

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?)

Moving course into the New GE Traditions, Cultures, and Transformations category.

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

Moving course into the New GE Traditions, Cultures, and Transformations category.

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)?

NA

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 2365.99
Course Title Sports, Socialists, and Society in Russia and Eastern Europe (Online)
Transcript Abbreviation Sport and Society
Course Description This course looks at the development of sports as a substitute and arena for battle between countries, as well as the rise of sports culture more generally in Central and Eastern Europe in terms of nationhood, politics, and corporeality. In this course, students will learn about the history and culture of sports, spectatorship, fandom, the Cold War, and Central and Eastern Europe.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions Not open to students with credit for Slavic 2365.01.

Previous Value

Electronically Enforced

Yes

Previous Value

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

COURSE CHANGE REQUEST
2365.99 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
08/21/2023

Sought Concurrence
Previous Value

No
Yes

Attachments

- Transformations Worksheet - Slavic 2365.99.pdf: GE Worksheet
(Other Supporting Documentation. Owner: Peterson,Derek)
- GE Tradiations submission worksheet Slavic 2365.99.docx: GE Worksheet
(Other Supporting Documentation. Owner: Peterson,Derek)
- Slavic 2365.99 Syllabus 7-12-2023.docx
(Syllabus. Owner: Peterson,Derek)

Comments

- I included the worksheet in both the OAA GE PDF form and in a Word .doc. I couldn't get the text larger in the PDF so it's a little hard to read. The content of both documents is identical.

7/21/23 - All campuses checked *(by Peterson,Derek on 07/21/2023 01:55 PM)*

- Please check off all campuses or upload rationale for OAA. *(by Vankeerbergen,Bernadette Chantal on 07/21/2023 01:49 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Peterson,Derek	07/19/2023 03:37 PM	Submitted for Approval
Approved	Peterson,Derek	07/19/2023 03:37 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	07/21/2023 01:49 PM	College Approval
Submitted	Peterson,Derek	07/21/2023 01:54 PM	Submitted for Approval
Approved	Peterson,Derek	07/21/2023 01:55 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/21/2023 11:20 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/21/2023 11:20 AM	ASCCAO Approval

SYLLABUS: SLAVIC 2365.99

SPORTS AND SOCIETY IN RUSSIA AND EASTERN EUROPE

GE THEME: TRADITIONS, CULTURES AND TRANSFORMATIONS

SPRING 2024

LECTURE, 3 CREDIT HOURS

100% ONLINE, ASYNCHRONOUS

Course overview

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 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. You will be expected to complete readings and watch lectures and other video materials weekly. There will be weekly quizzes, and you will have the opportunity to reflect on our topics and interact with the instructor and your classmates 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 do athletic institutions compare between Eastern Europe and the US? How was it possible for a vibrant athletic community to exist and thrive in the Soviet Union under a socialist system? How did the political struggle between the Western and Eastern blocs influence athletic competitions? A significant part of our class work consists of discussions (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, competitiveness, fairness, and "soft power". You will understand how Soviet bloc athletics organizations were run and funded, and how sports were used and misused 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 integrate knowledge from a variety of disciplines (history, anthropology, sociology, political science, gender studies).

GEL Goals and Expected Learning Outcomes:

Cultures 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.

The development of sports culture in socialist states, the sports' impact on society over the course of the 20th and the 21st centuries, and the interference of ideology and sports in Eastern Bloc countries offer a rich ground for students to develop their critical evaluation, aesthetic interpretation and historical response skills.

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

As part of the course, students use their analytical and interpretive skills to analyze written and visual cultural artifacts including documentary and feature films as well as secondary sources exploring the development of sports culture in the 20th and 21st centuries and the intersection between ideology and sports.

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

Socialism, capitalism, competitiveness, fairness, and soft power are the "big ideas" at the center of this course. A number of assignments are included to give students an opportunity to evaluate and discuss how sports culture and society at large have been impacted by these ideas both in the Western world and the Eastern bloc countries. A number of materials are included to educate students on how governments' sports policies can impact the understanding of national character and national belonging as well as the consequences of these policies after the collapse of socialism.

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 become acquainted with the functioning and structure of the public and private institutions governing athletic activities in a number of former socialist countries, such as the Soviet Union, Czechoslovakia, Hungary, Poland, Bulgaria, and Yugoslavia. Throughout the course students have opportunities to compare and contrast sports culture in the Western world and the Eastern bloc countries.

