

Term Information

Effective Term Spring 2024
Previous Value Autumn 2019

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

This course has been revised to be included in the Traditions, Cultures, & Transformations theme

What is the rationale for the proposed change(s)?

This course has been revised to be included in the Traditions, Cultures, & Transformations theme

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Slavic Languages & Literatures
Fiscal Unit/Academic Org Slavic/East European Eurasian - 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, 6 Week, 4 Week
Previous Value 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, Lima, Mansfield, Marion, Newark, Wooster
Previous Value Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0118
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:
Culture and Ideas; Global Studies (International Issues successors); Traditions, Cultures, and Transformations

Previous Value

*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 No
Previous Value Yes

Attachments

- Slavic2365 GE Traditions Syllabus v2.docx
(Syllabus. Owner: Peterson, Derek)
- GE Theme course submission worksheet text Slavic 2365 v2.docx: GE worksheet
(Other Supporting Documentation. Owner: Peterson, Derek)
- submission form-traditions-Slavic2365v2.pdf: GE worksheet
(Other Supporting Documentation. Owner: Peterson, Derek)
- Curriculum Maps Russian Major - August 1 2022.docx: Curriculum Map
(Other Supporting Documentation. Owner: Peterson, Derek)

Comments

- I included a Word .doc version of the GE worksheet since the fillable PDF is a bit difficult to read in some spots. *(by Peterson, Derek on 02/23/2023 01:04 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Peterson, Derek	02/23/2023 01:14 PM	Submitted for Approval
Approved	Peterson, Derek	02/23/2023 01:14 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/01/2023 01:04 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/01/2023 01:04 PM	ASCCAO Approval

SYLLABUS: SLAVIC 2365.01

SPORTS AND SOCIETY IN RUSSIA AND EASTERN EUROPE

GE THEME: TRADITIONS, CULTURES AND TRANSFORMATIONS

SPRING 2024

LECTURE, 3 HOURS/WEEK

WF 11:10AM-12:30PM

CLASSROOM:

Instructor

Instructor:

Email address:

Office hours: by appointment

“The physical education of the rising generation is one of the necessary elements of the system of communist education of youth.” – Vladimir Lenin, 1920.

“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



Course description

When President Kennedy made the above statement, 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 as both sides tried to exploit to the maximum the enormous soft power potential of athletics. In this course, we will examine

the development of athletics as an arena for geopolitical struggle between the Soviet bloc and the West, as well as the rise of sports culture more generally in Eastern Europe and the Soviet Union/Russia in terms of nationhood, politics, and corporeality. We will examine the intricate ties of athletics to economic and human development and political ideologies, and discuss the similarities and differences between the Western capitalist, and the Soviet socialist athletic traditions. We will analyze documentary films and scholarly articles and we will look at the biographies of athletes and the history of international athletic competitions to understand how the Soviet bloc countries used athletics to build a new Soviet identity, society, and nation and to compete for soft power in the global arena, and we will evaluate the impact of the collapse of the Soviet bloc on sports culture and on society at large. The recent history of Russia's participation in international athletic events will also be examined in the context of Russia's renewed attempts to assert itself as a global power.

There are no prerequisites for this course, and all readings and discussions will be in English. We will meet twice a week for lecture and discussion. There will be weekly quizzes, and you will have the opportunity to reflect on our topics and on discussion boards. You will complete two midterm projects and a final project.

GE Theme Goals and Expected Learning Outcomes:

Goals:

- 1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]**
- 2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**
- 3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.**
- 4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.**

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.**
- 1.2. Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.**
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.**
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.**

3.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.

3.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.

3.3. Examine the interactions among dominant and sub-cultures.

3.4. Explore changes and continuities over time within a culture or society.

4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.

4.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

How this course enables you to reach this goals:

In this course, we look at how sports were understood and practiced in a different part of the world over the past century in order to give you an opportunity to engage with questions such as: what is the function of sports in society? Is superior athletic performance an indicator of economic development, or more generally human development? How and why are sports and politics connected? How does our participation in sports as athletes or fans influence our sense of identity? How different is the American understanding and practice of athletics from that of Russia or the former Soviet Union and what does that say about our value systems and our beliefs? How was it possible for a vibrant athletic community to exist and thrive in the Soviet Union under a socialist system? A significant part of our class work consists of discussions (in person as well as on Carmen) where you will have the opportunity to challenge other people's assumptions and beliefs in relation to these issues and have your own assumptions and beliefs challenged and tested. Our readings and films will familiarize you with what it meant to be athlete in the Soviet Bloc and the challenges that women or minority athletes faced. We will also explore how Soviet society and sports culture changed following the collapse of the Soviet Union. Among the "big" ideas we will discuss in this class are socialism and its impact on the understanding and practice of athletics, and "soft power". You will understand how Soviet bloc athletics organizations were run and funded, and how sports are used to gain political influence in the global arena. Our midterm and final projects will give you a chance to showcase your understanding of these complex issues and use knowledge from a variety of disciplines (history, anthropology, sociology, political science, gender studies).

