

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

| | | | |
|--------------------|--------------------------------------|--|--|
| College/School | College of Liberal Arts and Sciences | Department/School | School of Historical, Philosophical and Religious Studies |
| Prefix: HST | Number: 302 | Title: Studies in History (History of the Olympic Movement) | Units: 3 |

Course description:

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: *Global Awareness - G*

Mandatory Review: Yes

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Marissa Timmerman E-mail Marissa.R.Timmerman@asu.edu Phone 480-727-4029

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Richard Amesbury Date: 10/23/2019

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: **(1)** in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, **(2)** the study of contemporary non-English language courses that have a significant cultural component, **(3)** comparative cultural studies with an emphasis on non-U.S. areas, and **(4)** in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

| ASU--[G] CRITERIA | | | |
|-------------------------------------|--------------------------|--|---|
| GLOBAL AWARENESS [G] | | | |
| YES | NO | | Identify Documentation Submitted |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S. | syllabus |
| | | 2. The course must match at least one of the following descriptions: (check all which may apply): | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world. | syllabus |
| <input type="checkbox"/> | <input type="checkbox"/> | b. The course is a language course for a contemporary non-English language, and has a significant cultural component. | |
| <input type="checkbox"/> | <input type="checkbox"/> | c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas. | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures." | syllabus |

| Course Prefix | Number | Title | Designation |
|---------------|--------|---------------------------------|----------------------|
| hst | 302 | History of the Olympic Movement | Global Awareness (G) |

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

| Criteria (from checklist) | How course meets spirit (contextualize specific examples in next column) | Please provide detailed evidence of how course meets criteria (i.e., where in syllabus) |
|---|--|---|
| SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue | SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK. | SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK. |
| 2a in-depth area studies | The course is a history of the modern Olympic Games, which are revitalized in Western Europe and take place around the world. This version of the course uses the Rio 2016 Games a launchpad to explore historical themes. | In Module 2 students watch the official Olympic film of the Tokyo 1964 Games; they also watch Chariots of Fire (UK) and Leni Riefenstahl's Olympia, the film of the Berlin 1936 Games which created the genre. Students look at the environmental impact of hosting the Games, from Rio to Sochi to Beijing. They read a monograph on the Munich 1972 Games. Students write a research paper using the official Olympic report of a Games and answer a series of questions around the hosting of those Games by city and nation |
| 2d study the cultural significance of a non-US centered global issue | The Games themselves are a non-US-centered global issue, although the US certainly tries to use its athletic performances and TV money to control the Games. Themes explored in the course, like environmental impact, or human rights, follow storylines outside the United States. | In Module 1 and Module 7, students look at the environmental impact of hosting the Games, from Rio to Sochi to Beijing. In Module 5, through the stories of South African Caster Semenya and Indian Dutee Chand, and earlier stories of Spanish and East German athletes, students explore the human impact of policing gender by the International Olympic Committee. |
| | | |

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HST 302: History of the Olympic Movement
Spring 2019, SLN 28069/28070
B Session, Online

Dr. Victoria Jackson
Victoria.Jackson@asu.edu
Twitter: [@HistoryRunner](https://twitter.com/HistoryRunner)

[Coor Hall 4469](#)
Office Hours: by appt.
(480)965-2368 *better to email

*This syllabus is subject to copyright law and may not be posted on any websites.

Required Texts:

Books available at [ASU Bookstores](#)

1. Guttmann, Allen. *The Olympics: A History of the Modern Games*. Urbana: University of Illinois Press, 1992, 2002 (2nd ed.).
2. Schiller, Kay and Christopher Young. *The 1972 Munich Olympics and the Making of Modern Germany*. Berkeley: University of California Press, 2010.

See below (pp. 4-6) for additional required online articles, films, and podcasts.

Course Description:

This course explores the history of the Olympic Movement through the major topics and issues of our most recent Summer Olympics, the Rio 2016 Games. The course's structure is both chronological and thematic, with Allen Guttmann's *The Olympics* providing the chronology and journal articles and video lectures providing the themes. This course gives students the opportunity to dive deep into critical issues in the modern Olympic Games, like nationalism and internationalism, idealism, violence and peace, human rights and social justice, amateur and professional sport, elite performance and the transcendence of human limitations, ethics, entertainment and mega-event production, and ideas about the imagined global community. We will explore the International Olympic Committee, sports governing bodies, and the principles of Olympism as products of the turn of the twentieth century. We will analyze the ways in which the Games provide a window into the host nation's local history as well as its ideals and ambitions. Finally, we will look at how Olympian bodies carry layers of meaning that conflict, contradict, remain, and change over time. Topics and assignments in this course ask students to pay special attention to ideas and structures concerning race, ethnicity, nationality, social class, gender, sexuality, and religion.

