

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.

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

Course Prefix	Number	Title	General Studies Designation
HST	302	History of the Olympic Movement	H

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)
1. History is a major focus of the course.	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 20 th and into the 21 st centuries.	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.
2. explains human development as a sequence of events influenced by a variety of factors.	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 20 th century	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.

<p>3. There is a disciplined examination of human institutions as they change over time.</p>	<p>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</p>	<p>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</p>
<p>4. Relationship among events, ideas, and artifacts and the broad social, political, and economic context</p>	<p>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</p>	<p>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</p>

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)

Contents

List of Illustrations vii

Introduction 1

1: THIS GRANDIOSE AND SALUTARY TASK
The Reinvention of the Olympic Games 5

2: ALL THE FUN OF THE FAIR
The Olympics at the End of the Belle Époque 53

3: NOT THE ONLY GAME IN TOWN
The Olympics and Its Challengers in the 1920s 93

4: IT'S SHOWTIME!
The Olympics as Spectacle 147

5: SMALL WAS BEAUTIFUL
The Lost Worlds of the Post-war Olympics 193

6: THE IMAGE IS STILL THERE
Spectacle versus Anti-Spectacle at the Games 231

7: THINGS FALL APART
Bankruptcy, Boycotts and the End of Amateurism 287

8: BOOM!
The Globalization of the Olympics after the Cold War 327

9: GOING SOUTH
The Olympics in the New World Order 389

Conclusion 437

Notes 447

Index 491

DAVID GOLDBLATT

THE GAMES

A GLOBAL HISTORY OF THE OLYMPICS



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CONTENTS

	A BRIEF PREFACE	xi
1	<i>All the Way to Moscow</i>	1
2	<i>All Roads to Rome</i>	24
3	<i>No Monarch Ever Held Sway</i>	52
4	<i>May the Best Man Win</i>	70
5	<i>Out of the Shadows</i>	91
6	<i>Heat</i>	110
7	<i>Quicker Than the Eye</i>	125
8	<i>Upside Down</i>	148
9	<i>Track & Field News</i>	161
10	<i>Black Thursday</i>	176
	<i>Interlude: Descending with Gratitude</i>	200
11	<i>The Wind at Her Back</i>	205
12	<i>Liberation</i>	228
13	<i>The Russians Are Coming</i>	248
14	<i>The Greatest</i>	261
15	<i>The Last Laps</i>	285
16	<i>New Worlds</i>	308
17	<i>The Soft Life</i>	324
18	<i>"Successful Completion of the Job"</i>	347
19	<i>A Thousand Sentinels</i>	367
20	<i>"The World Is Stirring"</i>	380

ROME

1960

**THE OLYMPICS
THAT CHANGED
THE WORLD**

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