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.

Students learn about the politically motivated cultural productions of athletic 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 documentaries.

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

This course centers national and international diversity through readings and assignments focusing on: the sports' culture of Slavic minority communities in Ohio and the US; gender discrimination at the Olympics; and ethnic diversity in athletics within the USSR and the Eastern bloc countries.

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 and compare Socialist and US athletic institutions
- 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 and explain 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 and their impact on athletic culture
- 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.

How this online course works

Mode of delivery

This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Credit hours and work expectations

This is a 3-credit course. According to Ohio State policy (go.osu.edu/credithours) students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities) in addition to 6 hours of homework (reading and assignments preparation) to receive a grade of (C) average.

Student participation requirements

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

- **Logging in**
Be sure you log in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Online office hours:**
Questions should be submitted via email. If needed, live office hours will be available by appointment.

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.

- **Writing style:** While there is no need to answer quiz questions, post responses, or participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **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.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels respected and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Refrain from demeaning or insulting comments.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. This is imperative for 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. Quizzes are open for a week and after the deadline, they cannot be submitted.
- **Written assignments and presentations:** Your written assignments, including review posts, should be your own original work. You may use any sources relevant to the topic, online or printed, as long as you provide a clear indication of the source for any content that you did not create yourself.

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.

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

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

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video (optional)

Necessary equipment

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

Necessary software

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

Grading and faculty response

Assignments and Grades

Weekly Quizzes	20%
Weekly Discussion boards	30%
Midterm project 1	15%
Midterm project 2	15%

Final project	20%
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Assignments

1. **Quizzes:** Quizzes will occur throughout the course on the material covered, usually one quiz per week. Quizzes will be administered online.
2. **Discussion boards:** You are expected to contribute to each discussion board, at least one per week. 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 project 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 project 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 project:** 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.**

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.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Religious accommodations

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit odi.osu.edu/religious-accommodations

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, <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</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: 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</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>Read: Pieper, Lindsay Parks. “<i>Sex Testing</i></p>	<p>Midterm project discussion board</p> <p>Midterm</p>

	discrimination at the Olympics: Enforcing Western femininity standards	<i>and the Maintenance of Western Femininity in International Sport.</i> Watch: Tamara Press, Iolanda Balas, Watch: Soviet Union Dominates Women's Volleyball	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. "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,</i>	Quiz 9 Discussion board 9 Athletes as public figures in the US and

		<i>Ludmila Turishcheva</i>	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	<p>1. The Gorbachev era. The 1988 Olympics. The collapse of Communism in Eastern Europe</p> <p>2. The collapse of</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</p>	<p>Quiz 12</p> <p>Collapse of the USSR</p> <p>Discussion</p>

	the Soviet Union and the end of the Cold War.	influence in sports Watch Kalev (2020) trailer	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: Russian sports in 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” Watch: <i>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.

Slavic 2365.99 “Sports and Society in Eastern Europe”

Briefly describe:

Slavic 2365.99 "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 in the 20th and 21st centuries, 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 explore the similarities and differences between the Western capitalist, and the Soviet socialist athletic traditions.

The following is a detailed description of the topics, goals, readings and assignments relevant to the GE ELO's for the Traditions, Cultures and Transformations theme.

ELO 1.1. Engage in critical and logical thinking about the topic or idea of the theme.

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:

- Weekly discussion boards. These are structured as informal response papers and in the online version of the class they constitute the main venue for student interaction and feedback.
- in the in-person version of the course, Carmen discussion boards 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 logical 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. Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.

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 project power on a global scale. 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") 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 topics and use scholarly sources to support your answer.

ELO 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.

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); discussion topics for weeks 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. 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.

Midterm assignment 2, the final assignment and several discussion assignments (week 4, 9 and 13) 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 above. 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 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.

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

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 the discussion boards for weeks 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. Examine the interactions among dominant and sub-cultures.

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

This objective is in focus in weeks 3, 4, 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 and the transition to a socialist society following the October Revolution of 1917 in week 4. 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 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.

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 history of athletic institutions in Russia/the USSR; the organization and financing of athletic institutions and compensation of athletes in the USSR/Eastern Europe; the Spartacus Games (Spartakiada). Assessment: quizzes and 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 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

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, discussion board for week 6.

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	