Course goals:

By the end of the course, students will be able to:

- Describe the development of sports culture and its politics in Eastern Europe
- Describe some of the salient historic, political and cultural features of the area

- Trace the development of nations in the region and discuss the role and importance of sports in the development of national identities and the connection between sports and modernity
- Discuss and evaluate the reasons governments promote sports initiatives
- Explain how sports were organized and financed under a Socialist system of government
- Describe the experiences of athletes under the Soviet system and compare them to those of US athletes during the same period and now
- Explain how sports interact with cultural norms relating to gender
- Report on athletic communities in America and Eastern Europe
- Identify Cold War rhetoric as it intersects with the development and practice of sports
- Discuss the Olympics as a space of state and national power manifestation
- Understand why competitiveness is valued by governments and individuals
- Critically interpret sports related Cold War-era printed and visual texts
- Describe the societal changes that occurred in Eastern Europe following the collapse of the Soviet Bloc
- Explain and evaluate the changes in the sports culture of Eastern Europe between the Cold War era and the post-Soviet era and compare to the evolution of sports culture in the US.

Course materials

Readings (provided in course packet or linked in modules)

Alekseyeva A. Sochi 2014 and the rhetoric of a new Russia: image construction through mega-events, *East European Politics*, 30:2 2014, 158-174

Britannica, The Editors of Encyclopaedia. "Soviet invasion of Afghanistan". *Encyclopedia Britannica*, <https://www.britannica.com/event/Soviet-invasion-of-Afghanistan>

Bushnell, H. Ghost Olympians: The 1980 boycott and the American lives it forever changed. July 2021 <https://sports.yahoo.com/ghost-olympians-the-saga-of-the-us-boycott-of-the-1980-olympics-123315039.html>

Edelman, R. *Serious fun : a history of spectator sports in the USSR*. Oxford U Press, NY 1993

Edwards, G. Sports and the Russian Revolution. *Culture Matters*, October 2017

Guttman, A. *The Olympics: A History of the Modern Games*. Urbana: U. Illinois Press, 2002

Graves, W. 1952 Helsinki: The Cold War Comes to the Olympics. Aug 2020. <https://apnews.com/article/sports-cold-war-helsinki-sports-general-finland-e78b46f785fb8d9c1d0b4cc647d5b8ac>

Grix, J., Houlihan, B. Sports Mega-Events as Part of a Nation's Soft Power Strategy: The Cases of Germany (2006) and the UK (2012) Guttman, A. *The Development of Modern Sports*, in Coackley, J. et al. *Handbook of Sports Studies*, Sage, 2000

Jokispila M. Maple Leaf, Hammer, and Sickle: International Ice Hockey during the Cold War. *Sport History Review*, 2006, 37 p. 36-53

Kaplan, R. *Eastward to Tartary: Travels in the Balkans, the Middle East, and the Caucasus*. Random House, 2000

Montez de Oca, J. As Our Muscles Get Softer, Our Missile Race Becomes Harder: Cultural Citizenship and the Muscle Gap. *J. Historical Sociology*, Vol. 18 Issue 3 Sept 2005, p. 145-172

Grant, S. *Physical Culture and Sport in Soviet Society. Propaganda, Acculturation, and Transformation in the 1920s and 1930s*. Routledge, 2014

Mertin, E. Presenting Heroes: Athletes as Role Models for the New Soviet Person. *Int. J. History of Sport*, vol. 26/2009, issue 4 p. 469-483

Nikolov, J. Organized Crime in Bulgaria, *E. Eur. Const. Rev.* 80/1997

Nolte, C. Every Czech a Sokol, *Austrian History Yearbook*, Volume 24, January 1993, pp. 79 – 100

Numerato, D. Between small everyday practices and glorious symbolic acts: sport-based resistance against the communist regime in Czechoslovakia. *Sport in Society*, 13(1)/2010 p. 107-120

Pieper, L.P. Sex Testing and the Maintenance of Western Femininity in International Sport. *Int. J. of the History of Sport*, Volume 31, 2014 - Issue 13: Women Biennial Issue, 1557-1576

Rider, T. Political Warfare in Helsinki: American Covert Strategy and the Union of Free Eastern European Sportsmen, *Int. J. History of Sport*, vol. 30/2013, issue 13 p. 1493-1507

Riordan, J. The Impact of Communism on Sport, *Historical Social Research* vol. 32, no. 1/2007, p. 110-115

