topics will include urban regeneration and rebranding, sustainability, legacy, architecture and design, landscape, Olympic and Paralympic stories, and the social history of sport in the UK. **(3 contact hours)**

15 June (Tue)

- **Classroom Meeting – Sport and the Anti-Apartheid Movement (2.5 contact hours)**

To Do: Hand in Second Argument (London 1948) Essay.

Read: Rob Nixon, “Apartheid on the Run: The South African Sports Boycott,” *Transition* 58 (1992): 68-88.

16 June (Wed)

- **Tour Museum of London (10:00 - 13:00)** When the IOC awarded London the 2012 Game, the Museum of London discussed different ways of “collecting” and “preserving” the Olympics. The museum catalogued the firms and business in Stratford to be displaced by the construction of the main Olympic Park; oral historians recorded the views and life-stories of people on the Clays Lane Estate; and artworks were acquired from artists living near the Olympic Park. We will visit the Museum of London and meet with curators who will introduce us to these collections and artifacts. **(3 contact hours)**

17 June (Thu)

- **Classroom Meeting – Terror at the Games (2.5 contact hours)**

Read: Avery Brundage Statement at Memorial for Slain Israeli Olympians (1972).

Read: *Rule Britannia*, ch. 7, “Olympic Games Doomed,” 149-171.

Read: *Power Games*, 97-115.

- **Film: *One Day in September* (showing at Winston House 19:00-21:00)** Academy-award winning documentary that details the attack by Black September against members of the Israeli Olympic team in Munich 1972. **(2 contact hours)**

18 June (Fri)

- **Classroom Meeting – Boycott Games (2.5 contact hours)**

To Do: Using research databases introduced earlier in the week, students will locate and bring to class at least two newspaper editorials on the question of whether or not Britain should join the United States and boycott the 1980 Moscow Summer Olympic Games.

Read: *Rule Britannia*, chs. 8-9, “Olympic Games Doomed,” and “The Curse of the Shamateur,” 149-172.

Read: *Power Games*, 117-136.

19 June (Sat) No Class

20 June (Sun) No Class

21 June (Mon)

- **Re-Tour Queen Elizabeth Olympic Park (Stratford, London)** Once again, we will tour the Olympic Park, but this time our tour will be led by Julian Cheyne, a London anti-Olympic Games activist and head of the Counter Olympics Organization. **(3 contact hours)**

22 June (Tue)

- **Classroom Meeting – Olympic Controversies (2.5 contact hours)**

Read: Rule 50, *The Olympic Charter*.

Read: Christine O'Bonsawin, "From Black Power to Indigenous Activism: The Olympic Movement and the Marginalization of Oppressed Peoples (1968-2012)," *Journal of Sport History* (2015).

Read: *Power Games*, 140-198.

23 June (Wed)

- **Classroom Meeting – London 2012 (2.5 contact hours)**

Read: Paul Watt, "It's Not for Us': Regeneration, the 2012 Olympics, and the Gentrification of East London," *City: An Analysis of Urban Trends, Culture, Theory, Policy, Action* (17) 1: 99-118.

Read: Jules Boykoff, "London Calling: Activism and the 2012 Summer Olympics," in *Activism and the Olympics: Dissent at the Games in Vancouver and London*.

Read: Uri Friedman, "What if the Olympics Were Always Held in the Same City?" *The Atlantic* (2016).

24 June (Thu)

No Class

25 June (Fri)

- **Final Exam Project Presentations**



Anti-London 2012 Graffiti (Shoreditch)

Study Abroad Course Itinerary

Program Name	
Course Name and Number	HIST 202: The Olympic Games - A History
Credit Hours	3

