

## 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 2365.99  
Course Title Sports, Socialists, and Society in Russia and Eastern Europe (Online)  
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? Yes  
Is any section of the course offered 100% at a distance  
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

### **Sought Concurrence**

Yes

**Attachments**

- Slavic 2565.99 Peterson.pdf: ASC Tech Review  
*(Other Supporting Documentation. Owner: Peterson,Derek)*
- Curriculum Maps Russian Major November 1.docx: Curriculum Map  
*(Other Supporting Documentation. Owner: Peterson,Derek)*
- Slavic2365.99 Sports\_Syllabus\_Online\_Final\_Draft[YH].docx  
*(Syllabus. Owner: Peterson,Derek)*
- S2365 concurrence.pdf: EHE concurrence  
*(Concurrence. Owner: Peterson,Derek)*
- Slavic2...\_Sports\_Syllabus\_Classroom\_Final\_Draft.docx: In-person syllabus  
*(Syllabus. 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 in Appendix C. Attached in-person version of syllabus. *(by Peterson,Derek on 11/09/2018 01:48 PM)*
- See email sent to dept. on 11/2/18 GRH *(by Heysel,Garett Robert on 11/02/2018 02:23 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Peterson,Derek	11/02/2018 01:36 PM	Submitted for Approval
Approved	Peterson,Derek	11/02/2018 01:36 PM	Unit Approval
Revision Requested	Heysel,Garett Robert	11/02/2018 02:23 PM	College Approval
Submitted	Peterson,Derek	11/09/2018 01:48 PM	Submitted for Approval
Approved	Peterson,Derek	11/09/2018 01:48 PM	Unit Approval
Approved	Heysel,Garett Robert	11/13/2018 09:13 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	11/13/2018 09:13 PM	ASCCAO Approval

# **SLAVIC 2365.99**

## **SPORTS, SOCIALISTS, AND SOCIETY IN RUSSIA AND EASTERN EUROPE**

### **AUTUMN 2019**

#### **LECTURE, 3 CR/HR**

“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

#### **Instructor**

Instructor: TBD

Email address: TBD

Phone number: TBD

Office hours: TBD



#### **Course description**

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 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 20<sup>th</sup> and the 21<sup>st</sup> 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 learning outcomes

By the end of the course, students will

- Locate Central and East European countries on a map
- Describe the development of sports culture and its politics
- Trace the development of nations and nationalism
- Know what the Sokol and other communal sports groups are in Eastern Europe and in Ohio
- 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

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

## Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

## Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat

- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

### Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

### Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

## Grading and faculty response

### Course materials

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.

### Assignments and Grades

#### Assignments

1. **Participation in online discussion boards (20%):**
  - a. Prepare the readings and viewings beforehand. Take good notes according to the study guide and note citations you want to share.
  - b. Participate in class and group discussions.
  - c. Treat everyone with courtesy and respect.
  - d. If you have questions, ask the instructor as soon as possible; if you don't understand something, let him/her know.
  - e. 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 400 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.

2. **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.
3. **Non-traditional sport Pecha Kucha (20%):** 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. Students will upload a narrated recording of their presentation. More information will be available in the coming weeks.
4. **Audience analysis (20%):** 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 an online discussion about spectatorship culture.
5. **Final paper (20%):** The topic and prompt will be posted during Week 12. The paper will be due at the scheduled final time.

## Late assignments

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.

## Grading scale

93–100: A  
 90–92.9: A-  
 87–89.9: B+  
 83–86.9: B  
 80–82.9: B-  
 77–79.9: C+  
 73–76.9: C  
 70–72.9: C-  
 67–69.9: D+  
 60–66.9: D  
 Below 60: E

## Faculty feedback and response time

### Grading and feedback

For large assignments, you can generally expect feedback within **7 days**.



## E-mail

I will reply to e-mails within **24 hours on school days**.

## Discussion board

I will check and reply, if necessary, to messages in the discussion boards every **24 hours on school days**.

# Attendance, participation, and discussions

## Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in**  
Be sure you log in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Online office hours:**  
All live, scheduled events for the course, including my office hours, are optional. If you need to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums:**  
As participation, you must make a substantial post to the discussion board at the end of each unit. Your post must cite at least two of the texts or films we used during the unit. You must also respond to two classmates' posts, therefore, you will have to log in twice to the discussion board at the end of each unit.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels respected and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Refrain from demeaning or insulting comments.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. This is imperative for discussion board posts. (For course materials, list at least the title and page numbers. For online sources, include a link.)

- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Academic integrity policy

### Policies for this online course

- **Quizzes and exams:** You must complete all quizzes yourself, without any external help or communication. Quizzes are open book.
- **Written assignments and presentations:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **MLA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

### 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/>.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes

associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## **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. The 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. Failure to show respect to others may result in dismissal from the class.

