

Term Information

Effective Term Autumn 2019

General Information

Course Bulletin Listing/Subject Area Slavic Languages & Literatures
Fiscal Unit/Academic Org Slavic/East European Lang&Cul - D0593
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2365.01
Course Title Sports, Socialists, and Society in Russia and Eastern Europe
Transcript Abbreviation Sport and Society
Course Description This course looks at the development of sports as a substitute and arena for battle between countries, as well as the rise of sports culture more generally in Central and Eastern Europe in terms of nationhood, politics, and corporeality. In this course, students will learn about the history and culture of sports, spectatorship, fandom, the Cold War, and Central and Eastern Europe.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0400
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:

Culture and Ideas; Global Studies (International Issues successors)

Course Details

Course goals or learning objectives/outcomes

- • Locate Central and East European countries on a map
 - Describe the development of sports culture
 - Trace the development of nations and nationalism
 - Know what the Sokol and other communal sports groups are
- • Understand the reasons governments have promoted sports initiatives
 - Report on less common sports in America
 - Identify Cold War rhetoric
- • Discuss the Olympics and the struggles surrounding them
 - Understand why governments and individuals value winning so much
 - Interpret Cold War-era printed and visual texts

Content Topic List

- Nations and Nationalism in East Europe
The Olympics: International Competition
Sports in the Soviet Union
Soviet Sports against the World
Sports after Communism
- Yes

Sought Concurrence

Attachments

- Curriculum Maps Russian Major November 1.docx: Curriculum Map
(Other Supporting Documentation. Owner: Peterson, Derek)
- Slavic2..._Sports_Syllabus_Classroom_Final_Draft.docx
(Syllabus. Owner: Peterson, Derek)
- S2365 concurrence.pdf: EHE concurrence
(Concurrence. Owner: Peterson, Derek)
- Slavic2565 Assessment Plan.doc
(GEC Course Assessment Plan. Owner: Peterson, Derek)
- Slavic2565AssessmentPlanAppendixA.docx: Appendix A
(GEC Course Assessment Plan. Owner: Peterson, Derek)
- Slavic2565AssessmentPlanAppendixB.docx: Appendix B
(GEC Course Assessment Plan. Owner: Peterson, Derek)
- Slavic2565AssessmentPlanAppendixC.docx: Appendix C
(GEC Course Assessment Plan. Owner: Peterson, Derek)

Comments

- Concurrence from EHE attached. Clarified how questions will be asked on Appendix C of the assessment plan. *(by Peterson,Derek on 11/09/2018 01:46 PM)*
- See suggestions in email dated 11/2/18 from GRH *(by Heysel,Garett Robert on 11/02/2018 02:20 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Peterson,Derek	11/02/2018 01:35 PM	Submitted for Approval
Approved	Peterson,Derek	11/02/2018 01:36 PM	Unit Approval
Revision Requested	Heysel,Garett Robert	11/02/2018 02:20 PM	College Approval
Submitted	Peterson,Derek	11/09/2018 01:46 PM	Submitted for Approval
Approved	Peterson,Derek	11/09/2018 01:48 PM	Unit Approval
Approved	Heysel,Garett Robert	11/13/2018 09:14 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	11/13/2018 09:14 PM	ASCCAO Approval

Slavic 2365.01

Sports, Socialists, and Society in Russia and Eastern Europe

Autumn 2019

Lecture, 3 CR/HR

Classroom: TBD

Instructor: TBD

Office: TBD

Office Hours: TBD

“The vigor of our country is no stronger than the vitality and will of all our countrymen. The level of physical, mental, moral and spiritual fitness of every American citizen must be our constant concern.”—John F. Kennedy, 1961

When President Kennedy made these statements, the United States was in the middle of the Cold War, battling with the Soviet Union and the Socialist Bloc for ideological supremacy over the rest of the world. Sports played a vital role in the battle, both as proof of ideological victory and as a substitute for war. This course looks at the development of sports as a substitute and arena for battle between countries, as well as the rise of sports culture more generally in Central and Eastern Europe in terms of nationhood, politics, and corporeality.

In this course, students will learn about the history and culture of sports, spectatorship, fandom, the Cold War, and Central and Eastern Europe. Students will learn about the importance of the Miracle on Ice, the Summit Hockey Series, the Blood in the Water Match, the Blood on the Ice match, and the Olympic Boycotts and be able to put them into the larger cultural context of the Cold War.

There are no prerequisites for this course, and all readings and discussions will be in English.

GE Goals and Expected Learning Outcomes:

Culture and Ideas:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

By studying the development of socialist states' ideas of sports and the sports' impact on society over the course of the 20th and the 21st centuries and the reflection of these ideas in cultural

products, students will evaluate cultural phenomena and ideas and will gain abilities for aesthetic interpretation and historical response.

