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THE SALT LAKE CITY OLYMPICS

Introduction

Salt Lake City was the venue for another gathering of the world community for peaceful reasons. It was also great theatre in a quintessentially Olympic fashion. Throughout the history of human civilization, theatre and sport have often merged. Both involve an impulse to perform, individual and collective vision, style and stylistic devices of all kinds, and the expression of a worldview or a common ideal that transcends national borders—and yet one that through imaginative identification on the part of the watchers creates an understanding of that ideal. These Games, like theatre, had highly dramatic moments and a dramatic structure. Spectacle, impressive sets and settings, characterization, heroic themes and performances, great oratory, rising and falling action, intense dramatic tension, idealism and universal implications, intense feeling and imagery, and a dénouement are just some of the theatrical elements that were inherent in the Salt Lake City Games.

Sport and theatre are also forms of communication of themes and issues at the heart of human society. In aboriginal theatre—a cultural expression echoed in the Opening Ceremonies at Salt Lake City—the performers and audiences traditionally gathered outdoors in the most impressive natural settings. Masks, elaborate costumes, dancing, and rituals—often using fire as a key symbol—depicted and affirmed a belief system that both groups practised. In theatre as in sport, integrity and moral lessons are essential outcomes, although they are often

achieved with difficulty. Often the players and audiences must work through conflict, betrayal of ideals, and disillusionment. Characters—exceptional individuals who embody the principles of the medium—play heroic roles and represent the higher principles. Some are also susceptible to tragic flaws or the vicissitudes of fate and circumstances. Olympic athletes and great actors live life on the edge; in their performances they strive to demonstrate human excellence and their particular artistry, stimulating the hearts and minds of their spectators. But being human, they are also prone to missing the mark. Nonetheless both athletes and actors constantly strive for personal bests, exemplifying the adage, “Man’s reach must exceed his grasp, or what’s a heaven for?”

In addition, sport and theatre are venues for play; where fun and pleasure are prime reasons for and benefits of the performance. This, despite the inevitable conflicts and controversies, the media hoopla, and initial security fears, was confirmed in the Salt Lake City Olympics. The members of the audience were highly engaged in the proceedings—emotionally and intellectually—the organizers, the media, the athletes, and the fans themselves demonstrated why human beings play games. And in their play and their striving for excellence at the Olympic level, humans integrate art, science, philosophy, and an awareness of the commonality that exists in the global village. In so doing, they light the fire within.

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► *The Promethean Spirit*

Ancient Greek culture and Greek mythology play a key role even today in the Olympic Games; many rituals and traditions have been preserved from the ancient Olympic Games. The Olympic torch and the Olympic flame are integral to the ceremonies of the Games. The torch is a symbol of continuity, harmony, and goodwill; the latter two concepts are key ideals of the Olympic Movement. The Olympic flame, which is lit at the Opening Ceremonies and extinguished at the Closing Ceremonies, has a spiritual significance as a symbol of peace. Carried hand-to-hand in relays from the original site of the Games in Olympia, Greece, to the main stadium of the current Games, the flame also adds to the aesthetics of the Games.

Fire, a purifying force and of course an energy source, has always been important to human beings. It is our discovery of how to control and exploit fire that is seen as the critical moment when we became civilized beings. Fire illuminates darkness, warms us, allows us to adapt to hostile environments, enables us to carry food with us on journeys and prepare it; thus giving us mobility. Because of fire, we gain courage, strength, and knowledge. We use fire in many forms. Electricity, another great leap forward in human society, is essentially a form of fire.

Fire has an important psychological meaning. In the ancient Greek religion, it was Prometheus—one of the Titans—who stole fire from the gods and gave it to human beings, thus enabling them to do many things. What he really gave them was power, the ability to achieve self-determination and self-realization. The name Prometheus means “forethinker,” and he is associated with acts of daring and inventiveness. The “promethean spirit” in human beings refers to our defiance of limitations and our determination to test the limits of our abilities. It is this spirit that is behind the Olympian ideals of swifter, higher, stronger. It must be pointed out, however, that Prometheus was punished by Zeus for having given this power to humans, and angering the other gods, who were jealous of the new-found human power.

The Fire Within

1. After viewing this *News in Review* report, suggest why “Light the Fire Within” was an appropriate metaphor for these Games.
2. In your opinion, how was the promethean spirit best demonstrated in the Salt Lake City Games? How was the downside of “fire-stealing” also demonstrated?
3. With reference to the video, suggest why Olympic athletes at these Games were excellent role models of boldness and courage. Why are these two qualities essential to achieving the Olympic ideals?