Roskin, Michael G. *The Rebirth of East Europe. Fourth Edition, Prentice Hall, 2002* (pp.2-3; pp.7-25)

Saravia, J. Good vs. Evil: The Construction of Soviet 'Otherness' in Rocky IV. *Hypotheses* 2020, <https://popmec.hypotheses.org/1635>

Smolianov, P. The Role of Sports in Eastern Europe, in E. MacIntosh et al. *International Sports Management 2nd Edition*, Human Kinetics Intl. 2014

Wiederkehr, S. '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. *Int. J. of the History of Sport*, Vol. 26/2009, Issue 4, 556-572

Films (available on streaming services)

Rocky IV (1984)

Kalev (2020)

Icarus (2017)

Course technology

Carmen Canvas is used for distributing course materials as well as for some of your assignments. Some assignments require the use of an office software suite such as MS Office or OpenOffice. 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
- **TDD:** 614-688-8743

Grading and faculty response

Assignments and Grades

Quizzes	20%
Discussion boards	20%
Midterm presentation 1	10%
Midterm presentation 2	15%
Final project	20%
Class participation	15%

Assignments

1. **Quizzes:** Quizzes will occur throughout the course on the material covered, usually one quiz per week. Some quizzes will be administered in class, and some will be administered online. Quizzes administered online will be open book.
2. **Discussion boards:** Discussion boards are provided to complement our classroom discussions and foster reflection by enabling students to expand and refine their classroom responses and communicate without the time constraints of the classroom. You are expected to contribute to each board. There is no minimum length prescribed, but your post a) be original; b) cover all questions or the number of required questions in the prompt and c) demonstrate familiarity with the topic and readings.
3. **Midterm presentation 1:** All students will create a presentation on an Olympic athlete from an Eastern European country. Your presentation will include both visuals and audio (narration) and highlight how historic events and aspects of that country's sports culture influenced the athlete's career. Min. length 500 words.
4. **Midterm presentation 2:** All students will create a presentation on one of several possible topics. You will be able to choose from: 1. A presentation on the history of an athletic organization of the Soviet bloc; 2. A presentation on a specific athletic discipline that has been traditionally dominated by Soviet bloc countries; 3. A presentation on a

specific athletic event (e.g. a soccer or basketball game, a boxing fight) of historic significance, involving teams or athletes from Eastern Europe; 4. A presentation on the history of an athletic organization in the US founded by Eastern European immigrants in the 20-th century; 5. Cultural analysis (in terms of audience, ritual, symbolism, space etc.) of a live sporting event that you attend during the semester; 6: A presentation on a specific former Soviet Union/Eastern bloc country highlighting the key moments and people in the history of athletics in that country, and the specifics of how sport was understood and practiced. Length 500-1000 words

5. **Final paper:** The content of the final project should convey the main objectives of the course as understood by the students, based on the readings and video materials. There are two parts – reflection and discussion. While the specific topic (student reflection on the course) is entirely up-to-the student, one element of comparison between the development and state/cultural and social function of sports in the US and in Soviet Union (or Russia)/ Eastern Europe is required. The submission will be due at the scheduled final time. Essay format, 1500-2000 words.

Late assignments

Assignments(3, 4, and 5 above) submitted late will lose 5% each day they are late. Assignments submitted more than five days late will not receive credit. You are expected to submit quizzes and discussion posts during the week they are due. Failure to submit a quiz or discussion post results in a grade of zero.

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**. I will grade your midterms and final review discussion posts within **7 days**.

E-mail

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

Discussion board

I will check and reply to occasional messages in the discussion boards every **72 hours on school days**. **For more urgent messages, the best way is to reach me via email.**

Attendance, participation, and discussions

Student participation requirements

Regular attendance is required. You are allowed four unexcused absences over the semester. Please use them wisely. After four unexcused absences, 3% will be deducted from your final grade for each additional absence. If you are in a situation that prevents you from attending for an extended period, please contact the instructor.

- **Office hours:**
Do not hesitate to ask for help if you have difficulties understanding the materials or completing the assignments. Your instructor will be available regularly for office hours (see schedule above).

Class discussion and written communication guidelines

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

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels welcome and respected and where people can disagree amicably. Refrain from comments that might sound demeaning or insulting.
- **Writing style:** While there is no need to answer quiz questions, or post responses to message boards as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informal language is fine for non-academic topics.
- **Content:** Your discussion posts should reflect your engagement with the topic and familiarity with the issues discussed in the readings and lecture. The difference between posts written by students who have completed the readings and watched the lecture, and posts written by students who are not familiar with the readings and lecture, is clear and obvious. If you write your posts without making the effort to read and consider the issues carefully, expect a minimal grade.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. This is imperative for review 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 homework activities

- **Quizzes:** You must complete all quizzes yourself, without any external help or communication. Quizzes are open book. Failure to submit the quiz results in a grade of zero. Contact me in advance if you need an extension.
- **Written assignments and presentations:** Your written assignments should be your own original 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)

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 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 useage 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

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.