Students analyze and interpret major forms of human thought, culture, and expression.

The materials included for study and discussion include secondary sources on the socialist policies on sports and the intersection between ideology and sports as well as primary cultural sources. In examining these sources, the students will be able to analyze and interpret major forms of human thought and culture.

Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

A considerable number of sources are included to educate students how state policies of sports can impact the understanding of national character and national belonging as well as the consequences of these policies after the collapse of socialism. Through such investigation, the students will learn how ideas can influence human beliefs and the norms that guide human behavior.

Diversity-Global Studies:

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

In this course, students will study the socialist sports policies and their cultural manifestation of a number of former state-sponsored socialist countries, such as the Soviet Union, Czechoslovakia, Poland, Bulgaria, and Yugoslavia and, also, will be asked to compare these to the culture of sports in the US. Through this process, students will understand the pluralistic nature of institutions, society, and culture in the United States and across the world.

Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

As mentioned above, students will learn about the politically motivated cultural productions of sports' activities in several East European countries and how sports culture is interwoven in these societies' perceptions of their nationhoods. Some aspects of the economic impact of socialist sports' culture after the collapse of the system will also be discussed through several readings and film documentaries. In this way, students understand some of the political, economic, cultural, physical, and social aspects of one or more of the world's nations, peoples and cultures outside the U.S.

Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Some of the course assignments center on the students' investigation of the sports' culture of Slavic diaspora communities in Ohio. Thus, students will be able to recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Course objectives

By the end of the course, students will

- Locate Central and East European countries on a map
- Describe the development of sports culture
- Trace the development of nations and nationalism
- Know what the Sokol and other communal sports groups are
- Understand the reasons governments have promoted sports initiatives
- Report on less common sports in America
- Identify Cold War rhetoric
- Discuss the history of the Olympics and the struggles surrounding them
- Understand why governments and individuals value winning so much
- Interpret Cold War-era printed and visual texts

Grading Scale

		77–79	C+
93–100	A	73–76	C
90–92	A–	70–72	C–
87–89	B+	67–69	D+
83–86	B	60–66	D
80–82	B–	59 & below	E

Course requirements

All class materials will be available for free in PDF or video format on Carmen. Students may need to purchase a ticket to a sporting event.

Course requirements

1. **Presence and participation (10%):**
 - a. Every unexcused absence will result in a 1-percent deduction to your final grade.
 - b. If you must miss class due to illness or an emergency, communicate with me ASAP. If you must miss class for another reason, clear it with me in advance.
 - c. Prepare the readings and viewing beforehand.
 - d. Participate in class and group discussions.
 - e. Treat everyone with courtesy and respect.

- f. Do not use your smart phone or tablet for any reason in class. Put it in your pocket or your bag. Each smart phone or tablet use during class time will result in a 1-percent deduction to your final grade.
 - g. Use laptops in class for class business only. Any laptop use for non-class business will result in a 1-percent deduction to your final grade.
 - h. If you have questions, ask me; if you don't understand something, let me know.
2. **Discussion board (15%):** Responses to discussion questions will be due one week after each unit concludes. To receive full credit, students must respond substantively to each discussion question. A substantive response will be at least 250 words, contain at least two citations from the material we covered during the unit, and not be redundant. You must also comment on two posts by your classmates.
 3. **Map quiz (10%) and other quizzes (10%):** There will a map quiz during week 3 on the countries of Central and Eastern Europe. A detailed guide will be available on Carmen. Additional quizzes will occur throughout the course.
 4. **Non-traditional sport Pecha Kucha (15%):** All students will create a *pecha kucha* presentation on an Olympic sport that has been traditionally dominated by a Central and East European country. Examples include fencing, hockey, wrestling, pentathlon, water polo, chess, etc. Pecha Kucha is an oral presentation format in which a speaker shows 20 images for 20 seconds each. The images advance automatically, and the speaker talks along to the images. The rigid format forces the speaker to be both creative and disciplined. For the ONLINE VERSION: Students will upload a narrated recording of their presentation. More information will be available in the coming weeks.
 5. **Audience analysis (15%):** All students are required to attend a sporting event and to write up an analysis of the event in terms of the audience, the ritual, and the space (note that this has nothing to do with the actual match, and it doesn't matter what kind of event the student attends). Students will write up their analysis and contribute to a discussion in class about spectatorship culture.
 6. **Final Paper (25%):** The topic and prompt will be posted during Week 12. The paper will be due at the scheduled final time.

