

AS 100.386
The Cold War as Sports History
W 3.00 – 5.30 pm
Mergenthaler 111

Join Zoom Meeting:
[Info on blackboard](#)

Instructor: Dr. Victoria Harms, she/ her/ hers
Email: vharms1@jhu.edu

Office hours: Tuesdays, 10 am - 12 pm and by appointment
[Info on blackboard](#)

Please book a time slot for a zoom meeting in advance:
[Info on blackboard](#)

Instruction format

You are free to choose between attending this class in person or on zoom synchronously. You may change your mind about how you wish to attend based on your individual health and any other pressing concerns. Do take (mental) health concerns and best learning outcomes into consideration when making that choice.

Accommodations will be made for those individuals who cannot attend classes on zoom synchronously.

To resume in-person instructions, we all have to do our part to keep our community and all those around us healthy at all times.

Please make smart choices in and outside of the (zoom) classroom!

Description

In this class, we will investigate how the Cold War has shaped the organization, practice, political use, and practices of sports on a national and international level as well as the roles athletes have played in the second half of the twentieth century.

Sports history facilitates engaging with and understanding the history of the Cold War as well as its legacies. This seminar is based on the premise that sports are as much a reflection of society as they are a constitutive part thereof. Race, gender and class are

social constructions that are inextricably intertwined with Cold War sports history. We will discuss the ways in which sports confirm and consolidate but also challenge and change perceptions and social structures, expand and limit opportunities of self-fulfillment and social advancement.

Students are expected to engage with academic and non-academic literature on the topic, primary sources, documentary and feature films. Expect to read between forty to sixty-five pages of text, listen to 15-minute podcast episodes, and/ or watch 1.5 hours of movies and documentaries per week.

This is a discussion-based class. Be prepared to read short texts and watch videos in class and discuss them with your peers.

Learning objectives:

- ✓ Assessing secondary literature
- ✓ Deconstructing historical narratives
- ✓ Analyzing and interpreting primary sources, including audio-visual material
- ✓ Understanding concepts such as nationalism, racism, gender, class, etc.
- ✓ Working within comparative & transnational history
- ✓ Have fun studying history and engaging with your peers

Required Reading:

Stephen Wagg and David L. Andrews (eds.). *East Plays West. Sport and the Cold War*. Oxford: Routledge, 2007.

Please subscribe to the podcast "[Sports in the Cold War](#)," in *Cold War International History Podcast*, Wilson Center.

Further recommended reading (on reserves):

Guttman, Allen. *The Olympics. A History of the Modern Games*. Urbana and Chicago: University of Illinois Press, 2002.

Goldblatt, David. *The Games. A Global History of the Olympics*. London and New York: W.W. Norton & Co, 2016.

Shaw, Tony, and Denise J. Youngblood. *Cinematic Cold War. The American and Soviet Struggle for Hearts and Minds*. University of Kansas Press, 2010.

Briley, Ron, Michael K. Schoenecke, and Deborah A. Carmichael, eds. *All-Stars & Movie Stars. Sports in Film & History*. Lexington: The University Press of Kentucky, 2008.

Assignments

Grading:

- ✓ 25% Participation
- ✓ 30% Reading Notes
- ✓ 25% Essay I (open)
- ✓ 20% Essay II (movie)

Participation: 25%

Make sure you come to class prepared and on time. Attendance does not equal participation. Common rules of courtesy apply at all times.

You are expected to engage with the assigned material as well as with your fellow students during discussion sessions, group work, and in break out rooms.

You are encouraged to ask questions, even if you only ask for clarification. This is *your* class, make the most out of it.

You are free to present criticism of content and/ or the class as such during class, in an email, during office hours with the instructor or through one of your peers, anonymously or not.

Be ready to read several pages of material in class. That will require concentrating for 10 minutes in silent study. Expect plenty of group work.

Reading Notes: 30%

For each class, you are expected to submit a short reading/ listening note to blackboard. These notes are short summaries in your own words of the topic, main arguments/ main claims and the evidence the author(s) use(s) to corroborate claims.

Please submit your note as a thread to the discussion of that week on blackboard. You will only be able to see the other contributions once you have submitted yours.