Follow-up Discussion

Express in your own words what you think *self-determination* and *self-realization* mean. How can sport allow us to achieve these two goals?

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Politics, Prejudice, and Pride

Many observers say that the modern Olympic Games have always been political and that it is more a question of to what degree particular Games become politicized. Like all Olympics, the Salt Lake City Games were an opportunity for the host city, region, and country to raise awareness of and celebrate its culture and strengths. These recent Games, however, took place in a political context of tragedy, uncertainty, and fear that, for the United States at least, was unprecedented.

Although in theory sport is a neutral, non-political activity, the athletes who compete in the Olympics are, in many ways, the products of national political-cultural principles and ideals. It is important to remember that at the Olympics athletes compete for a particular nation. If we cheer the successes of Canada at the Games are we applauding the feats of our athletes, of our nation, of sport itself, or “all of the above”?

Some commentators, anticipating further politicizing of the Olympics, were predicting that these recent Winter Olympics would be the “American” Games and expected an excessive display of patriotism on the part of the United States. Whether excessive or not is a judgment call, but such displays were part of these Games. On the front page of *The Globe and Mail* the morning after the Opening Ceremonies, the lead article by Stephen Brunt suggested that the Games already were skating “right along the razor’s edge,” the “fine line between patriotism and unhealthy nationalism.” Describing the power of the spectacle as “calling on tribal emotions,” Brunt opined that without the flag-raising, anthems, and parade of nations, Olympic Games would just be a sporting event that would receive little attention; nor would they be the mega-entertainment they are. However in describing the Opening Ceremonies at Salt Lake City, Brunt gingerly made reference to mass rallies in Nazi Germany during the Second World War and the “creepy similarities” with the 2002 Opening Ceremonies.

Clearly, these Games were controversial from the beginning, especially given the bribery scandal that surrounded the awarding of them to Salt Lake City. In addition they occurred in extraordinary circumstances and an unprecedented context following the terrorist attacks of September 11, 2001. Therefore, the appropriateness of the entrance during the Opening Ceremonies of the tattered U.S. flag that had been found in the rubble of the World Trade Centre—an entrance described by Brunt as “remarkably tasteful and low-key”—was questioned by some but not by others. When asked by a German reporter whether he thought this gesture was inappropriate, the new president of the IOC, Belgian Jacques Rogge, replied in a politically astute and non-committal fashion, “We are here in the United States. We are the guests of the United States of America.”

In the same week *Time* magazine published two somewhat opposing editorials on a similar theme. In “Good Mourning, America,” Joel Stein wrote, “Americans are not so good at suppressing their instincts—especially the talking-about-yourself one. . . . [at the Opening Ceremonies we] moved straight on to the bragging part.” He noted that the three-hour “show” ended with the “entire Soviet-beating 1980 U.S. ‘miracle on ice’ hockey team lighting the torch—reminding the world, once again, how we won the cold war—it felt O.K.” Not appear-

ing to take the patriotic expression too seriously—he called it “a solid, giant, silly performance . . . some kind of Olympiquesque allegory about overcoming adversity in which evil icicle people chased a small boy with a lamp.” Stein did however raise the issue of “Where do you draw the line between remembering and forgetting?”

In the same issue of *Time*, Michael Elliott points out that “Patriotism comes naturally to Americans” and that “[i]n many other places, patriotism is best kept hidden or trotted out only on trivial occasions like soccer games.” Although he suggested that there is “something liberating about the guiltless American attitude toward patriotism,” Elliott did express a distaste for “corporate America and Madison Avenue [finding] a new theme: September 11 sells!” But toward the end of his article he emphasizes that what offended him most was “the aggression of our current patriotism, epitomized by the claim that alone among nations, the U.S. was entitled to make a political statement during the [Opening Ceremonies] of the Olympics by displaying the flag from ground zero. . . . we seem to think that others should recognize that our wounds, our needs, our flag exist on a higher plane than those of anyone else.”

As all of us who watched the Olympics know, subjective judging also became a highly contentious issue in these games. Canada and Russia especially cried foul and disputed prejudiced judging. Deciding whether the ceremonies and the Games displayed too much political and patriotic fervour requires a subjective judgment on the part of each of us. It requires us to examine our own prejudices as well.

