

HISTORY OF THE OLYMPIC GAMES

HIST 342-DL1/HIST 387-006

Spring 2021

3 credit hours

Instructor: Professor Chris Elzey

Location: Online (Blackboard and Zoom)

When: M/W, 1:30-2:45 pm EDT/EST. The class will take place over Zoom.

Starting in week #2, half the class will meet Mondays, while the other half will meet Wednesdays. PLEASE NOTE: Material for the weekly learning module will be made available at 8:00 am EDT/EST each preceding Wednesday.

Email: celzey@gmu.edu (please use your MasonLive account when emailing)

Office Hours (via email): M/W 10:30 am-12:00 pm EDT/EST

Prerequisites for the course

None

The Course

The modern Olympic Games are perhaps the most watched and widely recognized sports event in world history. For more than 120 years, the Games have brought people together from around the world. One of the more popular misconceptions about the Olympics is that they were (and are) purely an athletic event. This course argues that the Games were anything but that. From the first modern Games in Athens in 1896 to the recently postponed 2020 Summer Games in Tokyo, Japan, the Olympics have been a venue in which international politics; assumptions about race, gender, ethnicity, and class; global economics; and ideas of imperialism and national power have played. To be sure, the Games' athletic events were important. But so too were the political, cultural, and social aspects of those events. Much of our time will be spent examining these aspects. The Olympics have always been more than just sport. In myriad ways, they reflect world history and culture, and help shape both.

Learning Objectives

After taking the course, students will be able to explain:

- The history of the ancient Olympic Games and their meaning
- The origins of the modern Olympic Games and their early development
- The biographies of the Games' early leaders, including Pierre de Coubertin
- Who the most famous Olympians were and why
- The impact of the Cold War on the Games and vice-versa
- Geopolitical conflicts in the context of the Games
- Amateurism and professionalism in the Games
- The expansion of the modern Olympics
- The intersection of international politics and the Olympics
- The commercialization of the Games

- Terrorism and the modern Games
- Issues of race, culture, gender, and ethnicity in the Olympics
- The Olympics in a post-Cold War world

Demonstrating effective and clear expression in writing, oral communication, and online presentations is another important goal of the course.

Required Books

- Hoffer, Richard. *Something in the Air: American Passion and Defiance in the 1968 Mexico City Olympics*. New York: Free Press, 2009.
- Large, David Clay. *Nazi Games: The Olympics of 1936*. New York: W.W. Norton & Company, 2007.
- Maraniss, David. *Rome 1960: The Olympics That Changed the World*. New York: Simon & Schuster, 2008.
- Siegel, Barry. *Dreamers and Schemers: How an Improbable Bid for the 1932 Olympics Transformed Los Angeles from Dusty Outpost to Global Metropolis*. Berkeley, CA: University of California Press, 2019.

You are also responsible for reading several articles. All of these are available on Blackboard under the e-Reserve tab. The readings are to be completed by the deadline in the course schedule (at the end of the syllabus). You may be quizzed or tested on each article. You might also be expected to include information on the articles in your comments during class discussion.

- Carlson, Lew. "Giant Patagonians and Hairy Ainu: Anthropology Days at the 1904 St. Louis Olympics." *Journal of American Culture* (Fall 1989): 19-26.
- Joseph, Eaton. "Reconsidering the 1980 Moscow Olympic Boycott: American Sports Diplomacy in East Asian Perspective." *Diplomatic History* (November 2016): 845-864.
- Edelman, Robert. "'The Russians Are not Coming': The Soviet Withdrawal from the Games of the XXIII Olympiad." *International Journal of the History of Sport* 32, 1 (2015): 9-36.
- Hansen, Jorn. "The 1912 Olympic Games in Stockholm: The First Meeting of the Highly Trusted Men and What Happened to Them." *International Journal of the History of Sport* (March 2014): 535-549.
- Kidd, Bruce. "The Popular Front and the 1936 Olympics." *Canadian Journal of History of Sport and Physical Education* 11 (May 1980): 1-18.
- Jinxia, Dong. "The Beijing Games, National Identity and Modernization in China." *International Journal of the History of Sport* 27 (Nov./Dec. 2010): 2798-2820.
- Matthews, George. "The Ghost of Plato." In *America's First Olympics: The St. Louis Games of 1904*, 40-78. Columbia, MO: University of Missouri Press, 2005.