Accessibility of course technology

This course requires use of Carmen (Ohio State's learning management system) and other 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

Mental health statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline. .

Course schedule

Week	Topic	Reading/Watching	Quizzes and Assignments
1	<p>1. Introduction to the Course.</p> <p>2. The game of politics and the politics of athletics</p>	<p>Watch Sports and Politics: More than just a game.</p> <p>Watch: Team Russia not put off by nationalist violence threat in Warsaw.</p>	<p>Quiz 1</p> <p>Discussion 1</p> <p>Sports, politics and the idea of “winning”</p>
2	<p>1. Historical and geographical overview of Central and Eastern Europe.</p> <p>2. Overview of sports culture in Eastern Europe</p>	<p>Read Roskin, Michael G. <i>The Rebirth of East Europe</i> (pp.2-3; pp.7-25)</p> <p>Read Smolianov, <i>The Role of Sports in Eastern Europe</i></p>	<p>Quiz 2: Geography of Eastern Europe and the Rebirth of East Europe</p> <p>Discussion 2</p>
3	<p>1. Pre-modern (pre-industrial) vs. modern era. The rise of modern athletics. The role of athletics in pre-modern and modern society</p> <p>2. The rise of nation states and the role of sports in nation building. Czech Sokol and the Body Nation</p>	<p>Read: Guttman, <i>The Development of Modern Sports</i></p> <p>Read: Nolte, Claire. <i>Every Czech a Sokol.</i> (pp.110-134)</p> <p>Watch “Czechs: Sokol.” YouTube, uploaded by British Pathe, 13 April 2014,</p> <p>Read: website for the Sokol organization in Cleveland</p>	<p>Quiz 3. Pre-modernity and modernity. History of soccer in Russia. The Czech Sokol club.</p> <p>Discussion board 3</p>

		www.sokolgreatercleveland.org.	
4	<p>1. The rise of the Soviet Union: The Soviet political and economic system</p> <p>2. Soviet athletic organizations and sports culture. The life of athletes in the USSR</p>	<p>Watch: How is national identity created?</p> <p>Watch: Sports and propaganda</p> <p>Read: <i>Sport and the Russian Revolution</i></p> <p>Watch: What was football like in the Soviet Union?</p> <p>Read: <i>Basketball in the Baltics</i></p> <p>Watch: Fetisov</p>	<p>Quiz 4</p> <p>The USSR</p> <p>Discussion board 4: Comparing the US and Soviet system</p>
5	<p>1. The Stalin era and WWII. The beginning of the Cold War. Soviets' criticism of Western sports culture.</p> <p>2. Helsinki 1952 – the Cold War Olympics</p> <p>The Olympics on Film</p>	<p>Read: Guttman, <i>The Olympics</i>, chapter 1</p> <p>Watch: <i>O, Sport, You Are Peace</i>. Directed by Iurii Ozerov.</p> <p>Read <i>Graves, 1952 Helsinki: The Cold War Comes to the Olympics</i></p> <p>Read Montez de Oca, <i>Cultural Citizenship and the Muscle Gap</i></p>	<p>Quiz 5: The Olympics. Ozerov.</p> <p>Discussion board 5: WWII and the Cold War</p>
6	<p>1. Gender inequality and womens' athletics in the Soviet Bloc</p> <p>2. Gender discrimination at the Olympics: Enforcing Western femininity standards</p>	<p>Read Riordan, J. <i>The Rise, Fall and Rebirth of Sporting Women in Russia and the USSR</i></p> <p>Read: Wiederkehr, S. "Gender Verification and the Cold War"</p> <p>Read: Pieper, Lindsay Parks. "Sex Testing and the Maintenance of Western Femininity in International Sport."</p> <p>Watch: Tamara Press, Iolanda Balas, Watch: Soviet Union Dominates Women's Volleyball</p>	<p>Midterm project discussion board</p> <p>Midterm project 1 due</p>
7	<p>1. The Moscow Olympics of 1980 and the US boycott</p>	<p>Watch: Moscow 1980 Opening Ceremony</p> <p>Watch: President Carter's Speech to Olympic Representatives</p> <p>Read: <i>Soviet Invasion of Afghanistan</i></p>	<p>Quiz 7</p> <p>Discussion board 7</p>