Take note! Assignments submitted late will lose a letter grade (10%) each day they are late. Assignments submitted more than a week late will not receive credit.

Extra Credit

There may also be 2-3 events related to the course material during the semester which you can attend for extra credit. They will be announced in class, as well as the specific terms of the extra credit assignment.

Sensitive Material Warning

Some contents of this course may include antiquated language, descriptions, or images (e.g., racial or gender slurs) that some students may find offensive. These terms and images are always presented historically in the context they first appeared in. This course in no way condones the contemporary usage of such language or imagery. Please be respectful to yourself and others

while watching/reading this material, and especially while commenting on it afterward in class or on discussion boards. Failure to show respect to others may result in dismissal from the class.

Statement on Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Schedule of Classes:

Week	Topic	Reading (due today)	Activity (in-class)
1 Unit 1 – Nations and Nationalism in East Europe	Introduction to the Course. What is a sport? What is a game?	N/A	Read and discuss in class: Andrews, David L. and Ben Carrington. “Introduction.”
	Introduction to Nations and Nationalism	Anderson, Benedict. <i>Imagined Communities</i> . (selection) “How to Make a Pecha Kucha.”	Choose dates and topics for non-traditional sport <i>Pecha Kucha</i> presentation
2	Historical and geographical	Jankowski, Tomek. <i>Eastern Europe!</i>	

	overview of Central and Eastern Europe	Roskin, Michael G. <i>The Rebirth of East Europe</i>	
	Czech Sokol and the Body Nation	Nolte, Claire. <i>Every Czech a Sokol</i> . (selection) Look at the website for the Sokol organization in Cleveland and come prepared to comment: www.sokolgreatercleveland.org .	Watch and discuss “Czechs: Sokol.”
3	Bodies for the Nation	Montez de Oca, Jeffrey. “‘As Our Muscles Get Softer, Our Missile Race Becomes Harder’: Cultural Citizenship and the ‘Muscle Gap.’” Listen to the video for “Chicken Fat” and be ready to discuss your impressions in class.	Map quiz
Unit 2 – The Olympics: International Competition	The Olympics	Guttman, Allen. <i>The Olympics</i> . “The Baron’s Dream.”	Schedule a sporting event for your audience analysis, which is due Week 9.
4	Presentations		Write a reflection on two presentations.
	Presentations		
5	Fascism and Sport	Guttman, Allen. “The Most Controversial Olympics.”	Watch clip with Jesse Owens.
	The Olympics on Film	<i>Olympia</i> . Directed by Leni Riefenstahl.	Watch and discuss selected clips.
6	The Olympics on Film	<i>O, Sport, You Are Peace</i> . Directed by Iurii Ozerov.	Watch and discuss selected clips.
	Sport and Gender	Wiederkehr, Stefan. “‘We Shall Never Know the Exact Number of Men Who Have Competed in the Olympics Posing as Women.’”	Watch clip with Tamara Press.
7	Sports and Gender	Pieper, Lindsay Parks. “Sex Testing and the Maintenance of Western Femininity in International Sport.”	
Unit 3 – Sports in the Soviet Union	The Socialist Body	Grant, Susan. “Culture of the Body.” <i>Physical Culture and Sport in Soviet Society</i>	Look at examples of propaganda posters.
8	Spartakiads and Communal Sport	Grant, Susan. “Visualizing the New Soviet Citizenry.” <i>Physical Culture and Sport in Soviet Society</i>	Watch and discuss <i>Tsvetushchaia molodost’ (1938)</i> .
	Socialism and Spectator Sport	Edelman, Robert. “Socialism and Spectator Sport,” <i>Serious Fun</i>	

		Edelman, Robert. "Internationalism and High Stalinism," <i>Serious Fun</i>	
9	Socialism and Spectatorship	Audience analysis due, class discussion	In-class discussion of audience analysis
	Entertaining Socialism	Mertin, Evelyn. "Presenting Heroes: Athletes as Role Models for the New Soviet Person."	
10 Unit 4 – Soviet Sports against the World	Ideology and the Olympics	Rider, Toby C. "Political Warfare in Helsinki: American Covert Strategy and the Union of Free Eastern European Sportsmen."	
	1956 Water Polo: Blood in the Water	Rinehart, Robert E. "Cold War Expatriot (sic) Sport: Symbolic Resistance and International Response in Hungarian Water Polo at the Melbourne Olympics, 1956." Can eventually replace with <i>Freedom's Fury</i> . Directed by The Sibs.	Watch "1956 Olympics Hungary vs USSR" news clip and discuss.
11	1968 Hockey: Blood on the Ice	Numerato, Dino. "Between Small Everyday Practices and Glorious Symbolic Acts: Sport-Based Resistance against the Communist Regime in Czechoslovakia."	
	Hockey and Politics	Jokisipila, Markku. "Maple Leaf, Hammer, and Sickle: International Ice Hockey During the Cold War."	
12	Cold War Stereotypes	<i>Rocky IV</i> . Directed by Sylvester Stallone. Introduction to final paper.	In class: Clip analysis of the training montage set to the song "Hearts on Fire." Outline final paper according to rubric and come to class ready to workshop your paper in groups.
Unit 5 – Sports after Communism	The End of Communism	Wrap up <i>Rocky IV</i> Riordan, James. "The Impact of	Final paper workshop. Summarize Riordan's