## **Statement on title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## **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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.**

### **Accessibility of course technology**

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

## Your mental health!

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the College of Pharmacy Office of Student Services in room 150 Parks Hall (614-292-5001) OR OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

## Course schedule (subject to change with advance notice)

Week	Topic	Reading (due today)	Activity (in-class)
<b>1</b> <b>Unit 1 – Nations and Nationalism in East Europe</b>	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
<b>2</b>	Historical and geographical overview of Central and Eastern Europe	Jankowski, Tomek. <i>Eastern Europe!</i>  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: <a href="http://www.sokolgreatercleveland.org">www.sokolgreatercleveland.org</a> .	Watch and discuss “Czechs: Sokol.”
<b>3</b>	Bodies for the Nation	Montez de Oca, Jeffrey. ““As Our Muscles Get Softer, Our	Map quiz

		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.	
<b>Unit 2 – The Olympics: International Competition</b>	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.
<b>4</b>	Presentations		Write a reflection on two presentations.
	Presentations		
<b>5</b>	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.
<b>6</b>	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.
<b>7</b>	Sports and Gender	Pieper, Lindsay Parks. "Sex Testing and the Maintenance of Western Femininity in International Sport."	
<b>Unit 3 – Sports in the Soviet Union</b>	The Socialist Body	Grant, Susan. "Culture of the Body." <i>Physical Culture and Sport in Soviet Society</i>	Look at examples of propaganda posters.
<b>8</b>	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."	
<b>10</b> <b>Unit 4 – Soviet Sports against the World</b>	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  (Sports & Migration—Add to course when documentary is released.)	Wrap up <i>Rocky IV</i>  Riordan, James. “The Impact of Communism on Sport.”  Later have class on <i>The Russian Five</i> and athletes in diaspora.	Final paper workshop.  Summarize Riordan’s 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

<b>15</b>	Russia, Putin, and Doping	<i>Icarus</i> . Directed by Bryan Fogel.	
	Final Class, Wrap Up		
<b>Finals Week</b>		The final paper is due at the end of our scheduled final time.	

## Bibliography of required materials

“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.

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# **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 20<sup>th</sup> and the 21<sup>st</sup> 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.**

## Schedule of Classes:

Week	Topic	Reading (due today)	Activity (in-class)
<b>1</b> <b>Unit 1 – Nations and Nationalism in East Europe</b>	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
<b>2</b>	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: <a href="http://www.sokolgreatercleveland.org">www.sokolgreatercleveland.org</a> .	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
<b>Unit 2 – The Olympics: International Competition</b>	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.”	
<b>Unit 3 – Sports in the Soviet Union</b>	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>	
<b>9</b>	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."	
<b>10</b> <b>Unit 4 – Soviet Sports against the World</b>	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.
<b>11</b>	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."	
<b>12</b>	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.
<b>Unit 5 – Sports after Communism</b>	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		
<b>Finals Week</b>		The final paper is due at the end of our scheduled final time.	

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## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course:** Slavic 2565.99

**Instructor:**

**Summary:** Sports, Socialists, and Society

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			Carmen Canvas, Youtube.com
6.2 Course tools promote learner engagement and active learning.	X			Carmen Canvas Discussion boards
6.3 A variety of technology is used in the course.	X			Carmen Canvas, Youtube, Office 365
6.4 The course provides learners with information on protecting their data and privacy.	X			All utilities are either 1 <sup>st</sup> party or do not require a login
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	X			Links to 8Help and Carmen support are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	X			b
7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 The course design facilitates readability.	X			
8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available

				through a standard web browser.
8.6 Vendor accessibility statements are provided for all technologies required in the course.	X			No 3 <sup>rd</sup> party utilities are used

**Reviewer Information**

- Date reviewed: 9/27/18
- Reviewed by: Ian Anderson

**Notes: Please add the information for the instructor including method of office hours once an instructor is selected. Please add dates to the course schedule.**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
 Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.  
<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.



**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](mailto:Folden.1@osu.edu)

---

**From:** Brown, Danielle  
**Sent:** Wednesday, November 7, 2018 2:01 PM  
**To:** Folden, H <[folden.1@osu.edu](mailto: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](mailto: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  
[brown.2199@osu.edu](mailto:brown.2199@osu.edu) [ehe.osu.edu](http://ehe.osu.edu)

*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](mailto:peterston.636@osu.edu)>; Brown, Danielle <[brown.2199@osu.edu](mailto: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](mailto: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  
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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 <sup>1</sup>  Analysis of semester-long paper <sup>2</sup>	Opinion survey <sup>3</sup>
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

<sup>1</sup> 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.

<sup>2</sup>In 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.

<sup>3</sup>At 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

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**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.

## Curriculum Map for Russian Major

	Program Goals		
	Goal 1 Lang. Proficiency	Goal 2 Analytic Skills	Goal 3 Cult. Appreciation
<b>Prerequisites</b>			
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
<b>Required Courses</b>			
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
<b>Language Elective Courses</b>			
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
<b>Literature, Culture, Linguistics Elective Courses</b>			
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