	2. Russia's boycott of the 1984 Summer Olympics	Read: Bushnell, <i>Ghost Olympians</i> Watch: Sue Walsh Watch: Invisible Olympians Watch: Cliff Wiley	
8	1. The Socialist Body 2. Spartakiads and Communal Sport	Read: Grant, Susan. "Culture of the Body." <i>Physical Culture and Sport in Soviet Society</i> Read: Grant, Susan. "Visualizing the New Soviet Citizenry." Read: <i>Moral Code of the Builders of Communism</i> Read: <i>Spartakiad: The Soviet alternative to the Olympics</i> Watch <i>Tsvetushchaia molodost'</i> (1938). Soviet sports propaganda posters.	Quiz 8: Socialist body and Spartakiads Discussion board 8: Analysis of posters
9	1. Entertaining the Soviets. Socialism and Spectator Sports The rise of Soviet soccer 2. Eastern bloc athletes as role models	Read: Edelman, Robert. "Socialism and Spectator Sport," in <i>Serious Fun</i> Watch: Dynamo Kiev vs Dynamo Minsk (summary) Read: Mertin, Evelyn. "Presenting Heroes: Athletes as Role Models for the New Soviet Person." Watch: <i>Vladimir Kuts, Nikita Simonyan, Ludmila Turishcheva</i>	Quiz 9 Discussion board 9 Athletes as public figures in the US and USSR
10	1. Political protest in Soviet Bloc athletics.	Read: Rider, "Political Warfare in Helsinki: American Covert Strategy and the Union of Free Eastern European Sportsmen." Read Numerato "Between Small Everyday Practices and Glorious Symbolic Acts: Sport-Based Resistance against the Communist Regime in Czechoslovakia." Watch: Soviet Union at the FIFA World	Discussion board 10 Sports and political protest

	2. High profile defections of athletes from the Eastern Bloc	<p>Cup 1966</p> <p>Read: Rinehart, <i>“Cold War Expatriot Sport: Symbolic Resistance and International Response in Hungarian Water Polo at the Melbourne Olympics, 1956.”</i></p> <p>Watch: Blood in the Water: USSR-Hungary water polo, 1956.</p> <p>Watch: Nadia Comaneci</p>	Midterm project 2 due
11	<p>1. The rise and fall of Soviet Ice Hockey. The Miracle on Ice history, political significance and impact</p> <p>2. Rocky IV: Sports and the American construction of Soviet otherness</p>	<p>Read Jokisipila, Markku. <i>“Maple Leaf, Hammer, and Sickle: International Ice Hockey During the Cold War.”</i></p> <p>Watch: Red Army – Soviet Ice Hockey</p> <p>Watch: 40th Anniversary of the Miracle on Ice</p> <p>Watch: Defector – The Alex Mogilny story</p> <p>Watch: Rocky IV</p> <p>Read: Saravia, <i>Good vs. Evil.</i></p>	<p>Discussion board 11</p> <p>Quiz 11: Rocky IV</p>
12	<p>1. The Gorbachev era. The 1988 Olympics. The collapse of Communism in Eastern Europe</p> <p>2. The collapse of the Soviet Union and the end of the Cold War.</p>	<p>Read Riordan, James. <i>“The Impact of Communism on Sport.”</i></p> <p>Watch ESPN “Once Bothers”</p> <p>Watch CBS Report: Russian Mafia’s influence in sports</p> <p>Watch Kalev (2020) trailer</p>	<p>Quiz 12 Collapse of the USSR</p> <p>Discussion board 12</p>
13	1. Sports and Post-Communist Economics	<p>Read Nikolov, Jovo. <i>“Organized Crime in Bulgaria.”</i></p> <p>Read Kaplan, Robert D. <i>“Wrestlers versus Democrats.”</i> In <i>Eastward to Tartary</i></p> <p>Read, Loretta Napoleon, <i>Rogue Economics</i></p> <p>Watch the three short video clips (links in Modules) about the state of Bulgarian</p>	Quiz 13: Sports after communism

	2. Sports in post-Soviet Russia: the Putin era	<p>traditional sports today.</p> <p>Watch: Bruce Berglund, <i>How Putin Played the Game</i></p>	Discussion board 13: The Putin era
14	<p>1. Sochi and the Media. Sports and Spectacle</p> <p>2. Doping in Putin's Russia. The suspension of Russia from international competitions</p>	<p>Watch "Sochi Opening Ceremony - Spectacular Highlights"</p> <p>Watch The Economist's "The Rocky Road to Sochi."</p> <p>Read: <i>Sports Mega-Events as Part of a Nation's Soft Power Strategy: The Cases of Germany (2006) and the UK (2012)</i></p> <p>Read Alekseyeva, Anna. "Sochi 2014 and the Rhetoric of a New Russia: Image Construction through Mega-events."</p> <p>Watch CBC, "Whistleblowers describe Russia's doping system"</p> <p>Watch: <i>Icarus</i>. Directed by Bryan Fogel.</p> <p>Watch: DW News: International Sports Pariah?</p>	<p>Final discussion posts due</p> <p>Quiz 14: Sochi, Spectacle, and Putin</p>
Finals Week		.	The final project is due on the day of our scheduled final exam.