Day	Location <i>classroom or other venue</i>	Topic/Activity	Assignment/Reading	Contact Hours
5/29/2021	London	Arrival		
5/30/2021	City Tour			
5/31/2021	Winston House Orientation and first class meeting		Read: Matthew P. Llewellyn, <i>Rule Britannia: Nationalism, Identity and the Modern Olympic Games</i> , 1-23.	2.5
6/1/2021	Classroom Meeting	English Amateurism and Reviving the Games	Read: David C. Young, "England and the Modern Origins of Amateurism," in <i>The Olympic Myth of Greek Amateur Athletics</i> , 15-27; Read: <i>Rule Britannia</i> , ch. 2, "Lighting the Olympic Flame," 24-44; Read: Jules Boykoff, <i>Power Games</i> , 1-27.	2.5
6/2/2021	Cambridge	Day Trip to Cambridge for "Cambridge Sports Tour," led by Nigel Fenner (all day) We will travel by train to Cambridge (one hour outside of London) for a "sports tour" that explores the history of amateur sport in Britain. Tour includes a coffee "meet and greet" at the Hawks Club, a 2-hour walking tour through the city's beautiful and historic streets, ending up at the "Cambridge as the birthplace of the laws of football" sculpture on Parker's Piece," and then a three-course lunch overlooking iconic Cambridge views. After lunch we will go "punting" (think rowing) on the Cambridge portion of the River Thames.		6
6/3/2021	Classroom Meeting	London 1908	<i>Read Rule Britannia</i> , chs. 3-4, "A British Olympics" and "The Battle of Shephard's Bush," 45-86.	2.5
6/3/2021	Classroom	Watch Film	<i>Chariots of Fire</i>	2
6/4/2021	Imperial War Museum	We will meet at the Imperial War Museum for a guided tour that will discuss the devastating effects of the Great War on British society (in class later that day, we will explore the Great War's transformative effects on the Olympic Movement)		2
6/4/2021	Classroom	World War I and the Games	<i>Power Games</i> , 36-55.	2.5

6/7/2021	Classroom	Nazi Olympics	Hand in First Essay. Read Rule Britannia, ch. 5, "A Tale of National Disaster," 87-105; and Power Games, 55-78.	2.5
6/8/2021	National Archives-East London University Branch		We will meet at East London University, where we will access the British Olympic Association (BOA) Archives. Our particular foci will be (1) the debates among Association members about boycotting the 1936 Berlin Games due to Nazi aggression; and (2) the debates over whether or not London was ready to host its second Olympiad in 1948, immediately following World War II. Students will also be given time to explore documents pertaining to issues that interest them particularly.	3
6/9/2021	Classroom	London 1948 and Post-Imperialism	Read Rule Britannia, ch. 6, "The Empire Savers," 106-126.	2.5
6/10/2021	Brixton Neighborhood	We will meet in Brixton and take a "Street Art and Culture" tour that explores the history of the "Harlem of London." Our particular focus will be on post-war immigration to London and the changing demographics of the city. We will relate these changes to the ways British national identity is expressed and contested at the Olympic Games, with a particular emphasis on the cases of Daley Thompson in 1984 and Mo Farah in 1912. Midway through our tour we will have lunch at the Brixton Market.		3
6/11/2021	Classroom	Cold War Games	Read Rule Britannia, ch. 7, "'Olympic Games are an International Farce,'" 127-148; and Power Games, 78-95.	2.5
6/14/2021	Queen Elizabeth Olympic Park	We will take a "Blue Badge" tour of the Queen Elizabeth Olympic Park, created for the 2012 London Olympic Games and meant to be the focus of urban renewal in Stratford, London. Tour topics will include urban regeneration and rebranding, sustainability, legacy, architecture and design, landscape, Olympic and Paralympic stories, and the social history of sport in the UK.		3
6/15/2021	Classroom	Sport and the Anti-Apartheid Movement	Hand in Second Argument (London 1948) Essay. Read Rob Nixon, "Apartheid on the Run: The South African Sports Boycott," Transition 58 (1992):	2.5