Discussion

- 1. What is the importance and meaning of flags and flag-bearers at the Olympic Games?
- 2. Was the presence of the ground-zero flag appropriate or inappropriate? Was its presence an “American” statement or a global statement? Was it a political statement?
- 3. Is part of the *raison d’être* of the Olympics to demonstrate or prove national strengths and achievements? Does the expression of national identities become competitive in itself? Does a public display of national identity, especially in athletic competitions, actually promote the key goal of Olympic sport, the striving for excellence? How did the behaviour of the athletes themselves at the Games respond to this issue? Although the Games are the epitome of athletic achievement, is nationalism also just part of the game?
- 4. Present and highlighted at these Games were many illustrious people who are identified with important political movements, among them Desmond Tutu, Lech Walesa, and aboriginal Americans. Does the presence of such world figures and groups politicize the Games?

“It’s a fine thing to rise above pride, but you must have pride in order to do so.” — Georges Bernanos, French novelist and essayist (1888-1948)

“It ain’t bragging if you can do it.” — Dizzy Dean, legendary American baseball player (1910-1974)

During coverage of the Salt Lake City Olympics, the words *pride* and *proud* were on many people's lips. Media commentators used the words frequently. Television viewers in Canada were often reminded that we could be proud of the achievements of our athletes. Furthermore, in opening the Games, George W. Bush said, "On behalf of a proud, determined, and grateful nation, I declare open the Games of Salt Lake City, celebrating the Winter Olympic Games."

We often use words assuming we know what they mean or assuming we know what we ourselves mean when we use them. Words, however, are best used carefully, consciously, and deliberately. Pride can mean confidence, dignity, self-esteem, and self-respect. On the other hand, it can also mean arrogance, conceit, egotism, haughtiness, self-importance, smugness, and vanity.

- 1. At what times during the Salt Lake City Games did you feel proud? Can you use other words to express what you felt at that time to clarify your feelings?
- 2. When is pride a positive feeling? Why is it positive in those circumstances? When might it be a negative feeling?
- 3. With regard to achievements such as those of Canadian athletes in Salt Lake City, to whom do the feelings of pride belong?
- 4. Can a nation collectively be proud of its athletes? How could or should such pride be demonstrated?

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► *How About Those Olympics?*

In your own words, provide a reaction to the following information.

1. An average of 8.7 million Canadians tuned in to watch Team Canada beat Team U.S.A. 5-2 in the gold-medal game in men's hockey. The number peaked at more than 10 million as the game was ending. Canadians as far away as Kandahar, Afghanistan, watched the game. By comparison, game six of the 1992 World Series drew 6.7 million viewers. That was the first year a Canadian team, the Toronto Blue Jays, won the baseball championship.

“To further illustrate the importance of this event to Canadians, at 5 p.m. ET—once the game had ended—the audience escalated to 10 461 000 viewers who tuned in to see the ensuing celebration,” — Nancy Lee, executive director of CBC Sports

2. Seventy-eight countries participated in the two-week-long Games.

3. Three hundred million dollars U.S was spent on security.

4. Donny and Marie Osmond were the voices behind those 25-metre dinosaurs hovering over the stadium and introducing each act during the Closing Ceremonies.

5. During the Closing Ceremonies country and western singer Willie Nelson sang Simon and Garfunkel's classic hit *Bridge Over Trouble Waters*.

6. Both the Canadian and U.S. teams' uniforms were designed and produced by the Canadian clothing company Roots.

7. Marc Gagnon, with five medals in speed skating over three Olympics, is now the most decorated Canadian Winter Olympian in history.

8. One Newfoundland fan who travelled all the way to Salt Lake City to see the Games said, “Basically, I could have bought a car for what I spent to get here. But it was worth it.”

9. After the Canadian men's gold-winning hockey game, a CBC Sports Online report said, “. . . it may have been the closest thing to a Canadian communal religious observance in recent memory.”

10. Winnipeg's Clara Hughes became the first Canadian and only the fourth athlete ever to win medals at both the Winter and Summer Games.

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The Science of Sport

Winter Olympic sports—like sport in general—represent human activity at its best. Sport is a multi-disciplinary human activity that encompasses many specialties and fields of endeavour in which we have advanced throughout civilization. Of particular importance is the sport-science connection. A working knowledge of many of the sciences are critical to an athlete if he or she wishes to perfect his or her performance. Below you will find brief summaries of some of the sciences that have a correlation with successful sporting activities. As you read the information, consider how you also integrate these sciences into your daily life and perhaps your sport.

