

**THE NATIONAL WAR COLLEGE
WASHINGTON, DC 20319-5078**



**PLAY BALL!
NATIONAL SECURITY AND SPORTS**

ELECTIVE COURSE 6095

SYLLABUS

**ACADEMIC YEAR 2020-2021
FALL**

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A handwritten signature in black ink, appearing to read 'Corey Ray', is written over a horizontal line.

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A handwritten signature in black ink, appearing to read 'Colton Campbell', is written over a horizontal line.

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Course Overview: Play Ball! National Security and Sports

Sport is a universal language. At its best it can bring people together, no matter what their origin, background, religious beliefs or economic status. And when young people participate in sports or have access to physical education, they can experience real exhilaration even as they learn the ideals of teamwork and tolerance. That is why the United Nations is turning more and more to the world of sport for help in our work for peace and our efforts to achieve the Millennium Development Goals.

~ Kofi Annan, Secretary General, United Nations

Introduction

The combination of sports and politics is a story of some success, a bit of failure, but mostly missed opportunity. This is not a course on sports history and athletic achievement but an academic study using sports as a vehicle to answer the fundamental question: What “position” can sports “play” on the “field” of U.S. National Security? To answer this question, this course combines a contextual analysis viewed through the unique lens of sports and the application of sports as non-military instrument of national power to design a new Game Plan for U.S. National Security.

The history of sports on the field of politics and national security dates back to the earliest organized sporting events. Prior to the pre-modern Olympic Games, organizers declared the Olympic Truce whereby participants agreed to suspend hostilities over the course of the events. The Spartans, however, were prohibited from participating in the 420 BC Olympics after completing military maneuvers during the truce. Sport’s influence as an instrument of U.S. power began in 1888 with Chicago White Stockings owner “Big Al” Spalding and America’s first sports diplomats. Eager to promote the national pastime of baseball and his personal empire, his troupe of All-Stars circled the globe playing exhibition games. Emerging from World War II as an international power, the U.S. Department of State (DoS) used African-American athlete diplomats in response to global competitors challenging American values. The level at which sports can influence international relations is exemplified by President Barack Obama’s attendance at a baseball game with Raul Castro 2015. The national security strategist need look no further than the firestorm the General Manager of the Houston Rockets created when tweeting his support for Hong Kong to understand the power sports play in national security. When a peer competitor forces their values on a US multi-billion dollar company, it may be time for a new foreign policy game plan.

The course consists of twelve weekly two-hour seminars designed for maximum student participation and interaction after preparation through targeted readings. The course will also examine current sports-related topics as they arise.

Course Learning Outcomes (CLO)

The course has four main objectives:

1. Analyze the *fundamental nature, capabilities, and limitations* of sports as they pertain to the Diplomatic, Information, Military, and Economic instruments of power and the U.S. national security establishment.
2. Analyze how *sports can affect U.S. interests* in the broad political context of U.S. national security.
3. Analyze how *domestic and international sports historical, geographical, ethnic, religious, and cultural characteristics influence* the formulation and execution of national security policy.
4. Evaluate the fundamental issues and debates in the *development of past and present* sports policies affecting U.S. national security.

Course Approach

The course focuses on using sports to complete two elements of strategy development. The first element is context. Sports will be used as an indicator, or *driver* to define *international and domestic contexts*. National identity will also be viewed through the lens of sports to tell the story. The second element is sports as a *way* or *mean*. Students will assess strategies whereby sports were used as an element of strategy to advance desired *national interests*. Furthermore, how the non-military *Instruments of Power* (IOPs) wield sports, along with coherent *strategic approaches*, will be analyzed. For each topic, the seminar will analyze whether sports played the strategy position of *way* or *mean* assigned to “block” for a corresponding *political aim* or *subordinate objective* while serving the ultimate goal of “tackling” a national interest. Further strategy analysis will determine how sports can address either a *threat* or *opportunity* to achieve national interest victory. Finally, the *institution* or *agency* responsible to execute this sports strategy is identified.

Block 1 (Topics 1-2) opens with an introductory overview and discussion of practical examples of sports applications for strategy practitioners in national security strategy development. After this brief introduction, Topic 2 examines the theory behind the use of sports for public diplomacy purposes and historic and current U.S. Government efforts to advance national interests through sports. Block 2 (Topics 3-7) examines the role specific sports have played in national security strategy as they relate to defining context or in support of individual IOPs. Block 3 (Topics 7-9) combine the roles sport can play through analysis of global mega-competitions. The course ends with Block 4 (Topics 11-12) which allow students to present their own sports strategies to a panel.

Topics 3-10 will begin with a 15-minute student/group presentation where the objective is to prepare POTUS, or other senior government official, to attend an event relative to the day’s assigned sport/mega-competition. Following each presentation, the seminar discussion will use the assigned readings to further analyze the sport’s influence on foreign policy and domestic and international contexts. Other sports may be included in the discussion to provide supporting or alternative perspectives.

Using the concepts and lessons learned from Topics 1-10, students will divide into teams of 3-4 and develop a Sports Strategy *Game Plan* to address a current national security issue using sports as the primary focus. Topics 11 and 12 are designed to give students the opportunity to present

their sports game plans to a panel and their classmates.

Drawing heavily on sports cultural and political patterns of interaction, this course will use a tailored version of the National War College's (NWC) case-study format. These frameworks for analysis, strategy development, and Ends-Ways-Means discussions are based on NWC's *National Security Strategy Framework* and the *National Security Strategy Model for Ends-Ways-Means* (see Appendices 1 and 2).