	(Sports & Migration—Add to course when documentary is released.)	Communism on Sport.” Later have class on <i>The Russian Five</i> and athletes in diaspora.	article. <i>The Russian Five</i> (2018) when released to public/on DVD or streaming.
13	Sports and Balkanization	<i>Once Brothers</i> . Directed by Michael Tolajian	
	Sports and Post-Communist Economics	Nikolov, Jovo. “Organized Crime in Bulgaria.” Kaplan, Robert D. “Wrestlers versus Democrats.” <i>Eastward to Tartary</i>	Watch “People and Power – Bulgaria: Wrestled to the Ground.”
14	Sochi and the Media	“Sochi Opening Ceremony - Spectacular Highlights”	Watch <i>The Economist's</i> “The Rocky Road to Sochi.”
	Sports and Spectacle	Alekseyeva, Anna. “Sochi 2014 and the Rhetoric of a New Russia: Image Construction through Mega-events.”	In-class exercise: group planning of Olympics
15	Russia, Putin, and Doping	<i>Icarus</i> . Directed by Bryan Fogel.	
	Final Class, Wrap Up		
Finals Week		The final paper is due at the end of our scheduled final time.	

Bibliography

“1956 Olympics Hun vs. USSR water polo.” *YouTube*, uploaded by Vinylize, 23 April 2012, <https://www.youtube.com/watch?v=ORjIONFd8cU>.

Alekseyeva, Anna. “Sochi 2014 and the Rhetoric of a New Russia: Image Construction through Mega-events.” *East European Politics*, vol. 30, no. 2, 2014, pp. 158-174.

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, revised edition, Verso, 2006.

Andrews, David L. and Ben Carrington. “Introduction.” *A Companion to Sport*, 1st ed., edited by David L. Andrews and Ben Carrington, Blackwell, 2013, pp. 19-22.

“Czechs: Sokol (1948).” *YouTube*, uploaded by British Pathe, 13 April 2014, <https://www.youtube.com/watch?v=2sQOXzBUqhl>.

Edelman, Robert. *Serious Fun: A History of Spectator Sports in the USSR*, Oxford UP, 1993.

Freedom's Fury. Directed by The Sibs (Colin Keith Gray and Megan Raney Aarons), narration by Mark Spits, Grainey Pictures, 2007.

Grant, Susan. *Physical Culture and Sport in Soviet Society: Propaganda, Acculturation, and Transformation in the 1920s and 1930s*, Routledge, 2012.

Guttman, Allen. *The Olympics: A History of the Modern Games*, U of Illinois P, 1992.

“How to Make a Pecha Kucha.” *YouTube*, uploaded by Educational Foundations and Research, University of North Dakota, 17 January 2014, <https://www.youtube.com/watch?v=32WEzM3LFhw>.

Icarus. Directed by Bryan Fogel, Alex Productions, 2017.

Jankowski, Tomek. *Eastern Europe!*, New Europe Books, 2013.

Jokisipila, Markku. “Maple Leaf, Hammer, and Sickle: International Ice Hockey During the Cold War.” *Sport History Review*, vol. 37, 2006, 36-53.

Kaplan, Robert D. *Eastward to Tartary: Travels in the Balkans, the Middle East, and the Caucasus*, Vintage, 2000.

Mertin, Evelyn. “Presenting Heroes: Athletes as Role Models for the New Soviet Person.” *The International Journal of the History of Sport*, vol. 26, no. 4, 2009, pp. 469-83.

Nikolov, Jovo. “Organized Crime in Bulgaria.” *East European Constitutional Review*, vol. 6, 1997, pp. 80-84.

Nolte, Claire E. *The Sokol in the Czech Lands to 1914: Training for the Nation*, Palgrave MacMillan, 2002.

Numerato, Dino. "Between Small Everyday Practices and Glorious Symbolic Acts: Sport-Based Resistance against the Communist Regime in Czechoslovakia." *Sport in Society: Cultures, Commerce, Media, Politics*, vol. 13, no. 1, 2010, pp. 107-20.