6/16/2021	Museum of London	When the IOC awarded London the 2012 Game, the Museum of London discussed different ways of “collecting” and “preserving” the Olympics. The museum catalogued the firms and business in Stratford to be displaced by the construction of the main Olympic Park; oral historians recorded the views and life-stories of people on the Clays Lane Estate; and artworks were acquired from artists living near the Olympic Park. We will visit the Museum of London and meet with curators who will introduce us to these collections and artifacts.	68-88.	3
6/17/2021	Classroom	Terror at the Games	Read Avery Brundage Statement at Memorial for Slain Israeli Olympians (1972); Rule Britannia, ch. 7, “Olympic Games Doomed,” 149-171; Power Games, 97-115.	2.5
6/17/2021	Classroom	Film: One Day in September		2
6/18/2021	Classroom	Boycott Games	Using research databases introduced earlier in the week, students will locate and bring to class at least two newspaper editorials on the question of whether or not Britain should join the United States and boycott the 1980 Moscow Summer Olympic Games.	2.5
6/21/2021	Queen Elizabeth Olympic Park	Once again, we will tour the Olympic Park, but this time our tour will be led by Julian Cheyne, a London anti-Olympic Games activist and head of the Counter Olympics Organization.		3
6/22/2021	Classroom	Olympic Controversies	Read Rule 50, The Olympic Charter; Christine O’Bonsawin, “From Black Power to Indigenous Activism: The Olympic Movement and the Marginalization of Oppressed Peoples (1968-2012),” Journal of Sport History (2015); and Power Games, 140-198.	2.5
6/23/2021	Classroom	London 2012	Read Paul Watt, “‘It’s Not for Us’: Regeneration, the 2012 Olympics, and the Gentrification of East London,” City: An Analysis of Urban Trends, Culture, Theory, Policy, Action (17) 1: 99-118; Jules Boykoff, “London Calling: Activism and the 2012 Summer Olympics,” in Activism and the Olympics: Dissent at the Games in Vancouver and London; Uri Friedman, “What if the Olympics Were Always Held in the Same City?” The Atlantic (2016).	2.5
6/25/2021	Classroom	Final Exam Presentations		

Total Contact Hours:

57

Matthew Andrews, Ph.D.
Teaching Associate Professor and Advisor
Department of History
University of North Carolina at Chapel Hill

Contact Information

Employment Address

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Education

Ph.D. United States History, 16 December 2008, University of North Carolina at Chapel Hill
M.A. United States History, 11 May 1999, San Francisco State University
B.A. United States History, 15 June 1991, University of California, Los Angeles

College and University Employment

History Department Teaching Professor and Undergraduate Advisor, *University of North Carolina at Chapel Hill* (2012-present)
Visiting Lecturer, *Guilford College* (Spring 2006 – Summer 2012)
Visiting Lecturer, *Duke University* (Spring 2009; Spring 2010)
Visiting Lecturer, *University of North Carolina at Chapel Hill* (Fall 2003; Fall 2005; Fall 2008; Fall 2009-present)
Visiting Lecturer, *North Carolina State University* (Fall 2008)

Academic Awards and Teaching Honors

2019-2021 Center for Faculty Excellence Teaching Fellow
2019 "UNC's Best UNC Professor," *Daily Tar Heel's* "Carolina's Finest"
2018 "UNC's Best UNC Professor," *Daily Tar Heel's* "Carolina's Finest"
2017 UNC Chiron Award Winner
2016 "UNC's Best UNC Professor," *Daily Tar Heel's* "Carolina's Finest"
2015 UNC Senior Class Last Lecture Award Winner

Publications

"Teaching Boxing in the Progressive Era," in Pamela Grundy and Brad Austin, eds., *Using Sport History in the Classroom* (Madison and London: University of Wisconsin Press, 2019), 155-168.
"Equal Suffrage as Far as Prizefights Go': Gender and Pugilism in Turn-of-the-Century San Francisco," *Journal of Sport History* (forthcoming) (25 pp.).

“‘Painted Pollys’ and ‘Sobbing Suffragists’: The Many Political Activisms of the Female Sport Spectator.” In *Loisirs & Liberte en Amerique du Nord* (trans. *Leisure and Liberty in North America*), Conference Collection (Spring 2008): 131-48.

“Boxing.” In *American Masculinities: A Historical Encyclopedia*, ed. Bret E. Carroll (New York: Sage Publications, 2003): 62-5.

“Gambling.” In *American Masculinities: A Historical Encyclopedia*, ed. Bret E. Carroll (New York: Sage Publications, 2003): 183-4.

“Gangs.” In *American Masculinities: A Historical Encyclopedia*, ed. Bret E. Carroll (New York: Sage Publications, 2003): 185-6.

“Sports.” In *Civil Rights in the United States*, eds. Waldo E. Martin and Patricia Sullivan. New York: Macmillan Press, 2000 (2 pp.).