Soares, John. "'Very Correct Adversaries': The Cold War on Ice from 1947 to the Squaw Valley Games." *International Journal of the History of Sport* (August 2013): 1536-1553.

Wenn, Stephen. "Peter Ueberroth's Legacy: How the 1984 Los Angeles Games Changed the Trajectory of the Olympic Movement." *International Journal of the History of Sport* 32, 1 (2015): 157-171.

Films

You are required to watch several films, most of which can be accessed through streaming services provided by George Mason. There are, however, a few films that cannot be streamed through one of these services. I will let you know in advance the title of these films—in case you subscribe to a streaming service through which you can watch it. I will show these films over Zoom as well. The times and dates of the screenings will be posted on the announcement page of the course and sent as an email.

Course Structure

HIST 342-DL1/HIST 387-006 is a synchronous course, though much of it will be taught asynchronously. All course material is located in the "weekly learning module" on the Blackboard page for the course. Click on the "Course Content" header on the course's homepage to access the weekly module folders. Every Wednesday at 8:00 am EDT/EST (except for week #1), you will be able to access the material for the upcoming week.

To help you manage the course workload, I've assigned the due dates for readings, assignments, quizzes, exams, and papers. Some are due Monday by 1:30 pm EDT/EST; others are due Wednesday by 1:30 pm EDT/EST.

All work is to be submitted through Blackboard. Instructions on how to do this is located in the "Start Here: Welcome" header on the course's Blackboard page. A deduction of 5 points will result for all work submitted a day late—and an additional 5 points will be added for each subsequent day the work is not submitted. Realizing that computer problems and internet outages do happen, please make sure you give yourself enough time to submit the work.

The course will be conducted on Blackboard and over Zoom, so be sure you know how to access and navigate both (in order to attend class over Zoom, you must first sign-in to your Zoom account at gmu.edu.us). Blackboard support at George Mason has a useful reference guide. You can find it here: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>. If you have questions and/or problems with accessing and navigating Blackboard, please contact Blackboard support at George Mason.

The content of the course includes a variety of material, including readings, recorded PowerPoints, films, and podcasts. Please be sure you can access all

material. You are responsible for all course content (in other words, everything posted in the weekly learning modules for the class and discussed during class).

Many of you may be new to distance learning at the college level. I would suggest that you review Mason Online's guide, "Strategies for Online Learning Success." You can access it here:

<https://masononline.gmu.edu/success/>.

Exams

There are two exams. Each covers all material presented in the class. The exams will consist of short answer and essay questions. Several weeks before the exam, I will post a list of short answer and essay questions on Blackboard. From that list, I will pick a handful of short answer essay questions that you will respond to. I will make the questions for each exam available at 12:00 pm EDT/EST on the day before you are to submit it (for exam #1, the due date is March 15; for exam #2, it is May 3). You may consult and cite outside sources for the exams, but you are limited to two sources per exam. Each exam will count for 20 percent of your grade.

Participation during Class Discussions

You are also responsible for contributing to the discussions we will have most weeks over Zoom during the real-time class portion of the course. Here's how it works: I will divide the class into two groups after the first week of class (Group A and Group B). The group to which you are assigned must attend class once a week. Some weeks, your group will meet on Monday, and for other weeks, on Wednesday. So be sure you consult the course schedule (at the end of the syllabus) or the online schedule under each weekly module. You can access the real-time class by clicking on the "Zoom Weekly Class" link on the menu in Blackboard and then locating the appropriately dated class.

During class, I will divide your group into breakout sessions. You will be given a series of questions ahead of time, and I'd like you to discuss these questions with your group. Toward the end of the class, I will bring the group back together and we will discuss the questions as a group.

You will be graded on your participation in both the smaller and larger group sessions. I expect you to discuss the questions and support your comments with evidence and details from the course. I will access each of the breakout groups, monitor the discussion, and pose additional questions.