Course Assignments

1. **Sport/Event Package for POTUS Project (20%):** Each student/group will be assigned to prepare a package to prepare POTUS, or other senior government official, to attend the next big international event relative to your assigned sport (no more than 15 minutes). The briefing package should include:
 - a. Cover memo (1-page) with 5-W's (What/What/When/Where/Why)
 - b. Longer Scene Setter (2-3 page double space, prose)
 - c. Recommended talking points (bullets)
2. **Sports Strategy Project (50%):** You will develop a sports *Game Plan* related to a particular security-related program or issue. For the purposes of this exercise, the position of U.S. National Sports Minister has been established on the National Security Council. Working in a team of three to four, you will act as advisors to the "*Sports Comish.*" You will identify a security issue of interest to you and then determine how sports can be either act as a singular solution or part of a broader strategy. Your group will present your strategy in one of the last two seminar meetings, at which point a panel will critique and evaluate your strategy. The minimum requirement is a 2-page "read ahead" and a title slide for display.
3. **Seminar Participation (30%):** This elective contains a mixture of seminars, in-class presentations, and case studies. You are strongly encouraged to participate actively in all venues. Guest speakers will be scheduled and you will have the opportunity to ask questions of the guest speaker. Take advantage of the opportunity and ask thoughtful questions. Your regular participation is crucial to the success of the seminar. You and your seminar colleagues will learn more through active engagement than you will through passive listening. Moreover, the seminar environment is a perfect opportunity for you to explore innovative and possibly controversial ideas in a nonjudgmental setting. Finally, the course contains opportunities for individual presentations and group case studies. Full participation is critical for your success and the success of group efforts.

Course Anthology

Four basic texts and two movies will be used in this course with an **average of 50 pages per topic**.

Texts:

1. Victor D. Cha, *Beyond the Final Score: The Politics of Sports in Asia*, (New York: Columbia University Press, 2009).
2. Franklin Foer, *How Soccer Explains the World*, (New York: HarperCollins Publishers

- Press, 2004).
3. George B. Kirsch, *Baseball in Blue and Gray*, (New Jersey: Princeton University Press, 2003).
 4. Damion L. Thomas, *Globetrotting: African American Athletes and Cold War Politics*, (Chicago: University of Illinois Press, 2012).

Videos

1. *How Ping-Pong Saved the World*, Directed by Ed Mabe, 2013
2. *Red Army*, Directed by Gabriel Polsky, 2015.

Selections from these works are indicated for appropriate weeks. Additional readings from various primary and secondary sources are also provided to students in pdf format. Assigned readings can be downloaded through the NDU library or via the internet. Podcasts and YouTube videos may be included if applicable.

You are expected to read the class assignments, but please also follow international and domestic sports news; specifically monitor major international competitions such as the Olympics and World Cup (if applicable). Useful sports sources include: Eurosport.com, BeyondSport.org, Sportsbusinessdaily.com, and bbc.com/sport.

Assessment Policy

Students must demonstrate mastery of the stated course objectives to pass this course. The course director will use performance on the following assessments to determine each student’s final grade: Sport/Event Package for POTUS Project (20%), Sports Strategy Project (50%), and Seminar Participation 30%).

The following grading scale will be used:

Figure 1. NDU Grading Scale

Score	Letter Grade
100-93	A
92-90	A-
89-87	B+
86-83	B
82-80	B-
79-70	C
69 or less	F

Students must meet all stated course objectives to pass this course.

Students who fail to complete all course requirements in the time allotted will receive an overall grade of Incomplete (I), and students who cannot meet all course objectives will receive an

overall grade of Fail (F). In both cases, the student will enter a remediation program in an effort to bring the student's performance up to passing standards.

Any student may appeal any course grade. First, within a week of the release of the grade, request a review by the course director. Should this review not lead to a satisfactory resolution, submit a written petition to the NWC Dean of Faculty and Academic Programs within two weeks of the release of the grade. The Dean of Faculty and Academic Programs will convene a faculty panel to conduct a formal review; the decision of that panel will be final.

Absence Policy

1. Students must notify their assigned college's leadership and the course professor/instructor of absences in accordance with the College Absence/Leave Policy.
 - a. Foreseen absences (e.g. student travel) require prior notification.
 - b. Unforeseen absences (e.g. sudden personal injury or illness; sudden injury, illness, or death in the family, etc.) require notification as soon as possible, but no later than the first day the student returns to class.
2. It is the student's responsibility to complete any reading and coursework missed during the absence.
3. It is the student's responsibility to complete additional assignments as required by the professor/instructor.
4. Students who accumulate 4 or more foreseen or unforeseen absences will be required to participate in a performance review by the course's host college.

Topic 1

SPORTS AND NATIONAL SECURITY Using Sports to Develop Strategy

Whoever wants to know the heart and mind of America had better learn baseball.
~ Jacques Barzun, French-American Historian

Research has demonstrated that when women and girls participate in sports they are more likely to gain leadership skills that are vital across all areas of life, and the women in this program are aiming to use that knowledge to create stronger, more stable communities.

~ Laura Gentile, ESPN Senior VP and
Leader of espnW and Women's Initiatives

Overview

The first step of strategy development is understanding the problem. The strategist must ask themselves, "What is the story?" This topic will argue, and provide evidence, sports can be used to analyze domestic and international contexts in addition to defining national identity. For example, the mass exodus of a country's athletic talent can indicate poor government economic policies. Likewise, a mass influx of talent could indicate the destination provides economic freedom and opportunity.

Once the problem is understood, sports can then be used as a way or mean to achieve desired objectives. The objectives address threats and opportunities in order to achieve political aims and national interests. Nations have used sports as a foreign policy way or mean to achieve national interests with varying degrees of success. South Korea, for example, enacted positive democratic changes in order to show their country in a positive light in preparation for the 1988 Summer Olympic Games.

This lesson analyzes the efficacy of strategists to use sports to define context and as a way or mean. Further analysis will look at sports as an opportunity to act as a catalyst for change.