Refereed Conference Papers

“‘A Union of Venality’: Dancing Girls and Fighting Men in Jazz-Age San Francisco” (approx. 2500 words) *North American Society for Sport History*, Berkeley, CA, June 2012.

“Jack London and the Abysmal Brute: Discourses of Race, Power, and Manhood at the Turn of the Twentieth Century.” (approx. 2500 words) *Popular Culture and America Culture Association*, New Orleans, April 2009.

“Dancing Girls, Fighting Men, and Sexual Anxiety in Jazz Age San Francisco.” (approx. 2500 words) *American Historical Association*, New York, January 2009.

“Susan B. Anthony Goes to the Ballgame: American Suffragists in Early-Twentieth Century Sporting Arenas.” (approx. 2500 words) *Cooperstown Symposium on Baseball and American Culture*, Cooperstown, NY, June 2007.

“Ballots, Ballparks, and Boxing Rings: Suffragists in Early Twentieth-Century Sporting Arenas.” (approx. 2500 words) *American Historical Association*, Seattle, Washington, January 2005.

“‘Painted Pollys’ and ‘Sobbing Suffragists’: The Many Political Activisms of the Female Sport Spectator.” (approx. 2500 words) *Leisure and Liberty in North America International Conference*, University of Paris IV-Sorbonne, Paris, November 2004.

“Brute Force: Prizefighting and the Contest for Civilization in Progressive-Era San Francisco.” (approx. 2500 words) *American Studies Association*, Hartford, Connecticut, October 2003.

“An Epidemic of Pugs: Crime and Prizefighting in Twentieth Century San Francisco.” (approx. 2500 words) *UNC History Department Research Colloquium*, Chapel Hill, North Carolina, October 2003.

“Picture Crusades: Racial Violence, Movie Censorship, and Gender Identity in Early-Twentieth Century San Francisco.” (approx. 2500 words) *Organization of American Historians*, Washington, D. C., April 2002.

“Equal Suffrage as Far as Prizefights Go’: Gender, Pugilism, and Public Space in Turn-of-the-Century San Francisco.” (approx. 2500 words) *American Studies Association*, Washington, D. C., November 2001.

“Equal Suffrage as Far as Prizefights Go’: Gender, Pugilism, and Public Space in Turn-of-the-Century San Francisco.” (approx. 2500 words) *North American Society for Sport History*, London, Ontario, May 2001.

Campus and Community Presentations and Outreach

“1968: The Year Sport Became a Weapon,” *Carolina Public Humanities seminar on “1968: A Global Revolution that Changed the World,”* Chapel Hill, NC, October 2018.

“American Reconsidered: Fifty Years of Sports, Race, and Gender,” *One-Day University*, Norfolk, VA, March 2018 and Charlotte, NC, November 2018.

“Consider This...NFL Protests,” *UNC General Alumni Association*, Chapel Hill, NC, December 2017.

Chiron Award Lecture, *UNC Student Government Executive Committee*, Chapel Hill, NC, November 2017.

“Sport in the South,” *Wayne Community College Speaker Series*, Wayne Community College, Goldsboro, NC, October 2017.

Commencement Address, *UNC Women’s Crew Team*, Chapel Hill, NC, May 2017.

“Sport as a Weapon: Protesting South African Apartheid,” *UNC History Club*, Chapel Hill, NC, March 2017.

“Sport as a Weapon” Protesting South African Apartheid,” *Carolina Honors Symposium*, Chapel Hill, NC, February 2017.

“All Deliberate Speed: College Football in the 20th-Century South,” *UNC Humanities Program of the College of Arts and Sciences and the General Alumni Association*, Research Triangle Park, NC, February 2017.

“American Reconsidered: Fifty Years of Sports, Race, and Gender,” *One-Day University*, Raleigh, NC, October 2016.

“The Shot Heard Around the World: Baseball and Memory,” *Carolina Meadows Retirement Community*, Chapel Hill, NC, September 2015.

“The United States and the Olympic Games,” *Chapel Hill Rotary Club*, Chapel Hill, NC, September 2015.

Keynote Address, *UNC Parents Council*, Chapel Hill, NC, February 2016.

“The New York Roots of Tar Heel Basketball,” *University of North Carolina Alumni Association*, New York, NY, December 2015.