Course Requirements:

Students are responsible for all required media, and are expected to complete readings, video lectures, films, and assignments by 11:59pm Arizona time on the date next to which they are listed under "Course Schedule" (pp. 6-7) and in Canvas. The course includes two papers and five discussions. Students are expected to regularly check their email and Canvas, which will be updated frequently.

| | |
|-----------------|-----|
| Grading: | |
| Discussions (5) | 50 |
| Papers (2) | 50 |
| <hr/> | |
| Total | 100 |

| | |
|-----------------------|--------|
| Grading Scale: | |
| A+ | 97-100 |
| A | 93-96 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 70-76 |
| D | 60-69 |
| E | 0-59 |

Discussions:

Each week, students will participate in class discussions in Canvas. Students will work from a provided list of questions to write essays for the first post, and reply to at least 2 other students to keep the conversation going. We will discuss topics within the context of the course and the information learned from assigned materials and video lectures. Further instructions and a grading rubric are provided in Canvas.

Papers:

The LA84 Foundation and the International Olympic Committee have made many primary source documents available and free online. In the first assignment, students will interpret the “Official Olympic Report” of two Summer Games that took place at least 30 years apart. In the second assignment, students will analyze an oral history interview with an Olympian as well as the “Official Olympic Film” of the Games in which the Olympian competed. Prompts for the two papers will include the grading rubric as well as instructions for formatting, citations, and submission in Canvas.

Late Policy:

Late assignments will receive a 10-percent reduction in grade per day (24-hour period).

Interacting with the Instructor:

My purpose is to be a resource for you as you proceed on your intellectual journey as an ASU student. I am happy to answer questions pertaining to the content of the course. If you have questions about assignments or the course structure, please consult the syllabus and course Canvas site before emailing me; you may be able to find the answer on your own. I will respond to all email messages within 24 hours.

Technology Issues and Problem Shooting:

The university provides many resources for you if you encounter technological problems. Visit MyASU for IT support. If there is an issue with the course Canvas site or assigned online media, please alert me to the issue. First, however, delete your browsing history and cookies, and try a different web browser (Chrome, IE, Firefox, Safari). If the issue with Canvas or assigned online media still occurs, please contact me.

Students with Disabilities:

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc.

Academic Integrity Policy and Plagiarism:

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>

ASU's Policy on Threatening Behavior:

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

ASU's Title IX Policy:

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

A Note on Notetaking:

Studies demonstrate that taking notes improves comprehension and retention, performance on assignments, and, therefore, grades. More recent studies suggest that taking notes by hand may improve learning and retention more than digital notetaking. To succeed in this course, I highly recommend taking notes while watching video lectures, reading assigned texts, viewing films, and listening to podcasts.

Some resources on notetaking:

[DeZure, et al, "Research on Student Notetaking," Center for Research on Teaching and Learning, University of Michigan.](#)

[Michael Friedman, "Notes on Note-taking," Harvard Initiative for Learning and Teaching.](#)

Films (in order of appearance):

Instructions to access films are provided in Canvas.

1. *Chariots of Fire*. Allied Stars, 2005.
2. *Olympia*. Leni Riefenstahl, 1938.
3. *Tokyo Olympiad*. Kon Ichikawa, 1966.
4. *One Day in September*. Columbia TriStar, 1999.
5. *The Dream Team*. NBA TV, 2012.
6. *The Other Dream Team*. Basketball Future Foundation, 2012.
7. *Runner (Nine for IX)*. ESPN Films, 2013.
8. *The Boxing Girls of Kabul*. National Film Board of Canada, 2011.
9. *A Fighting Chance*. Morgan Neville, 2016.

Online Readings (in order of appearance):

Online readings are provided in a downloadable PDF file; courtesy of ASU Libraries.

1. Boycoff, Jules. "Understanding the Olympic Games," in *Activism and the Olympics: Dissent at the Games in Vancouver and London*. New Brunswick: Rutgers University Press, 2014, 21-57.
2. Chappellet, Jean-Loup and Brenda Kubler- Mabbott. "A Brief Overview of the Olympic System" and "The International Olympic Committee" in *Global Institutions: The International Olympic Committee and the Olympic System: The Governance of World Sport*. New York: Routledge, 2008, 5-34.
3. Booth, Douglas. "The Antinomies of Multicultural Sporting Nationalism: A Case Study of Australia and South Africa." *International Sports Studies*, Vol. 21, No. 2 (1999), 5-24.
4. Hoberman, John. "Toward a Theory of Olympic Internationalism." *Journal of Sport History*, Vol. 22, No. 1 (1995), 1-37.
5. Shachar, Aleyet. "Picking Winners: Olympic Citizenship and the Global Race for Talent." *The Yale Law Journal*, Vol. 120, No. 8 (June 2011), 2088-2139.
6. Ruprecht, Louis A. "The Ethos of Olympism: The Religious Meaning of the Modern Olympic Movement." *Soundings: An Interdisciplinary Journal*, Vol. 81, No. 1/2 (Spring/Summer 1998), 267-302.
7. Brownell, Susan. "The View from Greece: Questioning Eurocentrism in the History of the Olympic Games." *Journal of Sport History*, Vol. 32, No. 2 (2005), 203-217.
8. Llewelyn, Matthew P. and John Gleaves. "The Rise of the Shamateur: The International Olympic Committee, Broken-Time Payments, and the Preservation of the Amateur Ideal, 1925-1930." *Olympika XXIII* (2014), 1-26.
9. O'Bonsawin, Christine. "From Black Power to Indigenous Activism: The Olympic Movement and the Marginalization of Oppressed Peoples (1969-2012)." *Journal of Sport History*, Vol. 42, No. 2 (Summer 2015), 200-219.
10. Black, David R. and Shona Bezanson, "The Olympic Games, Human Rights and Democratisation: Lessons from Seoul and Implications for Beijing." *Third World Quarterly*, Vol. 25, No. 7 (2004), 1245-1261.