Issues for Consideration

1. Where do sports fit into the National Security Strategy Framework and Strategy Ends-Ways-Means Model?
2. How can sports be used to tell the story of political challenges in China, Russia, and Iran? (CLO 3)
3. Critique the Lago et al. argument competitive balance of a country's domestic football league correlates to good governance. Can the strategist use this correlation to diagnose domestic context? (CLO 3)
4. How effective was baseball in enabling post-Civil war reconstruction? In what areas did

it fall short? (CLO 1)

5. Critique the long-term effectiveness of civil and political change in China following the 2008 Olympics. (CLO 1, 3)
6. Do you see any lessons from the readings for applying sports to current U.S. national security challenges? (CLO 2)

Required Readings (59 pages)

1. Arredondo, Juan. "Former Rebels Trade Rifles for Footballs." *ESPN*, March 30, 2018. Accessed May 12, 2020. http://www.espn.com/espn/feature/story/_/id/22857233/former-farc-rebels-trade-rifles-footballs-colombia. 1 page, many pictures.
2. Cha, Victor D. *Beyond the Final Score: The Politics of Sports in Asia*. New York: Columbia University Press, 2009. Read Chapter 1. (**Student Issue**) 22 pages.
3. Foer, Franklin. *How Soccer Explains the World*. New York: HarperCollins, 2004. Read Chapter 9. (**Student Issue**) 18 pages.
4. Glaser, Bonnie S. "China and the NBA Call a Timeout: A Conversation with Victor Cha." *ChinaPower*, December 3, 2019. <https://www.csis.org/podcasts/chinapower>. (**Podcast**) 25 minutes.

Alternate podcast format links:

Apple: <https://podcasts.apple.com/us/podcast/china-nba-call-timeout-conversation-victor-cha/id1144663360?i=1000458551621>

Google:

<https://podcasts.google.com/?feed=aHR0cHM6Ly9mZWVkey5mZWVkyYnVybmVyLmNvbS9DaGluYXBvd2Vy&episode=MGU1NzljODQtMTVkyYy0xMWVhLTllZjctYTdlNjFjNzQ1ZDU1&hl=en&ved=2ahUKEwi9heybz6HmAhVSo1kKHWaiDoAQieUEegQIBRAE&ep=6&at=1575656114402>

Podcruncher: <http://podcruncher.co/play/4oXL>

5. Kirsch, George B. *Baseball in Blue and Gray*, New Jersey: Princeton University Press, 2003. Read Chapter 6. (**Student Issue**) 16 pages.
6. Lago, Ignacio et al. "Democracy and Football." *Social Science Quarterly* 97, no. 5 (November 2016): 1282-94. Accessed at <https://nduezproxy.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ecn&AN=1657761&site=eds-live&scope=site>. Read Introduction, Figure 1 Results, and Conclusion. (**Blackboard**) 1 page.
7. Richcreek, Katie. "Vehicle for Change." *ESPN*, August 15, 2017. Accessed May 12, 2020. http://www.espn.com/espn/feature/story/_/id/20306485/espnw-women-cycling-team-vehicle-change-afghanistan. 1 page, many pictures.

Additional Resources (32 pages)

1. Dichter, Heather. "Sporting Relations, Small States, and Germany's Post-war Return to International Sports." *Diplomacy and Statecraft* 27, no. 2 (10 May 2016): 340-59.
Accessed at:
<https://nduezproxy.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=116268639&site=eds-live&scope=site>. 16 pages.
2. Dyck, Christopher. "Football and Post-War Reintegration: Exploring the Role of Sport in DDR Processes in Sierra Leone." *Third World Quarterly* 32, no. 3 (Apr 2011): 395-415.
Accessed at:
<https://nduezproxy.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=tsh&AN=60734204&site=eds-live&scope=site>. **(Blackboard)** 16 pages.

Topic 2

THE GLOBAL SPORTS GAME PLAN A Court-side Seat

The mission and role of the IOC is to oppose any political or commercial abuse of sport and athletes.

~ Olympic Charter Rule 2, Article 5

Sports and politics don't mix.

~ Eric Heiden, U.S. Olympic Gold Medalist

Politics should not interfere with sports. And sports should impact politics.

~ Vladimir Putin, Russian President

Overview

The International Olympic Committee's (IOC) mission reflects the Idealist's desire for sport to remain pure and isolated from politics. The Realist, however, acknowledges the two have been, and forever will be, interconnected. If the Realist's perspective is accepted, the national security strategist then looks to sport as a significant opportunity to advance a nation's interests. This perspective then begs the question, how is the U.S. Government (USG) using, or plans to use, sports to support the IOPs?

The first significant American use of sports to address U. S. national interest originated in the private sector. "Big Al" Spalding led a world-wide baseball exhibition tour in 1888-89 to expand his personal empire and explore new sports markets. While these "sport tourists" may have spread American values as a by-product, scant evidence suggests the USG integrated the exhibition into a larger, coordinated security strategy.

Early public examples of USG coordinated sports-influenced security strategies appear following WW II during America's rise to power. The domestic failure to fully integrate African-Americans into the American enterprise challenged the very ideals the U.S. attempted to project abroad. DoS officials faced constant criticism from countries and peoples of color along with a subversive Soviet information campaign highlighting American inconsistencies. Following the integration of Major League Baseball (MLB) with Jackie Robinson's debut in 1947, professional sports gained notoriety as an American institution integration "success" story. DoS planners identified this "progress" as an opportunity to counter critics by sending mostly African-American athletes abroad as part of an information campaign. From these humble beginnings, DoS expanded its sports diplomacy programs in order to serve U.S. national interests and today runs sports diplomacy programs out of the Bureau of Educational and Cultural Affairs (<https://eca.state.gov/programs-initiatives/initiatives/sports-diplomacy>).

This lesson presents the current USG and non-USG sports programs and associated policies which are used to advance US National Interests.

Issues for Consideration

1. What is the linkage between sports and national security? Should sports remain independent of politics? (CLO 4)
2. What are the past and current U.S. Government efforts to leverage sports across the Diplomatic, Information, Military, Economic, (DIME) instruments of power? What level of success have these efforts achieved? (CLO 1)
3. Do American sports reflect its domestic values? If so, how?