Your participation during class discussion will consist of 10 percent of your grade.

Quizzes

Quizzes are also part of the course, and they may take different forms: true/false, multiple choice, or short answer. At the end of the semester, I

will drop your lowest quiz score and calculate the average, which is worth 10 percent of your grade.

Short Papers

You are also expected to write two short “optional” papers. The paper should be approximately 3 pages in length—about 750 words. The papers are meant to provide you with an opportunity to analyze an important theme/event/development that is examined in one of the four required books for the class. You are to write two papers on any of the four books (hence, the term “optional”).

Important: Do not merely summarize the book. I would like you to think about the book and articles and write about how they relate to American history and culture, as well as to other material presented in the class. You will be graded on content, persuasiveness, grammar, and organization. Papers must be submitted through the submission drop box on Blackboard (instructions on how to do this can be found under the “Start Here: Welcome” tab on Blackboard). No papers will be accepted by email.

The scores of the papers will be averaged and count for 10 percent of your grade. Please check the course schedule for the due dates of each of the papers.

Group Presentation and Longer Paper

The last two requirements are a longer paper and a group presentation. Here’s how these two requirements work: I will divide the class into different groups and then assign each group a topic that we will not be able to examine (fully) in class. Your group is to create a presentation to be uploaded to the Blackboard page for the course. You may use video, voice-over recording, PowerPoint, pictures, photographs and/or podcasts. I will provide more instructions in a separate document.

Important: You are to email me the completed presentation by the deadline listed in the course schedule. I will subtract five points from your overall presentation grade for each day the presentation is late. You will be graded on the way in which you present the material, the content of the presentation, and the quality of the presentation itself. I’d also like the group to include three or four questions at the end presentation. The questions may serve as discussion questions for class.

The group project requires you to work remotely with a handful of your fellow classmates. I understand that such a method is probably not ideal, but I’m sure it can work—and be a fulfilling project. Working on a group project like this requires that each group member contributes to the presentation and communicates frequently with others in the group. The presentation is worth 10 percent of your grade.

The final requirement is a longer paper on the topic assigned for the group presentation. I would like you to research the topic, identify a significant theme and/or idea associated with the topic, relate the theme and/or idea back to material discussed in class, and write a paper of approximately 10 pages (about 2,500) that analyzes the topic vis-à-vis the course itself. The paper is not meant to be an in-depth research paper in which you research a long list of primary and secondary sources. That said, I'd still like you to consult several different types of sources (newspapers, journal articles, books, serials, and so forth) and write a well-organized paper in which you show that you read, thought about, and analyzed the sources of your paper in relation to the topic itself.

Even though your group will be assigned the same topic, you are expected to write your own paper. The paper is due April 28. You are to submit it through the Blackboard assignment submission dropbox located under Week #14. I will provide more instructions on the longer paper in a separate document. The longer paper will count for the final 20 percent of your grade.

Grade Breakdown

Exams (2 exams, each worth 20 percent)	40%
Longer paper	20%
Quizzes and assignments	10%
Participation during class discussions	10%
Group presentation	10%
Two shorter papers (each worth 5 percent)	10%

Grading Scale

A	93-100	B+	88-89.99	C+	78-79.99	D	60-69.99
A-	90-92.99	B	83-87.99	C	73-77.99	F	0-59.99
		B-	80-82.99	C-	70-72.99		

Missed Exams, Quizzes and Assignments

Make-up exams will only be given if you have official documentation (a doctor's note, for instance) excusing you from class. There will be no make-up quizzes. Late papers and assignments will be docked 5 points for each day they are not turned in (that includes Saturdays and Sundays). So, please do your work in a timely manner. Budget your time. And plan accordingly.

Accessing Course Material

To make your learning experience as rewarding as possible, it is imperative that you have a computer in good working condition with sufficient data storage—2 gigabytes (or more) of random-access memory. It is also imperative that your internet connection is speedy and has enough bandwidth to access all of the course content and complete every assignment.

Just in case something does happen, I would encourage you to have a backup plan. Disruption in internet connectivity or a faulty computer is not a valid reason for tardy submission of work.