GE Theme course submission worksheet: Traditions, Cultures, & Transformations

Briefly describe:

Slavic 2365 "Sports and Society in Eastern Europe" is designed to appeal to majors and non-majors alike by offering a multidisciplinary perspective on a topic of wide interest. It offers an in-depth take on sports culture in the countries of the Eastern Bloc, focusing on how socialist ideology impacted the understanding and practice of athletics, and how sports were used in the Eastern bloc to construct identities and compete for soft power in the international arena. It draws upon scholarship from fields such as history, sociology, anthropology, gender studies to examine the intricate ties of athletics to economic and human development and political ideologies, and discuss the similarities and differences between the Western capitalist, and the Soviet socialist athletic traditions.

ELO 1.1. Throughout the course, students exercise critical and logical thinking by discussing the meaning and purpose of sports in society and the way sports shape and are shaped by international relations and global politics. They are also asked to contextualize and evaluate past and current historic events related to the topics of the course. This objective ties into several goals of this course: discuss the role and importance of sports in the development of national identity; discuss the reasons governments promote sports initiatives; identify Cold War rhetoric as it intersects with the development and practice of sports; evaluate the changes in the sports culture of Eastern Europe between the Cold War era and the post-Soviet era. The relevant assignments and activities are:

-Class discussions

-Weekly discussion boards. These are structured like response papers and are intended to serve as a starting point for class-based discussions and as a forum for continuing class-based discussions.

- Final paper

Students are instructed to base their arguments in facts from the readings or research other sources available to them. Answers are graded for coherence and factual accuracy.

Sample questions for discussion:

1. Star athletes were well compensated in the Eastern Bloc, and generally speaking lived a privileged life, but they were never paid at the levels that some star athletes are paid in the US or Western Europe. After retirement from athletics most of them held well paid jobs as coaches or administrators, but no athletes ever got rich in the Soviet Union no matter how talented they were (and neither did anyone else for that matter – it was a Socialist system where no one could get rich at least not if they were law abiding). For most part, fame and glory and a place in the history books was their reward. How do you evaluate this fact? Compare to US sports

culture. Is the US sports culture better overall for rewarding top athletes with large amounts of money, or is an egalitarian system like that of the USSR preferable, and why? Use facts from the readings or other sources available to you to support your answer.

2. Is athletic performance a useful measure of a society's general level of human development? Can we judge a society, a political and economic system, by the performance of its athletes? How are human development and athletic performance connected? Use facts from the readings or other sources available to you to support your answer.

3. The Soviets tried to present their top athletes as role models for the general public and as flag-bearers for the ideology and values that they wanted to promote – discipline, hard work, team spirit, dedication, altruism, collectivism. How does that compare to the public image of athletes in the US? Do you think star athletes should play a role in the larger culture? (Do you think they want to play such a role, and is it even possible for them to stay out and not play a role in the larger culture of their country, given their fame and audience)?

ELO 1.2. The course meets this objective by exposing students to a rich array of scholarly sources that approach the topic of sports culture from a variety of perspectives: historical, sociological, anthropological, political, economic, gender studies (see list in syllabus). The relevant course goals are the same as for ELO 1.1. above and the topic is in focus in all the assignments relating to the peer-reviewed articles assigned for reading in: Week 3 Nolte, *Every Czech a Sokol* - on the connection between sports culture and national identity, Week 5: Montez de Oca, *Cultural Citizenship and the Muscle Gap* relating Western discourse on fitness in the post-WWII era to the racial-gender order, enabling students to compare and contrast similar trends in the USSR; week 6, Wiederkehr, *Gender Verification and the Cold War*, Pieper, *Sex Testing*, week 8, Grant S., *Culture of the Body*, week 9, Mertin, *Presenting Heroes*, week 12, Alekseyeva, *Sochi 2014 and the Rhetoric of a New Russia* enabling students to examine the history of Russia's recent participation in major sports events in the context of its renewed attempts to exert global power. Relevant assignments are the second midterm and final assignments; also in discussion prompts that ask students to respond or develop upon peer-reviewed articles assigned in class. Sample question: The Riordan article (The Impact of Communism on Sport) on page 2 (the "principal state priorities") basically argues that Soviet / Eastern Bloc governments invested in sports in order to achieve these six major goals that he explains in detail. To what extent are these goals shared by the US sports establishment? Is sport used to help defense/military recruitment in the US? Is it used to promote ethnic/racial integration? Please discuss at least 3 of the 6 and use scholarly sources to support your answer.