Required Readings (62 pages)

1. Cha, Victor D. *Beyond the Final Score: The Politics of Sports in Asia*. New York: Columbia University Press, 2009. Read Chapter 2. **(Student Issue)** 10 pages.
2. Crane, Elise. "Sports Diplomacy: Dispelling Myths and Building Bridges in an Age of Disinformation." *The Ambassadors Review* (Fall 2017): 26-9. Accessed at <https://www.americanambassadors.org/publications/ambassadors-review/fall-2017/sports-diplomacy-dispelling-myths-and-building-bridges-in-an-age-of-disinformation>. 4 pages.
3. Pigman, Geoffrey Allen. "International Sport and Diplomacy's Public Dimension: Governments, Sporting Federations and the Global Audience." *Diplomacy & Statecraft* 25, no. 1 (2014): 94-114. Accessed at <https://nduezproxy.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=94831404&site=eds-live&scope=site>. **(Blackboard)** 18 pages.
4. Thomas, Damion L. *Globetrotting: African American Athletes and Cold War Politics*. Chicago: University of Illinois Press, 2012. Read Chapter 3. **(Student Issue)** 27 pages.
5. U.S. Department of State. Sports Diplomacy Handouts. **(Blackboard)** 3 pages.

Topic 3

FOOTBALL, *O JOGO BONITO* (Portuguese: The beautiful game) Break Away in the Balkans

That football match cannot be considered without the context of the political situation, the prevailing relations between two countries after the Cominform Resolution of 1948....A Cold Serbian wind divided our two Countries.

~ Miodrag Kos, Serbian Footballer

Overview

If sports competed head-to-head and victory is achieved by scoring the global scale, history, passion, and impact on politics, football (what Americans have come to know as soccer) would win in a blowout. Total. Victory. Every. Time. International football is a multi-billion-dollar industry with thousands of fan bases uniting citizenry from all economic and political classes. Traditional and social media platforms and outlets around the globe are dedicated daily to critiquing the latest game, player performance, and even referee performance.

The best two-of-three 1970 World Cup qualifier series underscores football's global impact. Prior to the third game, the home team winning the first two games, fan passion and violence ignited a 100-hour war between Honduras and El Salvador over longstanding immigration and land ownership issues. Conversely, within the U.S. domestic context, soccer's popularity and impact parallels the four-year World Cup cycle and the corresponding United States National Soccer Team (USNST) performance. When the USNST qualifies for international tournaments, American fans will reserve their seat on the bandwagon to cheer for the home team. However, following poor performance, or in the case of the 2018 World Cup, failure to qualify, the wagon unloads inside of a 24-hr news cycle.

This lesson examines the cultural and political role football plays when examining domestic context and the corresponding opportunities the world's most popular sport provides. Soccer has also been used to define nationalism and this will be viewed through the lens of soccer's history in the former Yugoslavia, now Balkan, region.

Issues for Consideration

1. Examine football's influence on international politics. (CLO 3)
2. How does the U.S. domestic football context differ from the international context? Why? (CLO 3)
3. How does the U.S. domestic football context affect U.S. national interests? (CLO 2)
4. Using football to analyze the Serbian context, discuss the evolution of Serbian football support from Yugoslavian nationalism to Serbian paramilitary forces. What is a counter-strategy to prevent this?

5. How can the U.S. leverage football to advance U.S. national interests? What agencies and institutions would be used? (CLO 2)
6. How can sports be used to define context? Do you accept the Lee/Kim assertion domestic context characterizes the export of a country's sport? (CLO 3)

Required Readings (73 pages)

1. Bell, Jack. "Possible Name Change in Argentina Incites Debate." *New York Times*, February 14, 2012. Accessed May 19, 2020.
<https://goal.blogs.nytimes.com/2012/02/14/possible-name-change-in-argentina-incites-debate/>. 1 page.
2. Foer, Franklin. *How Soccer Explains the World*. New York: HarperCollins, 2004. Read Chapters 1 and 10. (**Student Issue**) 42 pages.
3. Ilyas, Adnan. "It's Time to Accept That Politics and Soccer Will Inevitably Mix." *Stars and Stripes FC*, September 8, 2016. Accessed March 9, 2018.
<https://www.starsandstripesfc.com/2016/9/8/12637820/politics-soccer-rapinoe-kaepernick>. (**Blackboard**) 2 pages.
4. Lee, Byung Jin, and Tae Young Kim. "A Study on the Birth and Globalization of Sports Originated from Each Continent." *Journal of Exercise Rehabilitation* (February 2016). Accessed at <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4771148/>. 5 pages.
5. Mills, Richard. "Cold War Football: Soviet Defence and Yugoslav Attack following the Tito–Stalin Split of 1948." *Europe-Asia Studies* 68, no. 10 (10 December 2016): 1736-58. Accessed at <https://www-tandfonline-com.nduezproxy.idm.oclc.org/doi/abs/10.1080/09668136.2016.1243228>. (**Blackboard**) 23 pages.

Optional Reading

1. Seippel, Ornulf. "Sports and Nationalism in a Globalize World." *International Journal of Sociology*, 47, no. 1 (January 31, 2017): 43-61. Accessed at <https://doi.org/10.1080/00207659.2017.1264835>. 15 pages.

Topic 4

TABLE TENNIS Serving U.S. interests in China

There's no capitalist like a Chinese Communist.

~ John Tannehill
1971 U.S. National Table Tennis Team

Where politics failed, sports have succeeded.

~ George Braithwaite
1971 U.S. National Table Tennis Team

Overview

The Game Plan assigning sports to serve an integrated USG Diplomatic game plan is filled with net-balls. The Nixon administration, however, turned the tables and scored a significant Cold War win by using table tennis to initiate rapprochement with China to further isolate the Soviet Union.

Following the Soviet Union's support to the Chinese Communists in 1949, subsequent U.S. presidential administrations worried the Sino-Soviet alliance would spread Communism across Asia. U.S. involvement in Vietnam reflected this concern. Ideological differences leading to a limited border war in the late 1960's indicated the alliance was not as strong as originally assessed. The Nixon administration needed a way to extricate the U.S. from Vietnam and break the Sino-Soviet alliance.