O, Sport, You Are Peace! Directed by Iurii Ozerov, Mosfilm, 1981.

Oca, Jeffrey de Montez. "'As Our Muscles Get Softer, Our Missile Race Becomes Harder: Cultural Citizenship and the 'Muscle Gap.'" *Journal of Historical Sociology*, vol. 18, no. 3, 2005, 145-72.

Olympia. Directed by Leni Riefenstahl, Olympia-Film, 1938.

Once Brothers. Directed by Michael Tolajian, narration by Vlade Divac, ESPN Films, 2010.

"People & Power - Bulgaria: Wrestled to the Ground." YouTube, uploaded by Al Jazeera English, 24 April 2014, <https://www.youtube.com/watch?v=Cj4pHuMQguU>.

Pieper, Lindsay Parks. "Sex Testing and the Maintenance of Western Femininity in International Sport." *The International Journal of the History of Sport*, vol. 31, no. 13, 2014, pp. 1557-76.

Rider, Toby C. "Political Warfare in Helsinki: American Covert Strategy and the Union of Free Eastern European Sportsmen." *The International Journal of the History of Sport*, vol. 30, no. 13, 2013, pp. 1493-1507.

Rinehart, Robert E. "Cold War Expatriot (sic) Sport: Symbolic Resistance and International Response in Hungarian Water Polo at the Melbourne Olympics, 1956." *East Plays West: Sport and the Cold War*, edited by Stephen Wagg and David L. Andrews, Routledge, 2007, pp. 45-63.

Riordan, James. "The Impact of Communism on Sport." *Historical Social Research*, vol. 32, no. 1, 2007, pp. 110-15.

"Robert Preston – 'Chicken Fat.'" YouTube, uploaded by jdizzle61, 13 April 2008, <https://www.youtube.com/watch?v=EFofqe26t-4>.

"The Rocky Road to Sochi: Counting the Cost." YouTube, uploaded by *The Economist*, 15 July 2013.

Rocky IV. Directed by Sylvester Stallone, performances by Sylvester Stallone, Talia Shire, Burt Young, and Carl Weathers, United Artists, 1985.

Roskin, Michael G. *The Rebirth of East Europe*, Prentice Hall, 2002.

The Russian Five. Directed by Josh Riehl, Lucky Hat Entertainment, 2018.

“Sochi Opening Ceremony - Spectacular Highlights: Sochi 2014 Winter Olympics.” *YouTube*, uploaded by Olympic Channel, 25 February 2014, <https://www.youtube.com/watch?v=iRICcOdmuHg&t=128s>.

“Tamara Press Breaks Her Own Shot-Put World Record - Tokyo 1964 Olympics.” *YouTube*, uploaded by Olympic, 29 June 2013, <https://www.youtube.com/watch?v=1Ao43T5yRjI>.

“Tsvetushchaia molodost” (“Blooming Youth”). *Youtube*, uploaded by History Club, 4 December 2016, https://www.youtube.com/watch?v=Fz_RObRCu5Y&t=449s.

Wiederkehr, Stefan. “‘We Shall Never Know the Exact Number of Men Who Have Competed in the Olympics Posing as Women:’ Sport, Gender Verification, and the Cold War.” *The International Journal*, vol. 26, no. 4, 2009, pp. 556-572.



Slavic 2565—Individuals and Groups Assessment Plan

a) Specific Methods used to demonstrate student achievement of the GE expected learning outcomes

GE Expected Learning Outcomes	Direct Methods (<i>assess student performance related to the expected learning outcomes. Examples of direct assessments are: pre/post test; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of performance</i>)	Indirect Methods (<i>assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are: student surveys about instruction; focus groups; student self-evaluations</i>)
1. Students analyze and interpret major forms of human thought, culture, and expression.	Embedded questions on exams ¹ Analysis of semester-long paper ²	Opinion survey ³
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.	Embedded questions on exams Analysis of semester-long paper	Opinion survey
3. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.	Embedded questions on exams Analysis of semester-long paper	Opinion survey
4. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.	Embedded questions on exams Analysis of semester-long paper	Opinion survey

¹ On the final exam, several questions will be written specifically to assess student achievement of each GE expected learning outcome. The scores on these questions will be included in the totals for the exam but will also be analyzed separately so that the data can be used in revising the course and for GE assessment reporting purposes. Examples of *specific* embedded questions are provided in the Appendix A of this document.

²In the semester-long paper, each student has the opportunity to demonstrate mastery of GE expected learning outcomes on a project of his or her own choosing. Elements that reprise the four GE expected learning outcomes have been written into the rubric for the semester-long paper. See Appendix B of this document.