"The Return of the Great White Hope," *C-Span Lectures in American History*, Chapel Hill, NC, November 2015.

"Sports: A Lens for American History," *Carolina Honors Food for Thought Program*, Chapel Hill, NC, August 2015.

"Last Lecture," *University of North Carolina Class of 2015*, Chapel Hill, NC, April 2015.

"Academic Day Keynote Speaker," *Alpha Chi Omega Sorority*, Chapel Hill, NC, March 2015.

"Historicizing Tar Heel Basketball," *University of North Carolina Alumni Association*, Chicago, IL, December 2014.

"All Deliberate Speed: Race and Sport in American History," *UNC Humanities Program of the College of Arts and Sciences and the General Alumni Association*, Chapel Hill, NC, November 2014.

"Sports in the South," *University of North Carolina Alumni Association*, Richmond, VA, October 2014.

"All Deliberate Speed: Race and Sport in the American South," *UNC Alumni Summer College*, June 2014.

"Gender and the Body," *Working Group of Feminist Historians*, Chapel Hill, NC, April 2008.

"Teaching Antebellum Reform," *Teaching American History Colloquium*, Greensboro, NC, November 2007.

"Conceptualizing the Age of Jackson," *Teaching American History Colloquium*, Greensboro, NC, November 2007.

"When San Francisco was the Prizefighting Capital of the World," *San Francisco Public Library History Day*, San Francisco, December 2005.

Book Reviews

Mee, Bob. *Bare Fists: The History of Bare-Knuckle Prize-Fighting*. Woodstock and New York: Overlook Press, 2001. For H-ARETE (H-NET list on Sport Literature), January 2002 (1000 words).

Holt, Richard and Tony Mason. *Sport in Britain, 1945-2000*. Oxford: Blackwell Press, 2000. For H-ARETE (H-NET list on Sport Literature), April 2001 (1000 words).

Blackbourn, David and Geoff Eley. *The Peculiarities of German History: Bourgeois Society and Politics in Nineteenth-Century Germany*. New York: Oxford University Press, 1984. For *Ex Post Facto: The History Journal*, vol. 7 (Spring 1998) (1000 words).

Graduate Courses Taught (last three years)

Spring 2016: HIST 702: Introduction to Historical Education (10 students) (Spring 2016)

Undergraduate Courses Taught (last four years)

Fall 2019: HIST 120: Sport and American History (165 students); and HIST 585: Race, Basketball, and the American Dream (165 students)

Spring 2019: HIST 362: Baseball and American History (165 students); HIST 398: Boxing and American History (15 students); and HIST 585: Race, Basketball, and the American Dream (165 students)

Fall 2018: HIST 120: Sport and American History (220 students); and HIST 220: The Olympic Games – A Global History (200 students)

Spring 2018: HIST 220: The Olympic Games – A Global History (165 students); and HIST 362: Baseball and American History (165 students)

Fall 2017: HIST 120 Sport and American History (265 students); HIST 128: United States since 1865 (165 students); and HIST 398: U.S. Sport and Politics in the 1980s Research Seminar (14 students).

Spring 2017: HIST 362: Baseball and American History (165 students); HIST 398: U.S. Sport and Politics since 1945 Research Seminar (15 students).

Fall 2016: HIST 120 Sport and American History (165 students); and HIST 220: The Olympic Games – A Global History (275 students).

Spring 2016: HIST 127: United States to 1865 (165 students); and HIST 362: Baseball and American History (*average*: 165 students).

Fall 2015: HIST 120 Sport and American History (165 students); and HIST 127: United States to 1865 (165 students).

Honors Thesis Reader (last three years)

Mary Grady B. Bell, “The Nationalist Meanings of 20th Century Olympic Games: Conflicting National Identities and Memories in Mexico, Germany, and America,” in conjunction with Lloyd Kramer, Department of History (Spring 2018).

Professional Service

Department of History

Committee on Teaching (COT) (2012-present)
Undergraduate Studies Committee (UGSC) (2012-present)
Faculty Advisor, UNC History Club (2012-present)

University

Office of Undergraduate Research (OUR) Faculty Advisory Board (2013-2016)

Academic Advising Program Council (AAPC) (2015-present)
Carolina Blue Fellowship Award Committee (2015-present)

CV dated September 13, 2019