This lesson examines using sports as a means to support the Diplomatic Instrument of Power. Specifically, the context surrounding the Nixon administration's exploitation of a serendipitous opportunity to re-establish diplomatic relations with China is examined. Further discussion will analyze whether the USG is value-added in these and similar sports exchanges.

Issues for Consideration

1. How did table tennis define the Chinese context? (CLO 3)
2. How does table tennis define the U.S. domestic context? (CLO 3)
3. How did the Nixon administration exploit the 1971 U.S. National Table Tennis team to serve U.S. national interests and political aims? (CLO 4)
4. What national interests, both American and Chinese, were served? Were they successfully achieved? (CLO 2)
5. What role did U.S. policy makers play in this exchange? How was the game plan drawn up?

6. What level of oversight or involvement does the U.S. Government play in today's sports exchanges? (CLO 1)

Required Readings and Viewing (53 pages and 74-minute video)

1. Carter, Thomas F. and John Sugden. "The USA and Sporting Diplomacy: Comparing and Contrasting the Cases of Table Tennis with China and Baseball with Cuba in the 1970s." *Sage Journals* (March 19, 2012). Accessed at <http://journals.sagepub.com/doi/abs/10.1177/0047117811411741>. Read pages 101-107. 6 pages.
2. Cha, Victor D. *Beyond the Final Score: The Politics of Sports in Asia*. New York: Columbia University Press, 2009. Read Chapter 4. **(Student Issue)** 29 pages.
3. CIA Intelligence Memorandum. "Ping Pong Diplomacy." *Central Intelligence Agency* April 19, 1971. Accessed at <https://www.cia.gov/library/readingroom/docs/LOC-HAK-114-7-3-4.pdf>. **(Blackboard)** 8 pages.
4. Hodges, Larry, and Cheng Yinghua. "The Secrets of Chinese Table Tennis." *USA Table Tennis Magazine*, July/August 2005, Accessed December 15, 2018. <https://www.masatenisi.org/english/secrets.htm>. **(Blackboard)** 4 pages.
5. Lubin, Gus, "Why China is so Staggeringly Good at Table Tennis." *Business Insider*, August 18, 2016. Accessed March 9, 2018. <http://www.businessinsider.com/why-china-is-so-good-at-table-tennis-2016-8>. **(Blackboard)** 2 pages.
6. Mabe, Ed. *How Ping-Pong Saved the World* (video). Directed by Ed Mabe, 2013. Accessed March 9, 2018. <https://vimeo.com/50456122>. 74 minutes. Password: PPD
7. Segal, David. "China Brings its Past to Ping-Pong's Birthplace." *The New York Times*, July 29, 2012. Accessed March 9, 2018. <http://www.nytimes.com/2012/07/30/sports/olympics/china-brings-its-past-to-ping-pongs-birthplace.html>. **(Blackboard)** 4 pages.

Topic 5

BASEBALL A Swing and a Miss in Cuba

One of the things we share is our national pastimes—la pelota. As the quote from "Field of Dreams" goes, "the one constant through all the years ... has been baseball." That's as true in America as it is in Cuba. Whether it's the middle of an Iowa cornfield or the neighborhoods of Havana, our landscapes are dotted with baseball diamonds. Our kids grow up learning to run the bases and count balls and strikes. And many of our greatest ballplayers have taken the field together.

~ Barack Obama, U.S. President

It's a symbol. I'd say like the flag, like the coat of arms, like the national anthem. Baseball has been a symbol of nationalism for more than 120 years.

~ Carlos Rodriguez Acosta,
Cuban Baseball Commissioner

Overview

Akin to many “uniquely American” customs and traditions, baseball evolved from British origins, namely the games cricket and rounders. U.S. players and organizers sufficiently changed-up British characteristics of these games and audaciously labeled baseball America’s National Pastime. Baseball’s history is interwoven into America’s history, including U.S. national security history.

The batter’s box score for baseball’s role in U.S. national security tallies a few hits and some runs over 150 years of at-bats, barely above the Mendoza line, but enough to remain in the starting lineup. However, one glaring statistic stands out – U.S. inability to get a hit off of Cuba since 1961. The Obama Administration’s 2015 attempt to restart baseball diplomacy with Cuba to promote US interests could be scored as a solid single. However, since baseball does not have a time limit, President Trump’s recent reversal of the previous agreement ensures this game of diplomacy will go into extra innings.

This lesson examines baseball’s broad influence on historic and current U.S. domestic context and national security challenges. Specifically, the U.S. – Cuban relationship presents an opportunity to analyze why sports diplomacy fails to normalize a relationship so steeped in common baseball tradition.

Issues for Consideration

1. What domestic context allowed baseball to become the “National Pastime?” Does this context still apply today? (CLO 3)
2. How has the U.S. used baseball to achieve national interests? (CLO 2)
3. How does Cuba use baseball as an instrument of power? How did the move to socialism

affect Cuban baseball? (CLO 1)

4. Compare and contrast the success of Chinese Ping-Pong Diplomacy with the failure of Cuban Baseball Diplomacy. How did the strategic elements of interests and assumptions U.S. policy makers play in the successful and failed diplomacy? (CLO 4)
5. How can the U.S. leverage baseball to advance U.S. national interests vis-à-vis Cuba? What agencies and institutions would be used? (CLO 4)

Required Readings (68 pages)