ELO 2.1. Students are given ample opportunities to draw on existing academic knowledge and out-of-class experiences to describe and synthesize approaches and experiences. The course goals related to this objective are: Describe the experiences of athletes under the Soviet system and compare them to those of US athletes during the same period and now; explain how sports interact with cultural norms relating to gender; report on athletic communities in the US and Eastern Europe; Explain and evaluate the changes in the sports culture of Eastern Europe between the Cold War era and the post-Soviet era and compare to the evolution of sports culture in the US. Assignments relevant to this objective include: open ended questions in most quizzes; discussion topics for weeks 1 (competitiveness and winning); 4,6,7; midterm 2; final

project; discussion for week 11 (Rocky IV); discussion for week 12 (doping, the concept of fairness).

ELO 2.2. Midterm assignment 2, the final assignment and several discussion assignments ask students to reflect and draw upon their own experience of sports culture, either as athletes, spectators of athletic events or students in physical education classes, and examine their own beliefs, thus creating a connection with the students' prior out of class experience and the students' own interests and concerns. The relevant course goals are the same as for ELO 2.1. A number of assignments involve creativity, for example, over the course of the semester, students are asked to imagine and describe themselves as athletes living in the pre-industrial era (week 4) post-WWII USSR (week 9), and post-Soviet Russia (week 13). Other challenges that require reflection and self-assessment are provided in discussion assignments relating to the politics of sports (week 7, students are asked to evaluate the Olympic boycotts from the perspective of athletes that had qualified and were ready to compete).

ELO 3.1 The role of sports culture in the global struggle for dominance between the US and the USSR (nowadays US and Russia) is a core topic of this course and directly addresses this objective. It is the focus of lectures and readings in Week 5, Guttman, *The Olympics*; Graves, *1952 Helsinki: The Cold War Comes to the Olympics*; Montez de Oca, *Cultural Citizenship and the Muscle Gap*; week 7, readings and videos on the Olympic boycotts of 1980 (US) and 1984 (USSR): Bushnell, *Ghost Olympians*; President Carter's Speech to Olympic Representatives (video); the opening ceremony of the 1980 Olympics (video); week 10 readings and assignments on Olympic defectors are more narrowly focused on objective 3.4 but contribute to this objective, too. Recent developments are addressed in the last week of the semester with documentaries (*The Rocky Road to Sochi*; *International sports pariah?*) Contemporary Russia's use of athletic events to project soft power is covered in Alekseyeva, *Sochi 2014 and the Rhetoric of a New Russia*, and Grix and Houlihan, *Sports Mega-Events as Part of a Nation's Soft Power Strategy: The Cases of Germany (2006) and the UK (2012)*. Students are asked to describe and evaluate these developments on discussion boards in weeks 5,7,12 and their final assignment.

ELO 3.2. The impact of Socialism on sports culture is a core topic of the course and is covered extensively starting in week 2 with Smolianov, *The Role of Sports in Eastern Europe*; week 4, *Sports and Propaganda; What was football like in the Soviet Union?* (mini-documentaries); week 8 Susan Grant, *Culture of the Body*; week 9, Edelman, *Socialism and Spectator Sports*; Mertin, *Presenting Heroes: Athletes as Role Models for the New Soviet Person*, and in week 12 the topic is summarized with Riordan, *The Impact of Communism on Sport*. Students are asked to describe and evaluate this impact, argue for and against the institutional structures and practices of the Soviet athletic establishment on different occasions on discussion boards 4,8,9, 12, describe how it impacted the competition results and the personal life of athletes in the

first midterm assignment, and describe it more in depth, in an institutional context, in their second midterm assignment.

ELO 3.3. This objective is in focus in week 10 and partially in week 11. Students read about the culture of political dissent in the Eastern Bloc, and in particular about political dissent by athletes and the stories of famous athlete defectors. Readings: Rinehart, *Cold War Ex-patriot Sport*; Numerato, *Between Small Everyday Resistance and Glorious Symbolic Acts: Sport-Based Resistance against the Communist Regime in Czechoslovakia*, Rider: *Political Warfare in Helsinki*, documentaries: *Blood in the Water*, *Nadia Comaneci*. Assessment: Quiz 10, discussion board for week 10.