Nutritional Science

In order to perform at a high level of efficiency, the human body and mind must be well-nourished. Athletes study the science of nutrition to enhance their training methods, to reach their personal peak performance, and to gain what is often a slim competitive edge of hundredths of a second or decimal points in judged competition. Energy levels, fluid maintenance, nutrient balance, consistency, timing (when or when not to eat and drink), and of course food types are key principles in this science. Maintaining optimal hydration of the body and sufficient storage of glycogen in the muscles increase an athlete's ability to train longer and harder. It is in the recovery period after intense exercise when nutritional needs are especially important in helping the athlete adapt to the physical stress of training. Fundamental nutritional needs are common to all sports, but what and how much to eat may vary depending on the sport.

Brainstorming: Based on your personal knowledge or experience, what foods are especially important in any sports training program? Why is a carefully designed eating plan essential? What are carbohydrates, proteins, and fats and why is it important to understand how they relate to sport?

Physics

Throughout our evolution, we have become a highly adaptable species. We have adapted to living in almost any climatic conditions. In particular we have adapted to a winter climate and, as Winter Olympic sports attest, we have mastered the ability to use ice and snow to our advantage. In terms of winter, we have developed very effective movement techniques and have used engineering principles to invent modes of transportation and technology that improve our performance in winter conditions.

Perhaps the key force we have mastered, whether it be for summer or winter sports, is that of gravity. Take the winter sport of luge, for example. Think back to that winding luge track you saw during the Olympic coverage. Visualize again the speed at which the sliders were moving and the narrow range of error that confronted them.

Visualizing: What descriptive adjectives do you think best describe the motion of a luge travelling down an Olympic course? What words best describe how you felt watching it?

A luge competitor can accelerate up to almost 130 kilometres an hour as a result of gravity and snow-ice surfaces. It is obvious, therefore, why a luge competitor must also master the techniques of the sport; techniques that are directly related to the science of physics.

Researching: Begin a study of the physics of luge—and the scientific principles that apply to many sports—by preparing a glossary of terms. Individually or working with a partner, you will be assigned one of the terms listed below. Research its meaning and prepare a brief description in plain, effective language. Present your findings to the class and suggest how the term you have been assigned relates to the sport of luge. Be prepared to take notes in order to create a collective “Elementary Guide to the Physics of Luge.”

The Basic Mechanical Concepts of Physics

1. Linear kinematics
2. Linear dynamics
3. Projectile motion
4. Conservation of angular momentum

Specific Terms and Physical Principles

5. Angular acceleration
6. Angular displacement
7. Angular momentum
8. Mass
9. Centre of mass
10. Force (including ground reaction, weight, friction, and centripetal)
11. Inertia
12. Moment of inertia
13. Linear acceleration
14. Linear displacement
15. Linear momentum
16. Linear velocity
17. Torque
18. Vector
19. Weight

Follow-up Activities

1. Find a photograph from a magazine or newspaper or identify a moment on this *News in Review* video that demonstrates your assigned scientific research task. If you have a photograph, create a small poster with your term and description.
2. As a class, discuss how these terms and concepts apply to figure skating. Which ones do you think are most applicable?
3. If you are involved in a sport, suggest what new awareness of how you perform that sport you may have been gained from this introduction to the physics of sport.
4. Any well-performed sport is a thing of beauty to a fan of that sport. The artistry of sport works hand in hand with science, especially physics. Visualize the amazing

quadruple jumps that you saw Olympic figures skaters perform. In such a jump the skater will take off from the ice at speeds up to 30 kilometres per hour, complete four 360° revolutions in the air, land on one foot, and prepare to perform the next element. Try one jump yourself. On a carpeted surface, stand up, jump in the air and do a 360. If you succeed, do it again, only this time do it with grace and elegance, your head up, and maintaining a consistent vertical line. Which principles of physics apply most to what you have just attempted? How would doing this on skates and on an ice surface, thus generating speed first, help in achieving an artistic and scientifically solid jump?

5. If you have a video of a figure skater jumping, play it in slow motion and try to follow the skater's trajectory, which of course is influenced by gravity and air resistance. During such a jump, the skater demonstrates both vertical and horizontal displacement. To follow the trajectory it is important to focus on the skater's centre of mass (which is in the trunk region of the body). The best way to do this visually is to follow the path of the skater's hips. The path followed is always a parabola. What is a parabola? Make a sketch of such a jump. How do you think you measure the vertical and horizontal displacement in such a jump?