1. Baseball Historian. "Cuba Béisbol." Accessed April 30, 2020. http://www.baseballhistorian.com/cuba_baseball.cfm. 2 pages.
2. Bjarkman, Peter "Cuban League." *Society for American Baseball Research*, July 15, 2016. Accessed April 30, 2020. <http://sabr.org/bioproj/topic/cuban-league>. Read pages 1-9. 9 pages.
3. Carter, Thomas F. and John Sugden. "The USA and Sporting Diplomacy: Comparing and Contrasting the Cases of Table Tennis with China and Baseball with Cuba in the 1970s." *Sage Journals* (March 19, 2012): 101-121. Accessed at <http://journals.sagepub.com/doi/abs/10.1177/0047117811411741>. Read pages 107-117. 10 pages.
4. Davis, Aaron C. "With Obama Visit, Cubans Hope for Home Run in Baseball Diplomacy." *The Washington Post*, March 6, 2016. Accessed March 9, 2018. https://www.washingtonpost.com/local/dc-politics/with-obama-visit-cubans-hope-for-home-run-in-baseball-diplomacy/2016/03/06/666c4eb2-e064-11e5-8d98-4b3d9215ade1_story.html?utm_term=.41d1cadb9ece. (Blackboard) 4 pages.
5. DeYoung, Karen, "Trump Administration Cancel Major League Baseball Deal With Cuba." *The Washington Post*, April 8, 2019. Accessed October 24, 2019. https://www.washingtonpost.com/world/national-security/trump-administration-cancels-mlb-deal-with-cuba/2019/04/08/99c7d9be-5a2f-11e9-842d-7d3ed7eb3957_story.html. 4 pages.
6. Fortier, Sam. "MLB Will Bar its Players From Venezuelan Winter League Amid Economic Embargo." *The Washington Post*, August 22, 2019. Accessed October 24, 2019. <https://www.washingtonpost.com/sports/2019/08/23/mlb-will-bar-its-players-venezuelan-winter-league-amid-economic-embargo/>. 2 pages
7. Kirsch, George B. *Baseball in Blue and Gray*, New Jersey: Princeton University Press, 2003. Read Chapter 1, Epilogue. (Student Issue) 29 pages.
8. Major League Baseball. "MLB, MLBPA Reach Deal With Cuban Federation." *MLB.com*, December 19, 2019. Accessed October 24, 2019. <https://www.mlb.com/news/mlb-announces-deal-with-cuban-federation-c302036110>. 2

pages.

9. Obama, Barack. "MLB Exhibition in Cuba 'Something Extraordinary' ." *ESPN*, March 22, 2016. Accessed March 9, 2018. http://www.espn.com/mlb/story/_/id/15041863/mlb-exhibition-cuba-extraordinary. 2 pages.
10. Otiz, Jorge L. and Alan Gomez. "MLB, MLBPA strike deal with Cuba that allows players to be scouted, signed without defecting." *USA Today*, December 19, 2018. Accessed October 24, 2019. <https://www.usatoday.com/story/sports/mlb/2018/12/19/mlb-cuba-players-scout-sign-defection/2366285002/>. 4 pages.

Topic 6

ICE HOCKEY

Cross Checking the Soviets in the Cold War

*Eleven seconds. You've got 10 seconds. The countdown going on right now!
Morrow, up to Silk. Five seconds left in the game. Do you believe in miracles?
Yes!*

~ Al Michaels, American Sportscaster

Overview

The Cold War played out on multiple fronts using all Instruments of Power. One front pitted American-led NATO military power the USSR's military. On another, non-military front, the Soviets used the Information IOP to face off against Canada in order to spread communist ideology. Whereas U.S. and Soviet soldiers stared at each other across the Fulda Gap, Canadian and Soviet hockey teams played epic games in what could be considered proxy sports wars.

Outside of anomalous performances in the 1960 and 1980 Olympics U.S. hockey prowess and popularity was overshadowed by its military might. To the north, however, Canada's hockey-military relationship proved quite the opposite. While little evidence supports a coordinated NATO effort, the Soviet Union had to fight a two-front war. The Soviet Union hoped their on-ice power play would transition to supremacy in the game of Information Warfare in order to message to the world the greatness of the communist ideology. Russian hockey's impression on Cold War intrigue cannot be understated and continues today.

This lesson examines using sports as a means to support the Information instrument of power. Specifically, hockey's role in the Cold War and future U.S./NATO and Russia relations is examined. Using hockey to define context and determine the level of influence on Cold War outcome, analysis will include hockey's use by other instruments of power and whether Cold War policymakers maximized the opportunities hockey presented.

Issues for Consideration

1. How did hockey define the Soviet Union, Canadian, and U.S. context during the Cold War? (CLO 3)
2. How did the Soviets use hockey as an instrument of power? Did this power affect the results of the Cold War? (CLO 1)
3. How did Anatoly Tarasov's training techniques reflect the communist ideology?
4. Do you accept John Soares assertion hockey helped the Soviet Union achieve superpower status?
5. How did the U.S. hockey victory over the Soviet Union at Lake Placid in 1980 change the U.S. domestic context? (CLO 3)

6. What challenges do the National Hockey League (NHL) and U.S. Information instrument face in light of the current display of Russian player support for Putin? What is a strategy to counter this? (CLO 1)

Required Readings and Viewing (29 pages and 84-minute video)

1. Dowbiggin, Bruce. "Hockey's Cold War." *Canada's History* 92, no. 4 (August 2012): 26-31. Accessed at <https://nduezproxy.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=78328925&site=eds-live&scope=site>. (Blackboard) 6 pages.
2. Flegenheimer, Matt. "A Star on Washington's Ice With a No. 1 Fan at the Kremlin." *The New York Times*, November 16, 2017. Accessed March 9, 2018. <https://www.nytimes.com/2017/11/16/us/politics/alexander-ovechkin-capitals-putin.html>. (Blackboard) 5 pages.
3. Gordon, Chris. "Alex Ovechkin is Launching a Political Movement in Support of Vladimir Putin. Here's Why That's Problematic." *Russian Machine Never Breaks*, November 2, 2017. Accessed March 9, 2018: <https://www.russianmachineneverbreaks.com/2017/11/02/alex-ovechkin-launching-political-movement-support-vladimir-putin-heres-why-thats-problematic/>. 2 pages.
4. Macskimming, Roy. "Hockey Put Canada's Cold War Perception on Ice." *The Globe and Mail*, August 31, 2012. Accessed March 9, 2018. <https://www.theglobeandmail.com/opinion/hockey-put-canadas-cold-war-perceptions-on-ice/article4510769/>. (Blackboard) 2 pages.
5. Polsky, Gabriel. *Red Army*, Directed by Gabriel Polsky, 2015. (Check out from FSL) 84 minutes.
6. Soares, John. "The Cold War on Ice." *Brown Journal of World Affairs* 14, no. 2 (Spring/Summer 2008): 77-87. Accessed at <https://nduezproxy.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=32819042&site=eds-live&scope=site>. (Blackboard) 11 pages.
7. U.S. Embassy Jordan's Public Diplomacy Program - Fitness Challenge. Read T6R8a, scan T6R8b and T6R8c. (Blackboard) 3 pages.