The operating system on your computer should be suitable for the Blackboard platform used by the university. If you have questions regarding this matter, email Information Technology Services (ITS) at support@gmu.edu or call 703-993-8870.

To view the Blackboard page for the course, go to <https://mymasonportal.gmu.edu> and log-in. The "Courses" tab will then appear. After clicking on the tab, HIST 342/387 will appear in a list with your other courses. Then simply click on the HIST 342/387 tab.

Policies of the University

As in face-to-face classes, the policies of the university apply to distance education. Please familiarize yourself with the policies and do the utmost to adhere to them. They can be found at: <https://universitypolicy.gmu.edu/>.

Use of the Internet

The Internet is a wonderful thing. After all, without it, we would not be able to meet "virtually" and explore the history of western civilization. There are, though, some best practices I'd like you to use when it comes to the internet. First, unless specifically instructed by me, there really is no reason for you to consult and include extraneous material from the internet. I cannot expect you to know what is not presented in the course. If you do decide to include material from the internet for any of your assignments, be sure the site is reliable and contains historically accurate and verifiable information.

Second, just as with other "hard copy" sources you might consult for your other classes, internet sources must be properly attributed, quoted, and cited. Under no circumstances is "cutting and pasting" information from a website and claiming it as your own to be done without the necessary acknowledgement and citation of the source. The Writing Center at GMU has a useful webpage that addresses most any question you might have about quoting, citing and other matters on writing. The center also offers assistance that is geared toward English for Speakers of Another Language (ESOL). To see the full list of services, access the center's webpage at: <https://writingcenter.gmu.edu/writing-resources>.

Third, in everything you do in the course, I expect you to be respectful of other viewpoints and positions. A large component of the course revolves around the weekly discussions we will have over Zoom. In these discussions, I expect you to treat your peers as you would like to be treated. Derogatory, abusive, and/or rude comments will not be tolerated. Expressing such comments may result in a zero for the assignment.

Finally, GMU has a policy on the "Responsible Use of Computing," which applies to everything you do in the course. To access the policy, see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>.

Communicating with Instructor

Email is the best way to contact me. I ask that you include "HIST 342/387" in the subject line in all messages. Also, please use your MasonLive account. If you email from a different account, I will ask you to resend the message through your MasonLive account.

Before emailing, please review the syllabus. It could be that the answer to your question is contained there. Also, your classmates are a good source of information. They may know the answer to your question. You might want to consider asking your peers before emailing.

I will do my best to respond to your email as quickly as possible. However, I might not be able to do it immediately. You can expect a reply within a day. I'd like you to abide by that expectation too. If I email you, please respond within twenty-four hours.

Given the nature of the course, I expect you to consult your MasonLive account on a regular basis.

Academic Integrity

Students who violate the Honor Code will be dealt with severely and may receive a sanction that results in a grade of F (or worse) for a paper, quiz, assignment, or exam. Your adherence to the Honor Code is applicable to all the work you do in the course. It is your responsibility to understand fully what is expected of you. If you have questions about the Honor Code, information can be found on the website for the Office of Academic Integrity: <https://oai.gmu.edu/>.

Students with Disabilities

Accommodations for students with disabilities are available. However, it is necessary that you contact the Office of Disability Services (ODS) first. For more information, see the webpage of the Office of Disability Services at: <https://ds.gmu.edu/>. You can also call 993-2474 or visit the ODS office in SUB I, rm. 4205.

Diversity

The course adheres to GMU's Diversity Statement: "George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth." For more, see <https://stearnscenter.gmu.edu/purpose-and-mission/mason-diversity-statement/>.

Student Privacy

Maintaining student privacy through their educational records is a matter taken seriously in the course. And it's the law. The Family Educational Rights and Privacy Act (FERPA) mandates the safeguarding of educational records, among other things. To learn more about FERPA, see <https://registrar.gmu.edu/ferpa/>.

Services and Programs for Online Learners

George Mason has a wide array of programs and services for students enrolled in online courses. One is the Counseling and Psychological Services (CAPS). The website for CAPS is: <https://caps.gmu.edu/>. Of particular note is the "Resources for Distance Learning" created by CAPS. The webpage is located here: <https://caps.gmu.edu/resources-for-distance-learning/>.

