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: Historical Awareness - H  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

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015
Proposer: Please complete the following section and attach appropriate documentation.

<table>
<thead>
<tr>
<th>ASU--[H] CRITERIA</th>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td>THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1. History is a major focus of the course.</td>
<td>☒</td>
<td>☐</td>
<td>syllabus</td>
</tr>
<tr>
<td>2. The course examines and explains human development as a sequence of events influenced by a variety of factors.</td>
<td>☒</td>
<td>☐</td>
<td>syllabus</td>
</tr>
<tr>
<td>3. There is a disciplined systematic examination of human institutions as they change over time.</td>
<td>☒</td>
<td>☐</td>
<td>syllabus</td>
</tr>
<tr>
<td>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.</td>
<td>☒</td>
<td>☐</td>
<td>syllabus</td>
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<tr>
<td>THE FOLLOWING ARE NOT ACCEPTABLE:</td>
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<tr>
<td>• Courses that are merely organized chronologically.</td>
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<td>• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.</td>
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<td>• Courses whose subject areas merely occurred in the past.</td>
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</table>
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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. History is a major focus of the course.</td>
<td>Students 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. These issues are placed in proper historical context, and students gain an understanding of the dramatic changes that have take place within the Games across the 20th and into the 21st centuries.</td>
<td>The first 3 modules of the course introduce and explain the origins and first decades of development of the modern Olympic Games, in proper context. The last 4 modules look thematically at various issues in the Games as they change over time since the mid-twentieth century-- technology's impact on the Games; geopolitics, terrorism, and security; women's activism to earn a place to participate, etc. The papers assigned in the course ask students to interpret official Olympic reports, oral history interviews, and official Olympic films by placing them in historical context and identifying change over time.</td>
</tr>
<tr>
<td>2. explains human development as a sequence of events influenced by a variety of factors.</td>
<td>The modern Olympic Games were revitalized in the 1890s by aristocratic white men in Western Europe and their European and Anglo counterparts across the pond. They were small and piggybacked off the World's Fair. By the Rio 2016 Games, 206 national Olympic committees participated, all NOCs had women competitors and the US had more women than men. From participation to broadcast technology to sport performance to national rivalry, the Games are a complex window into dramatic events caused by many factors throughout the 20th century.</td>
<td>The thematic structure of the course in tandem with the chronological movement and the use of Allen Guttmann (or David Goldblatt's) book on the Olympics gives students an awareness of the dramatic complexity of the growth of the Olympic Movement. We see this is technological change over time, the ways various host cities use the platform of the Games to showcase an image to the world (Berlin 1936, Tokyo 1964, Munich 1972, Sochi 2014 are just a few examples we draw upon) Students read Schiller and Young's book The 1972 Munich Olympics and the Making of Modern Germany, which demonstrates how the history of hosting of one Olympic Games can be placed in that nation's longer history, influenced by factors like the desire to signal its rejoining the global family after the World Wars.</td>
</tr>
</tbody>
</table>
### 3. There is a disciplined examination of human institutions as they change over time.

Students explore the International Olympic Committee, sports governing bodies, and the principles of Olympism as products of the turn of the twentieth century. They analyze the ways in which the Games provide a window into the host nation’s local history as well as its ideals and ambitions. They look at how Olympian bodies carry layers of meaning that conflict, contradict, remain, and change over time, with special attention to ideas and structures concerning race, ethnicity, nationality, social class, gender, sexuality, and religion.

For specific themes, see:
- Module 2.1: Nationalism, Multiculturalism, Olympic Internationalism
- Module 3.2: Olympic Platform: Human Rights and Social Justice Activism
- Module 4.2: Cold War, Hot War
- Module 5.1: Sex Testing: The Gender Police and Sex-Segregated Sport
- Module 5.2: Doping
- Module 6.1: Mega-Event Production and Television
- Module 6.2: Corporate Games

### 4. Relationship among events, ideas, and artifacts and the broad social, political, and economic context

Students interpret official Olympic reports, oral history interviews, and official Olympic films by placing them in historical context and identifying change over time. These materials are available online at the LA84 Foundation, and students also learn how the 1984 Games were the first corporate-sponsored games (in violation of the Olympic charter and absolutely a product of the US committee showcasing what it believed was the American superior political economy during the Cold War) that generated a profit over revenues, which allowed for the establishment of the Olympic library in LA.

In two research papers, students identify the possibly objectives of an organizing committee and why they organize the Games in a particular way, and why they include and don't include certain information in their official reports and official films to document the games. The oral histories often provide the stories of the Games that are missing from the reports and students consider the purposes of “official narratives” in proper context.
HST 302: History of the Olympic Movement
Spring 2019, SLN 28069/28070
B Session, Online

Dr. Victoria Jackson  Coor Hall 4469
Victoria.Jackson@asu.edu  Office Hours: by appt.
Twitter: @HistoryRunner  (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*


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.
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:
Films (in order of appearance):
Instructions to access films are provided in Canvas.
5. The Dream Team. NBA TV, 2012.

Online Readings (in order of appearance):
Online readings are provided in a downloadable PDF file; courtesy of ASU Libraries.

**Podcasts (in order of appearance):**


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

*Module 1.2: The International Olympic Committee*

- Jackson Video: Owning the Olympics
- Reading: Guttmann, *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- Chappelet; Online Reading 3- Booth; Online Reading 4- Hoberman; Online Reading 5- Shachar

*Module 2.2: Olympism*

- Jackson Video: Olympism, or Olympic Idealism
- Reading: Guttmann, *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); Guttmann, *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: Guttmann, *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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ROME 1960
THE OLYMPICS
THAT CHANGED THE WORLD

SIMON & SCHUSTER  New York • London • Toronto • Sydney