Each note is graded on a scale of 1-5. Overall, the reading notes make up 30% of your final grade. Please make sure to have your note submitted **by 2.30 pm the day of**.

Essay I (10 pages): Open 25%

The first essay is a research paper, and thus must contain a unique argument and demonstrate a sound use of primary sources and secondary literature.

You are asked to discuss a topic of your choice (e.g. person, event) that reflects Cold War sports history.

Please submit your **choice of topic** to the journal on blackboard **by 20 March 2021** on blackboard and submit a preliminary list of ideas, literature, and sources you wish to consult.

Deadline: 3 April 2021 EOD.

Essay II (8 pages): Movie 20%

Pick a movie from the list below and analyze its content within the history of Cold War.

You have to introduce a research question, a thesis and a well-argued, well-structured argument highlighting the relevance of the movie you chose to Cold War sports history.

Please submit your choice of movie to the journal on blackboard **by 13 April 2021** and ideally include a preliminary ideas, literature, and sources you wish to consult.

Selection of movies:

- *Miracle on Ice*, dir. by Steven Hilliard Stern, 1981.
[alternatively: *Miracle*, dir. by Gavin O'Connor, 2004.]
- *Rocky IV*, dir. by Sylvester Stallone, 1985.
- *The Miracle of Bern* [Das Wunder von Bern], dir. by Sönke Wortmann, 2003.
- *Children of Glory* [Szabadság, Szerelem], dir. by Krisztina Goda, 2006.

Deadline: 25 April 2021 EOD turnitin

Written Assignments

In addition to the formal requirements specified below, essays are graded based on the primary and secondary sources consulted, clarity of argument, style of writing, consistent and correct use of references, and the organization of the paper.

Formal requirements:

- **“Pledge of academic integrity” by February 5, 2021 EOD.** Details below.
- Normal margins 1” top & bottom, 1”25 left & right, 12 pt. font size, font: Times (New Roman), Arial, Calibri, Cambria or similar.
- Submit to turnitin on blackboard.
- Insert page numbers.
- Add your name to document **and** the file name.
- List of references always on a separate page (does not count towards page limit).

This syllabus serves as a contract between you and me that explains what I expect of you, and what you may expect of me. By enrolling in this class, you accept the terms laid out here. Please read them carefully. If at any time I need to make changes to the syllabus, I will provide as much advanced notice as possible.

Schedule

27 January: Introduction

ZOOM ONLY

In-class readings: Wamsley, Kevin B. "The Global Sport Monopoly: A Synopsis of 20th Century Olympic Politics." *International Journal* 57, no. 3 (Summer 2002): 395-410.

Allison, Lincoln. "The Olympic Movement and the End of the Cold War." *World Affairs* 157, no. 2 (Fall 1994): 92-97.

3 February: The Modern Olympic Games

FROM THIS DAY ON: IN-PERSON AND ON ZOOM

Allen Guttman, "The Most Controversial Olympics," in *The Olympics*, pp. 53-71.

Leni Riefenstahl, *Olympia* (1938). (Worksheet)

Part I. **Festival of Nations:** WATCH approx. 0-23 mins, 38-48 mins, 52-55 mins, 1h33-1h55.

Part II. **Festival of Beauty:** WATCH 0-7 mins, 1h08-1h15. ... *of course, you are free to watch both parts entirely.*

10 February: Cold War Sports Overview

Allen Guttman, "In the Shadow of the Cold War," in *ibid.*, *The Olympics*, pp. 85-102.

Edelman, Robert, Anke Hilbrenner, and Susan Brownell. "Sport under Communism." In *The Oxford Handbook of the History of Communism*, edited by Stephen A. Smith, 602-616. Oxford: Oxford University Press, 2014.

Episode 20, "[The Black Spider](#)," in [Sport in the Cold War](#) (podcast), 1 June 2016. 15 mins. (Worksheet)

17 February: Challenges of the early Cold War

Rider, Toby C. "Eastern Europe's Unwanted: Exiled Athletes and the Olympic Games, 1948-1964." *Journal of Sport History* 40, no. 3 (Fall 2013): 435-53.