The GMU library offers an assortment of valuable tools for students taking online classes. See <http://library.gmu.edu/for/online> for more information.

The Student Support and Advocacy Center (SSAC) is another important resource for students. You can learn more about SSAC here: <https://ssac.gmu.edu/>.

Important Drop/Withdrawal Dates

- February 12 is the last day you can withdraw from the course without a financial charge
- April 1 is the final day of the selective withdrawal process

Course Schedule

Week 1

Overview:

- Introduction
- Ancient Olympic Games
- Origins of the Modern Olympics

Course Material:

- "Introduction" (brief recording/PPT)
- "What Were the Ancient Olympic Games?" (brief recording/PPT)
- NPR Story on 2020 Tokyo Olympics
- Matthews, "The Ghost of Plato"

Deadlines:

- By January 25 (1:30 pm EST):
 - Review "Introduction" (brief recording/PPT)
- By January 27 (1:30 pm EST):
 - Review "What Were the Ancient Olympic Games?" (brief recording/PPT)
 - Listen to NPR Story on 2020 Tokyo Olympics
 - Read Matthews, "The Ghost of Plato"

In-person Class Time (1:30-2:45 pm EST):

- On January 25
 - Entire class is to attend (I will assign students to Group A or B after the class)
- On January 27
 - Neither groups A nor B is to attend

Week 2

Overview:

- Origins of the Modern Olympics
- William Penny Brookes
- Pierre de Coubertin

Course Material:

- "William Penny Brookes, Pierre de Coubertin, and the Beginning of the Modern Games" (brief recording/PPT), part I and II
- Siegel, *Dreamers and Schemers*

Deadlines:

- By February 1 (1:30 pm EST)
 - Review "William Penny Brookes, Pierre de Coubertin, and the Beginning of the Modern Games" (brief recording/PPT), part I
 - Start Siegel, *Dreamers and Schemers*
- By February 3 (1:30 pm EST)
 - Review "William Penny Brookes, Pierre de Coubertin, and the Beginning of the Modern Games" (brief recording/PPT), part II
 - Continue Siegel, *Dreamers and Schemers*

In-person Class Time (1:30-2:45 pm EST):

- On February 1
 - Group A
- On February 3
 - Group B

Week 3

Overview:

- The First Modern Games, Athens 1896
- The Olympics and Imperialism
- The Growth of the Olympic Games
- World's Fairs and the Olympics

Course Material:

- "Setting the Pattern: the 1896 Games in Athens" (brief recording/PPT), part I and II
- "From Paris to St. Louis to London: World's Fairs and the Olympics (brief recording, PPT), part I and II

- Carlson, "Giant Patagonians and Hairy Ainu: Anthropology Days at the 1904 St. Louis Olympics"
- Siegel, *Dreamers and Schemers*

Deadlines:

- By February 8 (1:30 pm EST)
 - Review "Setting the Pattern: the 1896 Games in Athens" (brief recording/PPT), part I and II
 - Continue Siegel, *Dreamers and Schemers*
- By February 10 (1:30 pm EST)
 - Review "From Paris to St. Louis to London: World's Fairs and the Olympics (brief recording, PPT), part I and II
 - Read Carlson, "Giant Patagonians and Hairy Ainu: Anthropology Days at the 1904 St. Louis Olympics"
 - Continue Siegel, *Dreamers and Schemers*

In-person Class Time (1:30-2:45 pm EST):

- On February 8
 - Group B
- On February 10
 - Group A

Week 4

Overview:

- International Rivalries and the Olympics
- The 1908 London Games
- The 1912 Stockholm Olympics
- The Popularization and Modernization of the Olympic Games
- The 1924 Paris Games
- The 1928 Amsterdam Games
- Origins of the Winter Games

Course Material:

- "The Spat between the US and the UK: the 1908 London Games" (brief recording/PPT), part I and II
- "The Jazz Age Olympics and the Making of American Megastars" (brief recording/PPT), part I and II
- Read Hansen, "The 1912 Olympic Games in Stockholm: The First Meeting of the Highly Trusted Men and What Happened to Them"
- *Chariots of Fire*
- Siegel, *Dreamers and Schemers*