Anthropology

Anthropology is a social science with many branches and subdisciplines that explore and study human culture both in the present and in the past. Physical anthropology looks at how humans have evolved physically in relationship particularly to their environment. With archeology, another branch of anthropology, it also examines how social organizations and social behaviour have evolved. Social or cultural anthropology (also known as ethnology) emphasizes comparative analysis of human behaviour and also looks for cultural patterns in order to determine generalized and universal behaviour patterns common to all humans.

As a curious species, we have always wondered why lifestyles and customs vary from people to people. In order to understand who we are as a species, we have looked carefully at such elements as the use of fire; language; how towns, cities, and nations arise; myths and religions; tools and products created by humans; and war, art, music, and theatre. It is clear, therefore, why the human activity of playing games—of engaging in sport—is a fascinating area of study for anthropologists. For a cultural anthropologist especially, the Olympic Games are a living laboratory.

Reflection: Give reasons why the two-week period of an Olympic Games would provide an enormous amount of material for study for an anthropologist. Make reference to the recent Salt Lake City Games if possible.

Examining the historical development of cultures is especially important to an anthropologist who is always interested in what a culture invents and what it borrows from other cultures. Just as we humans learn our cultural practices, we also learn cultural values. The roles that competition and the importance of winning play in a society, for example, are cultural concepts that an anthropologist would examine. As is the case in most sciences, however, it is paramount to discover what is universal to all cultures; how various societies might use competition to increase the ability of its members to adapt to their environments. We could

also examine, for example, what values and principles are inherent in specific sports and how they assure the realization of the individual's needs as well as those of the cultural group as a whole.

Reflection: For an anthropologist, why are the Olympics a good case study for examining universal human principles, values, and practices? What economic, bonding, or political issues would an anthropologist examine? Are there specific examples from the Salt Lake City Olympics that exemplify these three elements? How did these recent Olympics satisfy, in a symbolic way, universal human needs through the depiction of belief systems, ceremonial displays, art, myth, and storytelling? What universal "rules" of human thought were reconfirmed at these recent Olympics?

Anthropologists generally define culture as being a complex whole of knowledge, belief, art, morals, law; customs, traditions, and abilities and habits acquired by a human being as a member of society. In our cultures, we accept intuitively most of these elements and generally strive as a group to clarify them, maximize their application, and define excellence in each. In so doing we strive for an ideal, even though one culture's notion of what is ideal in any of the elements mentioned above is not necessarily that of another culture.

Summary Discussion

1. In what ways is sport a subculture in human society?
2. What is culturally distinctive about the Olympic Games? What cultural elements in particular were highlighted at the Salt Lake City Games?
3. How did the culture of the Salt Lake City Games reinforce the value of striving for excellence? How did these Games demonstrate the intrinsic value of sport common to most human cultures?

Follow-up Activity

Obtain and read the book *Anthropology of Sport* by Kendall Blanchard and Brian Sutton-Smith (Greenwood Publishing Group 1995). In this book the authors discuss the relationship between sport and anthropology, the meaning of sport, theory and methodology of sport, and the prehistory and history of sport. They also offer an evolutionary perspective of sport and culture and explore specific issues such as women in sport, the role of television in sport, national sports, and the impact of multiculturalism on sport.

Sports Psychology

"Under pressure, I usually come up big. I was so focused throughout the game. I just kept talking to myself because I did not want to lose any part of that game. It was only 60 minutes and I wanted to enjoy every second." — Goalie Kim St-Pierre after the Canadian women's gold-medal win

"We've had great practices. I'm pretty excited. I have nothing to lose. I'm going for broke." — Elvis Stojko interviewed on television just before the men's short program in figure skating

In the scientific world there is an increased emphasis on interdisciplinary fields of science such as biology, technology, kinematics, kinesiology, sociology, and psychology.

Psychology is also a social science with many branches and disciplines; one of these is sports psychology. Supporting the interdisciplinary and interdependence mode of thinking, sports psychology is an integrated study of our physical and psychological activities. This is the mind-body connection.

As a sub-field of psychology, sports psychology is important to athletes who wish to maximize their performance. Sport as a human activity involves critical mental elements and issues such as emotion, competitiveness, co-operation and collaboration (both team players and athletes and their coaches), conceptualizing achievement, and the fundamental nature of play. Sports psychology is a relatively new branch of the discipline. Beginning in the 1930s and 1940s, it focused initially on motor performance and the acquiring of motor skills. But in the 1960s it emerged as a major discipline in itself, and since that time has come to include many areas of study, techniques, strategies, and issues such as hypnosis, relaxation training, imagery training, motivation, the relationship between conflict and competition, socialization, and personal counselling and mentoring. Sports psychology also conducts research on specific sports.