11. Hoberman, John. "The Myth of Sport as a Peace-Promoting Political Force." *The SAIS Review of International Affairs*, Vol. 31, No. 1 (Winter/Spring 2011), 17-29.
12. Riordan, Jim. "The Role of Sport in Soviet Foreign Policy." *International Journal*, Vol. 43, No. 4 (Autumn 1988), 569-595.
13. Rider, Toby C. "Eastern Europe's Unwanted: Exiled Athletes and the Olympic Games, 1948-1964." *Journal of Sport History*, Vol. 40, No. 3 (Fall 2013), 435-453.
14. Rinehart, Robert E. "Fists Flew and Blood Flowed: Symbolic Resistance and International Response in Hungarian Water Polo at the Melbourne Olympics, 1956." *Journal of Sport History*, Vol. 23, No. 2 (1996), 120-139.
15. Gleaves, John. "Too Fit to Fly: How Female Nordic Ski Jumping Challenges the IOC's Approach to Gender Equality." *Rethinking Matters Olympic: Investigations into the Socio-Cultural Study of the Modern Olympic Movement Tenth International Symposium for Olympic Research* (2010), 278-288.
16. Pieper, Lindsay Parks. "'One of the Most Horrid Misuses of a Scientific Method': The Development of a Protest," in *Sex Testing: Gender Policing in Women's Sports*. Urbana: University of Illinois Press, 2016, 133-157.
17. Gleaves, John. "Doped Professionals and Clean Amateurs: Amateurism's Influence on the Modern Philosophy of Anti-Doping." *Journal of Sport History*, Vol. 38, No. 2 (Summer 2011), 237-254.
18. Yang, Dali L. and Alan Leung. "The Politics of Sports Anti-Doping in China: Crisis, Governance and International Compliance." *China: An International Journal*, Vol. 6, No. 1 (March 2008), 121-148.
19. Milton-Smith, John. "Ethics, The Olympics, and the Search for Global Values." *Journal of Business Ethics*, Vol. 35, No. 2 (January 2002), 131-142.
20. Dinces, Sean. "Padres on Mount Olympus: Los Angeles and the Production of the 1932 Olympic Mega-Event." *Journal of Sport History*, Vol. 32, No. 2 (Summer 2005), 137-165.
21. Wenn, Stephen R. "A Turning Point for IOC Television Policy: U.S. Television Rights Negotiations and the 1980 Lake Placid and Moscow Olympic Festivals." *Journal of Sport History*, Vol. 25, No. 1 (Spring 1998), 87-118.
22. Billings, Andrew C. "Conveying the Olympic Message: NBC Producer and Sportscaster Interviews Regarding the Role of Identity." *Journal of Sports Media*, Vol. 4, No. 1 (Spring 2009), 1-23.
23. Lawson, Craig. "Intergovernmental Challenges of the 1984 Olympic Games." *Publius*, Vol. 15, No. 3 (Summer 1985), 127-141.
24. Brace, Mark L. "Revisiting Los Angeles: A Financial Look at the XXIIIrd Olympiad." *Southern California Quarterly*, Vol. 83, No. 2 (Summer 2001), 161-180.
25. Swart, Kamilla and Urmilla Bob. "The Seductive Discourse of Development: The Cape Town 2004 Olympic Bid." *Third World Quarterly*, Vol. 25, No. 7 (2004), 1311-1324.
26. Scherer, Jay. "Olympic Villages and Large-scale Urban Development: Crises of Capitalism, Deficits of Democracy?" *Sociology*, Vol. 45, No. 5 (2010), 782-797.
27. Law, Wing-Wah. "The State, Citizenship Education, and International Events in a Global Age: The 2008 Beijing Olympic Games." *Comparative Education Review*, Vol. 54, No. 3 (August 2010), 343-367.