Deadlines:

- By February 15 (1:30 pm EST)
 - Review "The Spat between the US and the UK: the 1908 London Games" (brief recording/PPT), part I and II

- Read, Hansen, "The 1912 Olympic Games in Stockholm: The First Meeting of the Highly Trusted Men and What Happened to Them"
 - Continue Siegel, *Dreamers and Schemers*
- By February 17 (1:30 pm EST)
 - Review "The Jazz Age Olympics and the Making of American Megastars" (brief recording/PPT), part I and II
 - Watch *Chariots of Fire*
 - Continue Siegel, *Dreamers and Schemers*

In-person Class Time (1:30-2:45 pm EST):

- On February 15
 - Group A
- On February 17
 - Group B

Week 5

Overview:

- The Beginning of Mega-Games
- The 1932 Los Angeles Olympics
- The Failed Boycott of the 1936 Berlin Olympics

Course Material:

- "The Great Debate Over United States Participation in the 1936 Berlin Games" (brief recording/PPT), part I
- Siegel, *Dreamers and Schemers*
- Large, *Nazi Games*

Deadlines:

- By February 22 (1:30 pm EST)
 - Complete and submit quiz on Siegel, *Dreamers and Schemers*
 - Submit "optional" paper on Siegel, *Dreamers and Schemers* (if you decide not to write a paper on *Dreamers and Schemers*, you must write on two of the three remaining required books)
 - Begin Large, *Nazi Games*
- By February 24 (1:30 pm EST)
 - Review "The Great Debate Over United States Participation in the 1936 Berlin Games" (brief recording/PPT), part I
 - Continue Large, *Nazi Games*

In-person Class Time (1:30-2:45 pm EST):

- On February 22
 - Group B
- On February 24
 - Group A

Week 6

Overview:

- The Failed Boycott of the 1936 Berlin Games
- The 1936 Berlin Games
- Race and Ethnicity and the Olympic Games
- Leni Riefenstahl and *Olympia*

Course Material:

- "The Great Debate Over United States Participation in the 1936 Berlin Games" (brief recording/PPT), part II
- Kidd, "The Popular Front and the 1936 Olympics"
- *Olympia*

Deadlines:

- By March 1 (1:30 pm EST)
 - Review "The Great Debate Over United States Participation in the 1936 Berlin Games" (brief recording/PPT), part II
 - Continue Large, *Nazi Games*
- By March 3 (1:30 pm EST)
 - Read Kidd, "The Popular Front and the 1936 Olympics"
 - Continue Large, *Nazi Games*

In-person Class Time (1:30-2:45 pm EST):

- On March 1
 - Group A
- On March 3
 - Group B

Week 7

Overview:

- 1936 Berlin Games and Aftermath
- The Soviet Union and the Olympic Games
- The Early Years of the Cold War and the Olympics
- The 1952 Helsinki Olympics

Course Material:

- "The Soviets Are Coming, the Soviets Are Coming: the 1952 Helsinki Games and the Beginning of an Olympic Rivalry" (brief recording/PPT), part I and II
- Soares, "'Very Correct Adversaries': The Cold War on Ice from 1947 to the Squaw Valley Games"
- Large, *Nazi Games*

Deadlines:

- By March 8 (1:30 pm EST)
 - Read Soares, "'Very Correct Adversaries': The Cold War on Ice from 1947 to the Squaw Valley Games"

- By March 10 (1:30 pm EST)
 - Complete and submit quiz on *Large, Nazi Games*
 - Submit "optional" paper on *Large, Nazi Games* (if you decide not to write a paper on *Nazi Games*, you must write on the remaining two required books, if you did not write on *Dreamers and Schemers*)
 - Review "The Soviets Are Coming, the Soviets Are Coming: the 1952 Helsinki Games and the Beginning of an Olympic Rivalry" (brief recording/PPT), part I and II

In-person Class Time (1:30-2:45 pm EST):