There are three primary areas of research in sports psychology: personality, motivation, and social influence. Researchers have, for example, studied whether some specific personality traits are found more often in athletes as opposed to non-athletes. Studies have clearly shown a positive connection between athletics and good mental health: less depression, tension, hostility, and fatigue with the more successful athletes compared with their peer athletes or the general population. In terms of motivation, psychologists try to determine optimum arousal levels for athletes, thus using natural stress to the athlete's advantage. Athletes can also be affected negatively or positively by spectators, teammates, and other competitors. The role and nature of aggression in sport has also been a key area of study. In researching sport as catharsis—an activity that releases aggression—some studies have shown that aggressive sports tend to increase hostility and aggression rather than decrease it. Because we are social animals, it goes without saying that the psychological and social dynamics of team-playing is an important area to study in order to improve performance in those sports. Furthermore, the psychology of coaching and the psychological aspects of coaching techniques are directly related to sports.

Mental Sports

Jack J. Lesyk is the Director of the Ohio Center for Sport Psychology. On his Web site, he lists nine “mental skills of success” that a successful athlete requires. Examine each of these listed on the next page and suggest why they fall into the field of psychology. Then go to the Web site at <http://pw1.netcom.com/~jjlesyk/ocsp.html> and research how he suggests that these mental skills can be developed. Then, write a one-page summary in which you explain why psychology plays an important role in sport.

Nine “Mental Skills of Success”

1. Choose and maintain a positive attitude.
2. Maintain a high level of self-motivation.
3. Set high, realistic goals.
4. Deal effectively with people.
5. Use positive self-talk.
6. Use positive mental imagery.
7. Manage anxiety effectively.
8. Manage emotions effectively.
9. Maintain concentration.

Follow-Up Discussion

1. In your opinion, what is the main mental skill or skills that Kim St-Pierre reveals in the quote at the beginning of this section?
2. Identify a moment or a particular sporting event at the recent Salt Lake City Olympics in which you think psychological factors played as much or even more of a role than physical or technical elements.
3. What psychological techniques to encourage athletes to achieve their potential were you aware of during the media coverage of the Games or elsewhere such as on the Internet? How did the general public play a psychological role in these games?
4. If you are involved in a sport, what personal psychological techniques are you perhaps now aware of that you use when practising your sport?
5. How do these sports psychology techniques and issues apply to other non-sport fields of endeavour such as dance or academics?

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Discussion, Research, and Essay Questions

1. When her team won the gold medal, veteran women's hockey player and team member Geraldine Heaney said, "Anybody who ever doubted us . . . I don't think they doubt us anymore. . . . There could not be a better way to end my career." Discuss the meaning and implications of this statement. In what way does Heaney demonstrate the issues of self-esteem and self-realization?
- 2. For the majority of athletes at any Olympic Games, there is what is referred to as a four-year media cycle. In the "off years," many so-called minor sports receive little media attention. However, during the Olympics television coverage gives them a big boost. As a class, discuss what winter sports tend to dominate the public's awareness and perception both during the Olympics and during the in-between years. Why do you think some sports are more "television-friendly"? How do you think the so-called minor winter sports could gain more publicity and awareness?
3. Many people might not realize that sport philosophy is a specialized area of study in which issues such as the meaning of sport and game-playing in contemporary society and sport as a means for the realization of personal identity and purpose are researched and studied. Examine the Web site of De Montfort University in Bedford, England (www.dmu.ac.uk/dept/schools/pesl/affiliat/dmu.htm), and peruse the courses of study available. Present a summary of philosophical issues that relate to the field of philosophy. As a class, discuss why philosophy and sport are integrated fields of study.
- 4. As in many previous Olympic Games, the Salt Lake City Olympics elicited considerable controversy. The Salé-Pelletier judging scandal, the doping revelations, and the accusations of national bias are examples. Time and distance from an event gives us perspective that helps us learn lessons. Research and review one of the controversies from these Games and then write a one-page editorial about the controversy you have chosen titled, "What it all meant."
5. The International Olympic Association promotes the Olympic Movement in many ways. In 2002 it has a promotional campaign called "Celebrate Humanity." Extensive material and information on this campaign are available from the IOC and downloadable from the "Passion" page of its Web site at www.olympic.org. The downloadable material especially explores many key issues critical to the Olympic movement. Obtain this information, read analyze, and assess it, and then prepare an "Olympic Issues Overview." Your overview may take the form of a presentation, a visual display, a dramatization, an essay, or another medium of your choice.