Rinehart, Robert E. "Cold War Expatriot Sport: Symbolic Resistance and International Response in Hungarian Water Polo at the Melbourne Olympics, 1956." In *East Plays West*, pp. 45-63.

24 February: Gender and Cold War Sports

Beamish, Rob, and Ian Ritchie. "Totalitarian Regimes and Cold War Sports: Steroid 'Übermenschen' and 'Ball-Bearing Females'." In *East Plays West*, pp. 11-26.

Montez de Oca, Jeffrey. "The 'Muscle Gap': Physical Education and US Fears of a Depleted Masculinity, 1954-1963." In *East Plays West*, pp. 123-48.

Episode 2, "[John F. Kennedy and Hockey](#)," in [Sport in the Cold War](#) (podcast), 1 October 2015. 14 mins. (Worksheet)

3 March: Race and the Cold War

Thomas, Damion. "Playing the 'Race Card': US Foreign Policy and the Integration of Sports." In *East Plays West*, pp. 207-21.

Blaschke, Anne M. "Running the Cold War: Gender, Race, and Track in Cultural Diplomacy, 1955–1975." *Diplomatic History* 40, no. 5 (2016): 826-844.

10 March: Muhammed Ali

Allen Guttman, "A Time of Troubles," in *ibid.*, *The Olympics*, pp. 126-140.

Bill Siegel (2013), *The Trials of Muhammad Ali*. 94 minutes. Kanopy (Worksheet)

17 March: East-West Competition: The two Germanies

Kioussis, George N., and Thomas M. Hunt. "Projection and Reception: The American(ized) Other in East German Elite Sport, 1966–77." *Journal of Sport History* 42, no. 2 (Summer 2015): 161-178.

Episode 15, "[The Most Beautiful Face in Socialism](#)," in [Sport in the Cold War](#) (podcast), 21 March 2016. 18 mins. (Worksheet)

20 March 2021: submit topic choice to journal

24 March: The Cold War Boycotts I

Episode 34, "The Forgotten African Olympic Boycott," in [Sport in the Cold War](#) (podcast), 18 February 2017. 20 mins. (Worksheet)

Allen Guttman, "The Era of the Boycott," in *ibid.*, *The Olympics*, pp. 141-163.

Corthorn, Paul. "The Cold War and British Debates over the Boycott of the 1980 Moscow Olympics." *Cold War History* 13, no. 1 (2013): 43–66.

31 March: The Cold War Boycotts II

Young, Simon. "Playing to Win: The Moscow Olympics and the Augmentation of Soviet Soft Power During the Brezhnev Era, 1975-1980," in García, Óscar J. Martín, and Rósa Magnúsdóttir, eds. *Machineries of Persuasion. European Soft Power and Public Diplomacy During the Cold War*. Berlin/ Boston: De Gruyter, 2019, 61-84

Episode 33, "Carter's Olympic Boycott," in [Sport in the Cold War](#) (podcast), January 9, 2017. 16 mins. (Worksheet)

Martin, Evelyn. "The Soviet Union and the Olympic Games of 1980 and 1984: Explaining the Boycotts to their own People." In *East Plays West*, 235-252.

3 April 2021 EOD: submit essay to turnitin

7 April: Commercialization

Wenn, Stephen. "Rivals and Revolutionaries: Avery Brundage, the Marquess of Exeter and Olympic Television Revenue." *Sport in History* 32, no. 2 (2012): 257-278.

Wenn, Stephen. "Peter Ueberroth's Legacy: How the 1984 Los Angeles Olympics Changed the Trajectory of the Olympic Movement." *The International Journal of the History of Sport* 32, no. 1 (2015): 157-171.

13 April 2021: submit choice of movie to journal

14 April: Spring Break Day – No Class

21 April: Yugoslavia

Mills, Richard. "Cold War Football: Soviet Defence and Yugoslav Attack Following the Tito–Stalin Split of 1948." *Europe-Asia Studies* 68, no. 10 (December 2016): 1736–1758.

Jovanovic, Zlatko. "The 1984 Sarajevo Winter Olympics and Identity- Formation in Late Socialist Sarajevo." *The International Journal of the History of Sport* 34, no. 9 (2017): 767-782.