- On March 8
 - Group B
- On March 10
 - Group A

Week 8

Overview:

- Exam #1
- International Politics and the Olympics
- The 1956 Melbourne Games
- The 1960 Rome Olympics
- Television and the Olympics

Course Material:

- Exam #1
- Film on 1956 water polo match between Hungary and USSR
- *Maraniss, Rome 1960*

Deadlines:

- By March 15 (1:30 pm EDT)
 - Complete and submit exam #1
- By March 17 (1:30 pm EDT)
 - Watch film on 1956 water polo match between Hungary and USSR
 - Begin *Maraniss, Rome 1960*

Week 9

Overview:

- Decolonization and the Olympics
- Civil Rights and the Games
- The 1964 Tokyo Olympics

Course Material:

- "South Africa, Marching to Freedom, and the 1964 Tokyo Olympics" (brief recording/PPT), part I and II
- *Tokyo Olympiad*
- *Maraniss, Rome 1960*

Deadlines:

- By March 22 (1:30 pm EDT)
 - Review "South Africa, Marching to Freedom, and the 1964 Tokyo Olympics" (brief recording/PPT), part I and II
 - Continue Maraniss, *Rome 1960*
- By March 24 (1:30 pm EDT)
 - Watch Kon Ichikawa, *Tokyo Olympiad* (we won't watch the entire film but rather segments of it)
 - Continue Maraniss, *Rome 1960*

In-person Class Time (1:30-2:45 pm EDT):

- On March 22
 - Group A
- On March 24
 - Group B

Week 10

Overview:

- Professionalism and Amateurism in the Olympics
- IOC President Avery Brundage (1952-1972)

Course Material:

- "Professionalism and the Stodgy IOC" (brief recording/PPT), part I and II

Deadlines:

- By March 29 (1:30 pm EDT)
 - Review "Professionalism and the Stodgy IOC" (brief recording/PPT), part I
 - Continue Maraniss, *Rome 1960*
- By March 31 (1:30 pm EDT)
 - Review "Professionalism and the Stodgy IOC" (brief recording/PPT), part II
 - Continue Maraniss, *Rome 1960*

In-person Class Time (1:30-2:45 pm EDT):

- On March 29
 - Group B
- On March 31
 - Group A

Week 11

Overview:

- Latin America and the Olympics
- Race and the Olympics

Course Material:

- "Mexico City Welcomes the World: Preparation for the 1968 Summer Games" (brief recording/PPT), part I
- Hoffer, *Something in the Air*

Deadlines:

- By April 5 (1:30 pm EDT)
 - Complete and submit quiz on Maraniss, *Rome 1960*
 - Submit "optional" paper on Maraniss, *Rome 1960* (if you decide not to write a paper on *Rome 1960*, you must write on the last required book if you have only written a paper on either *Nazi Games* or *Dreamers and Schemers*)
 - Begin Hoffer, *Something in the Air*
 - Submit presentation #1 (email to professor)
- By April 7 (1:30 pm EDT)
 - Continue Hoffer, *Something in the Air*
 - Review "Mexico City Welcomes the World: Preparation for the 1968 Summer Games" (brief recording/PPT), part I
 - Submit presentation #2 (email to professor)

In-person Class Time (1:30-2:45 pm EDT):

- On April 5
 - Group A
- On April 7
 - Group B

Week 12

Overview:

- Black Consciousness at the 1968 Mexico City Games
- Postwar Germany and the Olympics
- The Social and Cultural Power of the Olympics
- Race and the Olympics
- The 1972 Munich Olympics

Course Material:

- "Mexico City Welcomes the World: Preparation for the 1968 Summer Games" (brief recording/PPT), part II
- "The Meaning of the 1972 Munich Olympics" (brief recording/PPT), part I and II
- Film on 1968 Games
- Hoffer, *Something in the Air*

Deadlines:

- By April 12 (1:30 pm EDT)
 - Review "Mexico City Welcomes the World: Preparation for the 1968 Summer Games" (brief recording/PPT), part II