ELO 3.4. This objective is in focus in weeks 3, 12 and 13. The rise of modern sports is covered in week 3 in the context of the transition from the pre-industrial era to the industrial era. Then in weeks 12 and 13, students explore societal change in the countries of the Soviet Bloc and Yugoslavia in the years following the collapse of the Soviet Union and dissolution of Yugoslavia, and also the impact of the collapse on sports culture, athletic participation and performance. Relevant readings and films are: Napoleon, *Rogue Economics*, Nikolov, *Organized Crime in Bulgaria*, the ESPN documentary "Once Brothers" (on Yugoslavia), Kaplan, R. *Wrestlers vs. Democrats*, Berglund, *How Putin Played the Game*. Lectures cover the dissolution of the Soviet Union, the economic crisis, the rise of the mafia, the fate of Soviet athletic organizations in the post-Soviet era, the collapse in living standards, the migration of athletes to Western Europe/the US and the (somewhat delayed) decline in participation and performance of Soviet Bloc countries in international competitions. Assessment: Discussion boards, quizzes for weeks 12 and 13

ELO 4. 1 This objective is in direct focus in weeks 4 and 8. Students read Edwards, *Sports and the Russian Revolution*, Edelman: *Serious Fun. A History of Spectator Sports in the USSR*. Grant, S. *Culture of the Body: Physical Culture and Sport in Soviet Society*. Lectures for these weeks cover: the organization and financing of athletic institutions, compensation of athletes in the USSR/Eastern Europe; the Spartacus Games (Spartakiada). Assessment: quizzes, discussion boards for weeks 4 and 8; students are asked to compare the Soviet system to the US system and evaluate the advantages and disadvantages of the Soviet system by imagining themselves as athletes living, training and competing in that system.

ELO 4.2 This objective is covered in week 6 which is dedicated to gender inequality in USSR and gender discrimination against East European women athletes at the Olympics. Students read Riordan, J. *The Rise, Fall and Rebirth of Sporting Women in Russia and the USSR*; Wiederkehr, S. *Gender Verification and the Cold War*, Pieper, L. *Sex Testing and the Maintenance of Western Femininity in International Sport*. Students watch videos on Tamara Press, Yolanda Balas, and

the USSR women's volleyball team. The lecture for week 6 includes additional historic background (on the prejudice against women in sports in Victorian England). Assessment: quiz 6

Curriculum Map for Russian Major (Updated 8/1/2022)

		Program Goals		
		Goal 1	Goal 2	Goal 3
		Lang. Proficiency	Analytic Skills	Cult. Appreciation
Prerequisites				
Russian 1101	Novice Low/Mid		NA	Novice Low
-(including all decimal suffixes)				
Russian 1102	Novice Mid/High		NA	Novice Mid
-(including all decimal suffixes)				
Russian 1103	Novice High		NA	Novice High
-(including all decimal suffixes)				
Russian 1133	Intermediate Low		NA	Intermediate Low
Required Courses				
Russian 2104	Novice High/ Intermediate Low		NA	Novice High/Intermediate Low
-(including all decimal suffixes)				
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
Russian 5103	Advanced Low/Mid		Advanced	Advanced
Russian 5104	Advanced Mid		Advanced	Advanced
Russian 5150	Advanced		Advanced	Advanced
Russian 5260	Advanced		Advanced	Advanced
-(can be applied in this category or the Lit/Cult/Ling electives category)				
Literature, Culture, Linguistics Elective Courses				
Medren 2513	NA		Novice	Novice
Russian 2250	NA		Novice	Novice
-(including all decimal suffixes)				

Russian 2335	NA	Novice	Novice
-(including all decimal suffixes)			
Russian 2345	NA	Novice	Novice
Russian 3460	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Russian 3350	NA	Intermediate	Intermediate
Russian 3355.99	NA	Intermediate	Intermediate
Russian 3470	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Russian 3480	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Russian 3490	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Russian 4220/4221	NA	Advanced	Advanced
Russian 4330	NA	Advanced	Advanced
Russian 5200	Advanced	Advanced	Advanced
Russian 5225	NA	Advanced	Advanced
Russian 5230	NA	Advanced	Advanced
Russian 5250	NA	Advanced	Advanced
-(including all decimal suffixes)			
Russian 5260	Advanced	Advanced	Advanced
-(can be applied in this category or the language electives category)			
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
-(including all decimal suffixes)			
Slavic 2365	NA	Novice	Novice
-(including all decimal suffixes)			
Slavic 2995.99	NA	Intermediate	Intermediate
Slavic 3310	NA	Intermediate	Intermediate

Slavic 3320	NA	Intermediate	Intermediate
Slavic 3340	NA	Intermediate	Intermediate
Slavic 3333	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Slavic 3800	NA	Intermediate	Intermediate
Slavic 4520H	NA	Advanced	Advanced
Slavic 4530	NA	Advanced	Advanced
Slavic 4560H	NA	Advanced	Advanced
Slavic 4597	NA	Advanced	Advanced
Slavic 5020	NA	Advanced	Advanced
Slavic 5450	NA	Advanced	Advanced