25 April 2021 EOD: Movie Analysis Due

28 April: After the Cold War

Riordan, James. "Sport after the Cold War: Implications for Russia and Eastern Europe." In *East Plays West*, pp. 272-88.

David Goldblatt, part 8, chapters 1-3, "Boom! The Globalization of the Olympics After the Cold War," in *The Games. A Global History of the Olympics*, (New York and London: W.W. Norton & Co, 2016), 329-363.

Episode 6, "Performance Enhancing Drugs," in [Sport in the Cold War](#) (podcast), November 10, 2015. 15 mins. (Worksheet)

General policies

Absences

Absences are excused for illness, religious observance, participation in certain university activities, and other circumstances described in the [university's policies](#) and must be explained **at least 6 hours** before class. The Health Center issues notes to verify visits that result in a student having to miss class for an extended period of time. Please present that note or any other doctor's note if you miss class for medical reasons.

Mental Health

Please note that a new university-wide website has been created to provide information on a wide variety of services available to support student wellness. You can find this website at <http://wellness.jhu.edu>.

If you are struggling with anxiety, stress, depression or other mental health related concerns, please consider visiting the JHU Counseling Center. If you are concerned about a friend, please encourage that person to seek out their services. The Counseling Center is located at 3003 North Charles Street in Suite S-200 and can be reached at 410-516-8278 and online at <http://studentaffairs.jhu.edu/counselingcenter/>.

Academic Integrity

The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition.

For more, see: <https://studentaffairs.jhu.edu/policies-guidelines/undergrad-ethics/>

*Please post **by February 5, 2021 EOD** to the “**Pledge of Academic Integrity**” assignment on blackboard the link to the official Homewood Undergraduate Ethics Policies, confirm in your own words that you have read and understood the rules of academic integrity that govern Hopkins, and pledge to abide by these rules in this class.*

Accommodations

Accommodations will be made for those who need them. Please come talk with me in the first two weeks of the semester to discuss your needs. Any student with a disability who may need accommodations in this class must obtain an accommodation letter from Student Disability Services, 385 Garland, (410) 516-4720, studentdisabilityservices@jhu.edu.

Religious holidays

Religious holidays are valid reasons to be excused from class. Students who must miss a

class or an examination because of a religious holiday must inform the instructor as early in the semester as possible in order to be excused from class or to make up any work that is missed. More information may be found at the Religious and Spiritual Life (<https://studentaffairs.jhu.edu/campus-ministries/>) website.

Classroom Climate

I am committed to creating a classroom environment that values the diversity of experiences and perspectives that all students bring. Everyone here has the right to be treated with dignity and respect. I believe fostering an inclusive climate is important because research and my experience show that students who interact with peers who are different from themselves learn new things and experience tangible educational outcomes. Note that you should expect to be challenged intellectually by me, the TAs, and your peers, and at times this may feel uncomfortable. Indeed, it can be helpful to be pushed sometimes in order to learn and grow. But at no time in this learning process should someone be singled out or treated unequally on the basis of any seen or unseen part of their identity.

If you ever have concerns in this course about harassment, discrimination, or any unequal treatment, or if you seek accommodations or resources, I invite you to share directly with me or the TAs. We will take your communication seriously and seek mutually acceptable resolutions and accommodations. Reporting will never impact your course grade. You may also share concerns with the department chair Professor Peter Jelavich, the Director of Undergraduate Studies Professor Erin Rowe, the Assistant Dean for Diversity and Inclusion (Darlene Saporu, dsaporu@jhu.edu), or the Office of Institutional Equity (oie@jhu.edu). In handling reports, people will protect your privacy as much as possible, but faculty and staff are required to officially report information for some cases (e.g. sexual harassment).

Communication

I read and respond to email during regular business hours, 9-5, Monday thru Friday. Please use proper formatting and address when writing your email. The best way to reach me is to come to my office hours.

Screen Policy

Laptops, electronic readers, and cell phones are both a boon and a distraction to higher education. You are discouraged from using social media, texting, chatting, email, and other non-class related activities during class time. **Make sure all of your devices are silenced.**