- Continue Hoffer, *Something in the Air*
- Submit presentation #3 (email to professor)
- By April 14 (1:30 pm EDT)
 - Review "The Meaning of the 1972 Munich Olympics" (brief recording/PPT), part I and II
 - Watch film on 1968 Games
 - Continue Hoffer, *Something in the Air*
 - Submit presentation #4 (email to professor)

In-person Class Time (1:30-2:45 pm EDT):

- On April 12
 - Group B
- On April 14
 - Group A

Week 13

Overview:

- The 1972 Munich Olympics
- Security, Terrorism, and the Olympics
- East Germany's Olympic Program
- Doping and the Olympics
- The 1980 Olympic Boycott
- The 1984 Los Angeles Games

Course Material:

- "'They're All Gone': Tragedy Visits the Games" (brief recording/PPT), part I and II
- "A Red Mountain of Pills: The East German Olympic Powerhouse" (brief recording/PPT)
- Eaton "Reconsidering the 1980 Moscow Olympic Boycott: American Sports Diplomacy in East Asian Perspective"
- Wenn, "Peter Ueberroth's Legacy?"
- Edelman, "'The Russians Are not Coming': The Soviet Withdrawal from the Games of the XXIII Olympiad"
- BackStory podcast on "The Miracle on Ice"
- NPR Story on 1980 Boycott
- Film on Munich Games
- Film on East German Doping Program

Deadlines:

- By April 19 (1:30 pm EDT)
 - Review "'They're All Gone': Tragedy Visits the Games" (brief recording/PPT), part I and II
 - Watch film on Munich Games
 - Complete and submit quiz on Hoffer, *Something in the Air*

- Submit “optional” paper on Hoffer, *Something in the Air* (You must submit a paper on *Something in the Air* if you have written only one paper on *Dreamers and Schemers*, *Nazi Games*, or *Rome 1960*)
 - Submit presentation #5 (email to professor)
- By April 21 (1:30 pm EDT)
 - Review “A Red Mountain of Pills: The East German Olympic Powerhouse” (brief recording/PPT)
 - Watch film on East German doping program
 - Listen to BackStory podcast on “The Miracle on Ice”
 - Listen to NPR story on 1980 boycott
 - Read Eaton, “Reconsidering the 1980 Moscow Olympic Boycott: American Sports Diplomacy in East Asian Perspective”
 - Read Edelman, “‘The Russians Are not Coming’: The Soviet Withdrawal from the Games of the XXIII Olympiad”
 - Read Wenn, “Peter Ueberroth’s Legacy?”
 - Submit presentation #6 (email to professor)

In-person Class Time (1:30-2:45 pm EDT):

- On April 19
 - Group A
- On April 21
 - Group B

Week 14

Overview:

- The Olympics and a Post-Cold War World
- South Africa and the Olympics
- Commercialism and the Olympics
- Scandal and the Olympics
- The 2002 Salt Lake City Games and 9/11
- The 2008 Beijing Olympics
- The Future of the Games

Course Material:

- “In the Wake of Ben Johnson: The 1992 Barcelona Games” (brief recording/PPT), part I and II
- “America’s Problem Games: Atlanta 1996 and Salt Lake City 2002” (brief recording/PPT), part I and II
- Film on Sprinter Ben Johnson
- Jinxia, “The Beijing Games, National Identity and Modernization in China”

Deadlines:

- By April 26 (1:30 pm EDT)
 - Review "In the Wake of Ben Johnson: The 1992 Barcelona Games" (brief recording/PPT), part I and II
 - Watch film on sprinter Ben Johnson
 - Submit presentation #7 (email to professor)
- By April 28 (1:30 pm EDT)
 - Review "America's Problem Games: Atlanta 1996 and Salt Lake City 2002" (brief recording/PPT), part I and II
 - Read Jinxia, "The Beijing Games, National Identity and Modernization in China"
 - Submit presentation #8 (email to professor)
 - Submit final paper (by 11:59 pm EDT)

In-person Class Time (1:30-2:45 pm EDT):

- On April 26
 - Group B
- On April 28
 - Group A

Week 15 (Finals Week)

Overview:

- Exam #2

Deadlines:

- By May 3 (1:30 pm EDT)
 - Complete and submit exam #2