³At the end of the semester, each student will be asked to fill out an opinion survey. The survey found in Appendix C contains specific questions asking to what extent each student has achieved the four GE expected learning outcomes in this course.

b) Explanation of level of student achievement expected:

In general, for exams, success means that students will answer 75% of the embedded GE questions correctly. For the semester-long paper, success will mean that at least 75% of the students will achieve level 2 or more (out of a possible 4) for all three GE expected learning outcomes.

c) Description of follow-up/feedback processes:

At the end of the course, we will use an analysis of the embedded exam questions and the semester-long paper to identify problem spots and how we might change the course and the presentation of materials to insure better fulfillment of the four GE expected learning outcomes. We will also analyze the self-evaluation questions carefully to judge how students evaluated their own progress and to determine whether student perception meshed with performance. If there is a conflict, we will adjust the presentation and assessment of material as warranted. We will archive these end-of-semester analyses in the instructor's office so that we can gauge whether any changes made were effective. These evaluations will be discussed with the curriculum committee. We will also use these data to write a GE report when the ASCC Assessment Panel asks for a report.

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Assessment Plan: Appendix A

On the exams administered throughout the semester, several questions will be written specifically to assess student achievement of each GE expected learning outcome. The scores on these questions will be included in the totals for the exam but will also be analyzed separately so that the data can be used in revising the course and for GE assessment reporting purposes. Examples of *specific* embedded questions are provided below.

CULTURE AND IDEAS:

Students analyze and interpret major forms of human thought, culture, and expression.

Example:

1. Why does Jokisipila argue that hockey became the Soviet Union's weapon of choice in Cold War sports propaganda?

Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Examples:

1. Watch the opening ceremony of the 1980 Olympics. What elements of it seem important? What are the organizers trying to convey to viewers?
2. What overall image is the Soviet Union trying to project through its opening ceremony and this documentary? Is there an overt ideological message? Is there an implicit message, which you must infer? List at least four big "takeaways" about this image.

GLOBAL-DIVERSITY:

Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

Examples:

1. Why was the Soviet hockey team so successful and influential? How was it tied to the Red Army? How did it "recruit" the best players?
2. What does Kaplan say Bulgaria's wrestlers did after the fall of the Communist regime? How does he describe the appearance and lifestyle of the wrestlers (in the 1990s)?

Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Examples:

1. Even though the international community was skeptical of, or outright rejected, the Sochi agenda, what does the article's author argue was the purpose for hosting the Games? What is the author's assessment of the agenda she reads into the Sochi Games?

2. Why were Western media, NGOs, and other parties hostile to Russia's Olympic narrative? (Pg 168)
What purported failure in Russia's preparations/agenda was most distasteful to the international community?

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Assessment Plan: Appendix B

Rocky IV, which some might argue is not an artistic masterpiece, still lends itself to multiple levels of interpretation, particularly as they pertain to the cultural context of the Cold War. Think about what Rocky IV can be seen to say from the perspective of the USA vis-à-vis the Soviet Union/Russia. You are welcome to bring in current events, as well, since Russia has again become a major actor on the world stage. Current events can cause us to reevaluate old texts. Finally, think of at least three articles we have read this semester that you could use to defend your analysis.

Question for thought:

What values does the film suggest America abandon in order to win the Cold War? What values should America embrace? What does this tell you about the ideological construction of the USA and the Soviet Union?

Final Paper Assignment

Your final assignment for this course is to analyze the Hollywood film Rocky IV using arguments and themes from three of the articles we have read this semester, for example: concepts of the nation, the purpose of sports, spectatorship, the body, gender, etc.

CULTURE AND IDEAS:

Students analyze and interpret major forms of human thought, culture, and expression.

(1) Novice (Basic)	(2) Intermediate	(3) Advanced	(4) Superior
Shows little comprehension of concepts listed above and seems unaware of what culture-specific elements are appropriate	Shows comprehension of concepts listed above but does not fully manage to articulate them through plot elements	Shows comprehension of concepts listed above and for the most part creates situations that reflect them	Shows comprehension of concepts listed above and 'materializes' them in the plot and leit motifs so skillfully that the tale could be mistaken for a bona fide Russian instance of the genre

Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.

(1) Novice (Basic)	(2) Intermediate	(3) Advanced

Shows little comprehension of the concepts listed above	Shows comprehension of the concepts listed above and includes events that exemplify them	Shows comprehension of the concepts listed above, condenses many instances of their role in the narrative, and connects the concepts through events
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DIVERSITY-GLOBAL STUDIES:

Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world’s nations, peoples, and cultures outside the U.S.

