GENERAL STUDIES COURSE PROPOSAL COVER FORM

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? Yes

Is this a shared course? No

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: Social-Behavioral Sciences - SB

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

Language 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

SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[SB] CRITERIA

A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>☐</td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
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<td>2. Course content emphasizes the study of social behavior such as that found in:</td>
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<tr>
<td>☒</td>
<td>☐</td>
<td>- ANTHROPOLOGY</td>
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<td>☒</td>
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<td>- ECONOMICS</td>
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<td>☒</td>
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<td>- CULTURAL GEOGRAPHY</td>
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<td>☒</td>
<td>☐</td>
<td>- HISTORY</td>
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<tr>
<td>☒</td>
<td>☐</td>
<td>anthropology, economics, history</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>3. Course emphasizes:</td>
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<tr>
<td>☒</td>
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<td>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</td>
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<td>☐</td>
<td>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
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<td>☒</td>
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<td>4. Course illustrates use of social and behavioral science perspectives and data.</td>
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THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily arts, humanities, literary or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
### Course Prefix | Number | Title | General Studies Designation
---|---|---|---
HST | 302 | History of the Olympic Movement | SB

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</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</td>
<td>Readings address the philosophical founding of the modern Olympic Movement as a peace movement to stifle troubling nationalistic trends of the late 19th century; students see how this evolves over time into sport as a safe space for the playing out of cold war dramas, as well as the dramatic economic growth with technological changes over time.</td>
<td>Throughout the course, but especially: Module 2.1: Nationalism, Multiculturalism, Olympic Internationalism Module 4.1: Terrorism at the Games Module 4.2: Cold War, Hot War Module 6.1: Mega-Event Production and Television Module 6.2: Corporate Games Module 7: Whither the Olympics?</td>
</tr>
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<td>3</td>
<td>Historical Analysis: 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</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).</td>
</tr>
<tr>
<td>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>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>
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<td><strong>4</strong></td>
<td>sports are about bodies, and ideas about bodies play out on the bodies of athletes most transparently throughout history. We explore this in our modules on sex testing (which includes a 70+ year history at the Games) and doping, as well as our modules on human rights and social justice activism</td>
<td>See: Module 3.1: The Host City/Nation on Global Display Module 3.2: Olympic Platform (Human Rights and Social Justice Activism) Module 5.1: Sex Testing Module 5.2: Doping Module 6.1: Mega-Event Production and Television</td>
</tr>
</tbody>
</table>
HST 302: History of the Olympic Movement  
Spring 2019, SLN 28069/28070  
B Session, Online

Dr. Victoria Jackson  
Victoria.Jackson@asu.edu  
Twitter: @HistoryRunner  
Coor Hall 4469

*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.
Grading:
Discussions (5)  50
Papers (2)       50

Total                                        100

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.

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
**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.

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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THE GAMES

A GLOBAL HISTORY OF THE OLYMPICS

W. W. Norton & Company
Independent Publishers Since 1923
New York • London
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ROME 1960
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