Topic 7

BASKETBALL The Globalization of “Free” Throws

I felt renewed by the notion I could go out under the sky in a foreign land, with nothing but a hundred words and a basketball. And communicate well with kids that within half an hour I'd see the same looks of joy that I'd felt with my first high leap.

~ Bill Russell, American Basketball Player,
11-time NBA Champion and Hall of Famer

Overview

Of the major international sports, basketball is an American original (even though James Naismith was Canadian, he invented basketball in Massachusetts). The National Basketball Association's (NBA) players mirrored the sport's Americanism and lagged far behind baseball and hockey's international appeal. Notable exceptions include the Philippines and other locations susceptible to early Western influence. This dearth of worldwide interest relegated basketball to the national security bench playing mop-up minutes only in Information games.

Realizing an opportunity to expand their market, the NBA developed business strategies to parallel the recent spike in globalization - defined as the movement of capital and people. One in four NBA players today is foreign born representing all corners of the globe. As a result, NBA revenue and popularity are at an all-time high, especially in China. However, the PRC called a hard foul on the NBA when a seemingly innocuous tweet by the Houston Rockets General Manager supporting US values sparked a bench clearing brawl.

This lesson examines using sports as a means to support the Economic instrument of power by analyzing globalization and the economic impact of other international sports and the sports industry as a whole. In addition, this lesson addresses challenges strategists face when national interests are in conflict. Specifically, the recent NBA/China conflict is used as a case study to assess strategy when economic prosperity conflicts with values.

Issues for Consideration

1. How does the success of NBA globalization serve U.S. interests? (CLO 2)
2. How do sports advance economic prosperity? (CLO 1)
3. What has enabled sports globalization? (CLO 1)
4. How does the strategist reconcile conflicting national interests? (CLO 4)

Required Readings (46 pages + ~25 pages for case study)

1. Anzilotti, Eillie, “How the NBA’s Progressivism is Helping It Thrive.” *The Atlantic*, June

- 19, 2016. Accessed March 9, 2018.
<https://www.theatlantic.com/business/archive/2016/06/nba-progressivism/487610/>.
(Blackboard) 5 pages.
2. Foer, Franklin. *How Soccer Explains the World*. New York: HarperCollins, 2004. Read Chapter 6. (Student Issue) 26 pages.
 3. Garten, Jeffrey E. "The NBA Needs to do Some Globetrotting." *Business Week*, July 19, 1999. Accessed March 9, 2018: <http://jeffreygarten.com/articles/1999-07%20The%20NBA%20Needs%20to%20Do%20Some%20Globetrotting.pdf>.
(Blackboard) 2 pages.
 4. Kirsch, George B. *Baseball in Blue and Gray*, New Jersey: Princeton University Press, 2003. Read pages 108-112. (Student Issue) 5 pages.
 5. Krasnoff, Lindsay Sarah. "How the NBA Went Global." *The Washington Post*, December 26, 2017. Accessed March 9, 2018.
https://www.washingtonpost.com/news/made-by-history/wp/2017/12/26/how-the-nba-went-global/?utm_term=.01d55ad35892. (Blackboard) 3 pages.
 6. *Sports Business Journal*. Accessed July 7, 2020.
<https://www.sportsbusinessdaily.com/Journal.aspx>. Scan the free portions of the website for a general overview of the business of sports.
 7. *Statista*. Accessed July 7, 2020. <https://www.statista.com/topics/967/national-basketball-association/>. Scan the free portions of the website for a general overview of NBA revenue statistics.
 8. Zeiler, Thomas W. *Ambassadors in Pinstripes*, New York: Rowman and Littlefield, 2006. Read Introduction. (Blackboard) 5 pages.
 9. NBA/China case study readings will be distributed separately.

Topic 8

THE OLYMPICS I

Arriving, and Remaining, on the World's Medal Podium

The sportive, knightly battle awakens the best human characteristics. It doesn't separate but unites the combatants in understanding and respect. It also helps to connect the countries in the spirit of peace. That's why the Olympic Flame should never die.

~ Adolph Hitler, German Chancellor

Overview

National security strategists can pull applicable lessons from nearly every Olympic competition. Relevant examples are abundant ranging from the 1972 Munich terrorist attack to 1968 Mexico City civil rights demonstration. However, Olympics hosted by countries preparing for, or recovering from, international conflict provide the most dynamic post-game analysis from which to update the strategy game plan.

The politics surrounding the 1936 Berlin, 1988 Seoul, 2008 Beijing, and to a lesser degree, the 1964 Tokyo Olympics were truly international affairs. (The 1980 and 1984 Olympics are covered in the next lesson.) Early Jewish oppression by the Nazi regime had started to turn the world against Germany, yet the 1936 games continued as scheduled. Few citizens outside of the Asia-Pacific region were aware of the post-war economic miracle South Korea represented and North Korea tried every play in the book, including blowing up a Korean airliner, to prevent a successful Olympiad. While not necessarily recovering from a recent war, China attempted to restore its place in the world order in 2008 following a “Century of Humiliation.” These countries have won world power gold but can they remain on the medal podium?

This lesson examines the international context respective domestic contexts surrounding pre- and post-war Olympics. Moreover, this Olympic era presents the unique opportunity to not only compare and contrast recent Olympics hosted by the same country, but also to develop sports-related strategies for immediate execution. The bases for this study are Japan (1964-1998-2020), South Korea (1988-2018), and China (2008-2022).