(1) Novice (Basic)	(2) Intermediate	(3) Advanced
Shows little comprehension of the concepts listed above	Shows comprehension of concepts listed above and offers some examples	Shows comprehension of concepts listed above, includes many examples that are eloquent and Russia-specific

Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens

(1) Novice (Basic)	(2) Intermediate	(3) Advanced
Shows little comprehension of the concepts listed above	Shows comprehension of concepts listed above and offers some examples	Shows comprehension of concepts listed above, offers many examples, all of which are apposite, and incorporates their implications into the narrative

Slavic 2565
Assessment Plan: Appendix C

At the end of the semester, each student will be asked to fill out an opinion survey. The survey found here contains specific questions asking to what extent each student has achieved the three GE expected learning outcomes in this course. One question from each of the four categories below will be added to the discursive evaluations given to students at the end of each term. The questions will rotate with each offering of the course, allowing SEELC to thoroughly assess each category over multiple offerings.

CULTURE AND IDEAS:

Students analyze and interpret major forms of human thought, culture, and expression.

Example:

1. I have studied how sporting events on the global stage have served as spectacles of soft power to promote peace and cooperation (whether sincerely or cynically), or else to demonstrate cultural or physical superiority (through ideology or bodies).
2. I have learned about the significance of physical culture in Soviet ideology. I have understood the connection between strong bodies, economic production, and ideological assimilation. I have understood why the Soviet Union shifted from a disdain for competitive sports to an embrace of competition at international events.

Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.

Example:

1. I have learned how national groups are constituted as either united and othered. By reading and viewing texts about (inter)national sporting events, I have learned the ways in which groups can view sporting events as stand-ins for togetherness, conflict, and/or prestige. I have also learned how certain groups have used physical culture and sporting events as a sign of internal solidarity or protest (Czech Sokol, Hungarian water polo).
2. I have learned how governments have employed sports initiatives to control individuals' bodies and define individuals' identities. I have learned how individuals have used controlled substances to shape their bodies and define their identities, and also how certain governments have actively promoted the use of controlled substances among their own athletes.
3. I have learned how participation in physical culture, competition in sporting events, and even the regulations of the International Olympic Committee have shaped and reinforced notions of gender identity in "the West" and in the rest of the world.

DIVERSITY-GLOBAL STUDIES:

Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nation, peoples, and cultures outside the U.S.

1. This course has demonstrated how countries in East Europe, such as Hungary (water polo), Czech Republic (hockey), and Yugoslavia (basketball), employed sports programs to define their groups in the face of opposition. I have understood how the Russian government used mass sporting spectacles not only to demonstrate national superiority on the global stage, but also to give citizens something to be proud of at home.
2. Through our assignments, especially the final paper, which allowed students to analyze cold war imagery in popular American cinema, I examined the Hollywood portrayal of the supposed Russian motivation in international sports (the individual is sacrificed to the collective, performance-enhancing drugs are integral) in contrast to the American motivation in international sports (the individual works to elevate friends and family, hard work and dedication are key).

Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

1. I have learned the significance of Russian collectivism and communalism as demonstrated via innovative Soviet training methods for soccer and hockey. I have learned how the Soviet Union promoted physical culture in an attempt to unite its highly ethnically diverse population.
2. I have learned how East European athletes were required to serve as ambassadors to shape global views about their host countries.
3. I have understood that American athletes have been involved in the use of illegal substances, and that it is not productive to characterize East European athletes as somehow more corrupt or morally inferior.

Subject: FW: Course Concurrence Request
Date: Thursday, November 8, 2018 at 7:03:06 PM Eastern Standard Time
From: Folden, H
To: Peterson, Derek
CC: Brown, Danielle
Attachments: Slavic2..._Sports_Syllabus_Classroom_Final_Draft.docx

Hello Derek,

The faculty members in the SISM program area in the Department of Human Sciences have no concerns or questions regarding the proposed new course *Sports, Socialists, and Society in Russia and Eastern Europe*.

We offer you concurrence and our best wishes,

I do not see a concurrence request form so I hope this email will be sufficient.

Dr. Folden

H. Eugene Folden, Ph.D.
Associate Professor, Clinical
Director of Curriculum
Chair, Graduate and Undergraduate Studies
Department of Human Sciences
College of Education and Human Ecology
1787 Neil Avenue
129 Campbell Hall
Columbus, OH 43210
614-292-5676
Folden.1@osu.edu

From: Brown, Danielle
Sent: Wednesday, November 7, 2018 2:01 PM
To: Folden, H <folden.1@osu.edu>
Subject: FW: Course Concurrence Request

Hi Gene,

Attached is a concurrence request form for a new course titled *Sports, Socialists, and Society in Russia and Eastern Europe*. If you need any additional information about the course, feel free to reach out to Derek Peterson (peterston.636@osu.edu) over in the Department of Slavic and East European Languages and Cultures.

