

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 Not open to students with credit for Slavic 2365.99.

Previous Value

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

- 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)
- Slavic 2365.01 Syllabus Revised 7-10-2023.docx
(Syllabus. Owner: Peterson,Derek)

Comments

- updated syllabus attached *(by Peterson,Derek on 07/13/2023 03:14 PM)*
- Please see feedback email sent 04-19-2023 RLS *(by Steele,Rachel Lea on 04/19/2023 02:55 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
Revision Requested	Steele,Rachel Lea	04/19/2023 02:55 PM	ASCCAO Approval
Submitted	Peterson,Derek	07/13/2023 03:14 PM	Submitted for Approval
Approved	Peterson,Derek	07/13/2023 03:14 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	07/21/2023 01:48 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	07/21/2023 01:48 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.

GEN Theme: Traditions, Cultures, and Transformations 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).

GEL Goals and Expected Learning Outcomes:

Culture and Ideas:

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

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

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

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

The materials assigned 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, Hungary, 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 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 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 at titleix@osu.edu

Disability Services

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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, The Role of Sports in Eastern Europe</p>	<p>Quiz 2:</p> <p>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</p>	<p>Read: Guttman, <i>The Development of Modern Sports</i></p>	<p>Quiz 3. Pre-modernity and modernity. History of</p>

	<p>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: 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 www.sokolgreatercleveland.org.</p>	<p>soccer in Russia. The Czech Sokol club.</p> <p>Discussion board 3</p>
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: Guttmann, <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>Read Riordan, J. <i>The Rise, Fall and Rebirth of Sporting Women in Russia and the USSR</i></p> <p>Read: Wiederkehr, S. “<i>Gender Verification and the Cold War</i>”</p>	<p>Midterm project discussion board</p>

	2. Gender discrimination at the Olympics: Enforcing Western femininity standards	Read: Pieper, Lindsay Parks. <i>“Sex Testing and the Maintenance of Western Femininity in International Sport.”</i> Watch: Tamara Press, Iolanda Balas, Watch: Soviet Union Dominates Women’s Volleyball	Midterm project 1 due
7	1. The Moscow Olympics of 1980 and the US boycott 2. Russia’s boycott of the 1984 Summer Olympics	Watch: Moscow 1980 Opening Ceremony Watch: President Carter’s Speech to Olympic Representatives Read: <i>Soviet Invasion of Afghanistan</i> Read: Bushnell, <i>Ghost Olympians</i> Watch: Sue Walsh Watch: Invisible Olympians Watch: Cliff Wiley	Quiz 7 Discussion board 7
8	1. The Socialist Body 2. Spartakiads and Communal Sport	Read: Grant, Susan. <i>“Culture of the Body.” Physical Culture and Sport in Soviet Society</i> Read: Grant, Susan. <i>“Visualizing the New Soviet Citizenry.”</i> 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. <i>“Socialism and Spectator Sport,”</i> in <i>Serious Fun</i> Watch: Dynamo Kiev vs Dynamo Minsk (summary) Read: Mertin, Evelyn. <i>“Presenting Heroes: Athletes as Role Models for the New Soviet Person.”</i>	Quiz 9 Discussion board 9 Athletes as public figures

		<i>Watch: Vladimir Kuts, Nikita Simonyan, Ludmila Turishcheva</i>	in the US and USSR
10	<p>1. Political protest in Soviet Bloc athletics.</p> <p>2. High profile defections of athletes from the Eastern Bloc</p>	<p>Read: Rider, <i>“Political Warfare in Helsinki: American Covert Strategy and the Union of Free Eastern European Sportsmen.”</i></p> <p>Read Numerato <i>“Between Small Everyday Practices and Glorious Symbolic Acts: Sport-Based Resistance against the Communist Regime in Czechoslovakia.”</i></p> <p>Watch: Soviet Union at the FIFA World 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>	<p>Discussion board 10</p> <p>Sports and political protest</p> <p>Midterm project 2 due</p>
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	1. The Gorbachev era. The 1988 Olympics. The collapse of Communism in Eastern Europe	<p>Read Riordan, James. <i>“The Impact of Communism on Sport.”</i></p> <p>Watch ESPN <i>“Once Bothers”</i></p>	<p>Quiz 12</p> <p>Collapse of the USSR</p>

	2. The collapse of the Soviet Union and the end of the Cold War.	Watch CBS Report: Russian Mafia's influence in sports Watch Kalev (2020) trailer	Discussion board 12
13	1. Sports and Post-Communist Economics 2. Sports in post-Soviet Russia: the Putin era	Read Nikolov, Jovo. <i>"Organized Crime in Bulgaria."</i> Read Kaplan, Robert D. <i>"Wrestlers versus Democrats."</i> In <i>Eastward to Tartary</i> Read, Loretta Napoleon, <i>Rogue Economics</i> Watch the three short video clips (links in Modules) about the state of Bulgarian traditional sports today. Watch: Bruce Berglund, <i>How Putin Played the Game</i>	Quiz 13: Sports after communism Discussion board 13: The Putin era
14	1. Sochi and the Media. Sports and Spectacle 2. Doping in Putin's Russia. The suspension of Russia from international competitions	Watch "Sochi Opening Ceremony - Spectacular Highlights" Watch The Economist's "The Rocky Road to Sochi." Read: <i>Sports Mega-Events as Part of a Nation's Soft Power Strategy: The Cases of Germany (2006) and the UK (2012)</i> Read Alekseyeva, Anna. <i>"Sochi 2014 and the Rhetoric of a New Russia: Image Construction through Mega-events."</i> Watch CBC, "Whistleblowers describe Russia's doping system" <i>Watch: Icarus.</i> Directed by Bryan Fogel. Watch: DW News: International Sports Pariah?	Final discussion posts due Quiz 14: Sochi, Spectacle, and Putin
Finals Week		.	The final project is due on the day of our

			scheduled final exam.
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GE Theme course submission worksheet: Traditions, Cultures, & Transformations

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. 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.

Goal 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.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
ELO 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.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p>ELO 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.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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Goals and ELOs unique to Traditions, Cultures, & Transformations

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	
ELO 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.	
ELO 3.3 Examine the interactions among dominant and sub-cultures.	
ELO 3.4 Explore changes and continuities over time within a culture or society.	
ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.	
ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues	

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