Podcasts (in order of appearance):

1. *Radiolab*, "Cut and Run," November 1, 2013.

2. *Radiolab*, Season 7, Episode 3: “Limits,” Part 1: “Limits of the Body.”
3. *This American Life*, Episode 577: “Something Only I Can See,” Act 1: “Do These Genes Make Me Look Fatless?”

**Students are responsible for information in the syllabus, as well as college policies and the [Student Code of Conduct](#). Students will be notified of any changes in the course requirements or policies.

Course Schedule (subject to change):

Module 1, Monday, March 11- Sunday, March 17

Module 1.1: Introduction

Jackson Video: Welcome Video

Readings: Guttman, *The Olympics*, Introduction and Chapters 1-2 (pp. 1-35); Online Reading 1- Boykoff

Module 1.2: The International Olympic Committee

Jackson Video: Owing the Olympics

Reading: Guttman, *The Olympics*, Chapters 3-5 (pp. 37-84)

Film: *Chariots of Fire*

Module 1 Discussion begins Monday, March 11, ends Sunday, March 17

Module 2, Monday, March 18-Sunday, March 24

Module 2.1: Nationalism, Multiculturalism, Olympic Internationalism

Reading: Online Reading 2- Chapelet; Online Reading 3- Booth; Online Reading 4- Hoberman; Online Reading 5- Shachar

Module 2.2: Olympism

Jackson Video: Olympism, or Olympic Idealism

Reading: Guttman, *The Olympics*, Chapters 6-7 (pp. 85-112); Online Reading 6- Ruprecht; Online Reading 7- Brownell; Online Reading 8- Llewellyn and Gleaves

Film: *Tokyo Olympiad*

Module 2 Discussion begins Monday, March 18, ends Sunday, March 24

Module 3, Monday, March 25- Sunday, March 31

Module 3.1: The Host City/Nation on Global Display

Reading: Schiller and Young, *The 1972 Munich Olympics*, Chapters 1-3 (pp. 1-86); Guttman, *The Olympics*, Chapters 8-10 (pp. 113-163)

Module 3.2: Olympic Platform

Jackson Video: Human Rights and Social Justice Activism

Reading: Schiller and Young, *The 1972 Munich Olympics*, Chapters 4-5 (pp. 87-156); Online Reading 9- O’Bonsawin; Online Reading 10- Black and Bezanson

Film: *Fists of Freedom* no longer available to stream; read Jackson WaPo article in its place

Module 3 Discussion begins Monday, March 25, ends Sunday March 31

Module 4, April 1- April 7

Module 4.1: Terrorism at the Games

Reading: Schiller and Young, *The 1972 Munich Olympics*, Chapters 6-8 (pp. 157-240); Online Reading 11- Hoberman

Film: *One Day in September*

Module 4.2: Cold War, Hot War

Jackson Video: Cold War, Hot War

Reading: Guttman, *The Olympics*, Chapters 11-13 (pp. 165-194); Online Reading 12- Riordan; Online Reading 13- Rider; Online Reading 14- Rinehart

Film: *The Dream Team*; *The Other Dream Team*

Paper 1 is due Sunday, April 7

Module 5, April 8- April 14

Module 5.1: Sex Testing

Jackson Video: The Gender Police and Gender-Segregated Sport

Reading: Online Reading 15- Gleaves; Online Reading 16- Pieper

Film: *Runner*

Module 5.2: Doping

Reading: Online Reading 17- Gleaves; Online Reading 18- Yang and Leung; Online Reading 19- Milton-Smith

Module 5 Discussion begins Monday, April 8, ends Sunday, April 14

Module 6, April 15- April 21

Module 6.1: Mega-Event Production and Television

Jackson Video: Human Potential (and Failure) in High Definition

Reading: Online Reading 20- Dinces; Online Reading 21- Wenn; Online Reading 22- Billings

Podcasts: *Radiolab* “Cut and Run”; *Radiolab* “Limits of the Body”; *This American Life* “Do These Genes Make Me Look Fatless?”

Film: *The Boxing Girls of Kabul*

Module 6.2: Corporate Games

Reading: Online Reading 23- Lawson; Online Reading 24- Brace

Film: *A Fighting Chance*

Module 6 Discussion begins Monday, April 15, ends Sunday, April 21

Module 7, April 22- April 26

Module 7: Whither the Olympics?

Jackson Video: The Games Must Go On

Reading: Online Reading 25- Swart and Bob; Online Reading 26- Scherer; Online Reading 27- Law

Paper 2 due Friday, April 26

(fist bump)

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DAVID GOLDBLATT

THE GAMES

A GLOBAL HISTORY OF THE OLYMPICS



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ROME

1960

**THE OLYMPICS
THAT CHANGED
THE WORLD**

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