Danielle Brown
Curriculum Development Specialist
The Ohio State University
College of Education and Human Ecology
A458 PAES Building, 305 Annie & John Glenn Ave, Columbus, OH 43210
614-292-3180 Office
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Buckeyes consider the environment before printing.

From: Lando, Jennifer R.
Sent: Wednesday, November 7, 2018 12:25 PM
To: Peterson, Derek <peterston.636@osu.edu>; Brown, Danielle <brown.2199@osu.edu>
Subject: Re: Course Concurrence Request

Hi Derek,

Thanks for your email. Danielle Brown (copied) is our Curriculum Coordinator for the college and can route the concurrence request.

Thanks!
Jennifer

Jennifer R. Lando, PhD
Assistant Dean
Undergraduate Student Services
College of Education and Human Ecology

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From: Peterson, Derek <peterston.636@osu.edu>
Sent: Wednesday, November 7, 2018 11:35 AM
To: Lando, Jennifer R.
Subject: Course Concurrence Request

Good Morning Dr. Lando,

We submitted a proposal for a new course, Sports, Socialists, and Society in Russia and Eastern Europe, for approval last week and Garrett Heysel advised us to seek approval from PAES and the Sports & Humanities faculty (syllabus attached). Could you let me know who is the appropriate person to contact about curriculum concurrence in EHE?

Thank you,

Derek

Derek Peterson
Academic Program Coordinator
The Ohio State University

College of Arts and Sciences Department of Slavic and East European Languages and Cultures
400E Hagerty Hall, 1775 College Rd., Columbus, OH 43210
614-688-5597 Office
peterston.636@osu.edu

Curriculum Map for Russian Major

	Program Goals		
	Goal 1 Lang. Proficiency	Goal 2 Analytic Skills	Goal 3 Cult. Appreciation
Prerequisites			
Russian 1101	Novice Low/Mid	NA	Novice Low
Russian 1102	Novice Mid/High	NA	Novice Mid
Russian 1103	Novice High	NA	Novice High
Russian 1133	Intermediate Low	NA	Intermediate Low
Required Courses			
Russian 2104	Novice High/ Intermediate Low	NA	Novice High/Intermediate Low
Russian 2144	Intermediate Low/Mid	NA	Intermediate Mid
Russian 3101	Intermediate Low	NA	Intermediate Low
Russian 3102	Intermediate Mid	NA	Intermediate Med
Russian 4575	Intermediate High	Advanced	Advanced
Language Elective Courses			
Russian 3121/3122	Intermediate Low	NA	Intermediate High
Russian 4101/4102	Intermediate Low/Mid	NA	Advanced
Russian 4135	Novice/Intermediate	Intermediate	Novice
Russian 4136	Intermediate/Advanced	Advanced	Intermediate/Advanced
Russian 5101/5102	Intermediate High/Advanced Low	Advanced	Advanced
Literature, Culture, Linguistics Elective Courses			
Medren 2513	NA	Novice	Novice
Russian 2250	NA	Novice	Novice
Russian 2335	NA	Novice	Novice
Russian 2345	NA	Novice	Novice
Russian 3460	NA	Intermediate	Intermediate
Russian 3350	NA	Intermediate	Intermediate
Russian 3470	NA	Intermediate	Intermediate
Russian 4220/4221	NA	Advanced	Advanced
Russian 4600	Novice	Advanced	Advanced
Russian 5225	NA	Advanced	Advanced
Russian 5230	NA	Advanced	Advanced

Russian 5250 -(including all decimal suffixes)	NA	Advanced	Advanced
Russian 5460	NA	Advanced	Advanced
Russian 5530	Intermediate	Advanced	Advanced
Russian 5601	Advanced	Advanced	Advanced
Russian 5630	Intermediate/Advanced	Advanced	Advanced
Russian 5701	Advanced	Advanced	Advanced
Slavic 2330	NA	Novice	Novice
Slavic 2365	NA	Novice	Novice
Slavic 3360	NA	Intermediate	Intermediate
Slavic 3310	NA	Intermediate	Intermediate
Slavic 3333	NA	Intermediate	Intermediate
Slavic 3800	NA	Intermediate	Intermediate
Slavic 4520H	NA	Advanced	Advanced
Slavic 4560H	NA	Advanced	Advanced
Slavic 4260H	NA	Advanced	Advanced
Slavic 4597	NA	Advanced	Advanced
Slavic 5450	NA	Advanced	Advanced