Issues for Consideration

1. What was the significance of the 1936 Berlin Olympics? (CLO 3)
2. How does the strategist reconcile the Jesse Owens myth and the reality of America's treatment of African-Americans when using “values projection” as a national interest when developing strategy?
3. A senior Carter administration official argued participation in the 1936 Berlin Olympics "was not among our (USA) proudest moments." Do you agree? What good or bad came out of U.S. participation in 1936? (CLO 4)

4. How does Avery Brundage's assertion sports should transcend politics resonate in today's political climate?
5. How did the studied countries use the Olympics to legitimize their regimes? What instrument(s) of power did they use and were they successful? (CLO 1)
6. Did the 2018 PyeongChang Olympics serve U.S. interests? What can the strategist expect from Tokyo in 2020 and Beijing in 2022? (CLO 2)

Required Readings (64 pages)

1. "2015 - Olympic Charter." *International Olympic Committee* August 2, 2015. Accessed March 9, 2018. <https://www.olympic.org/olympic-studies-centre/collections/official-publications/olympic-charters>. Scan Chapter 2. **(Blackboard)**
2. Abel, Allen. "An Olympic Miracle: Is Korean Unification in the Cards?" *Macleans* 131, no. 2, (February 5, 2018): 44-7. Accessed March 9, 2018. <http://www.macleans.ca/olympics/an-olympic-miracle-is-korean-reunification-in-the-cards/>. **(Blackboard)** 4 pages.
3. Bowlby, Chris. "The Olympic Torch's Shadowy Past." *BBC News*, April 5, 2008. Accessed March 9, 2018. <http://news.bbc.co.uk/2/hi/europe/7330949.stm>. **(Blackboard)** 2 pages.
4. Cha, Victor D. *Beyond the Final Score: The Politics of Sports in Asia*. New York: Columbia University Press, 2009. Read Chapter 3. **(Student Issue)** 29 pages.
5. "DMZ Flashpoints: The 1987 KAL 858 Bombing." *ROK Drop*, January 31, 2018. Accessed March 9, 2018. <http://www.rokdrop.net/2018/01/dmz-flashpoints-the-1987-kal-858-bombing/>. **(Blackboard)** 6 pages.
6. Sang-Hun, Choe. "The Olympic Spirit Unites Korea, But Reunification's Flame Fades." *The New York Times*, January 29, 2018. Accessed March 9, 2018. <https://nduezproxy.idm.oclc.org/login?url=http://link.galegroup.com/apages/doc/A525380973/BIC1?u=wash60683&xid=4e4eb910>. **(Blackboard)** 3 pages.
7. Osumi, Magdalena et al. "Gearing Up for the Games." *Japan Times*, December 31, 2017). Accessed March 9, 2018. <https://www.japantimes.co.jp/tag/gearing-up-for-the-games/>. Read the six-part series. 12 pages.
8. Rodden, John and John Rossi. "Berlin Stories - Misreading the 1936 Olympics." *Commonweal* 143, no. 13 (12 August 2016): 25-29. Accessed at <https://nduezproxy.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsgbc&AN=edsgcl.460862505&site=eds-live&scope=site>. 5 pages.
9. Sharp, Andy and Kanga Kong. "We've Been Gamed." *Bloomberg Business Week*

February 5, 2018. Accessed March 9, 2018.

<https://nduezproxy.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=127698280&site=eds-live&scope=site>. (**Blackboard**) 2 pages.

10. Schwankert, Steven. "Another Olympic Run." *America* 213, no. 5, (31 August 2015): 12. Accessed at

<https://nduezproxy.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsgbc&AN=edsgcl.436067387&site=eds-live&scope=site>. 1 page.

Additional Resources (2 videos)

1. *Olympia 1 Fest der Völker (Festival of Nations)*. Directed by Leni Riefenstahl, 1938. Accessed March 9, 2018.

<https://www.youtube.com/watch?v=2HV8055dbfc&list=PLIqQtoGAQS3-dRg815GQAzxAXuQhIe4n2&index=1>. 127 minutes.

2. *Olympia 2 Fest der Schönheit (Festival of Beauty)* Directed by Leni Riefenstahl, 1938. Accessed March 9, 2018.

<https://www.youtube.com/watch?v=zHN8Jwku1Nc&list=PLIqQtoGAQS3-dRg815GQAzxAXuQhIe4n2&index=2>. 88 minutes.

Topic 9

THE OLYMPICS II Boycotts and Bans: Penalty or Advantage?

I know the decision was controversial, but I had no idea at the time how difficult it would be for me to implement it or convince other nations to join us.

~ Jimmy Carter, U.S. President

The United States has far more to lose from staying home from Moscow than we will ever gain from a boycott. The President overreacted, now what we are trying to do is put up the façade of protest at the expense of some athletes.

~ Ted Stevens, Alaskan Senator

Is the White House serious in asking the American public to accept the notion that this nation's foreign policy has been reduced to employing a boycott of a sports event as the principal non-military response to what Carter has called the 'greatest threat to world peace and stability since World War II'? If so, we should be debating questions of considerably greater gravity than whether the country should participate in the 1980 Summer Games.

~ Dr. Harry Edwards, U.S. Sociologist

Overview

The Fundamental Principles of Olympism promote a “philosophy of life” and “harmonious development of humankind” with a “view to promoting a peaceful society.” Unfortunately, neither political nor athletic Olympic players always adhere to these altruistic ideals. In the game of national security, should the strategist award boycotts and bans a penalty or advantage?

In 1976, 28 African nations boycotted the 1976 Montreal Olympics in retaliation to New Zealand's rugby engagement with South Africa. Russia's Afghanistan invasion triggered a major policy debate convincing Jimmy Carter to boycott the 1980 Moscow Olympics. In 1984, citing security concerns, Russia responded in kind and boycotted the 1984 Los Angeles games. While not the only boycotts in Olympic history, these examples demonstrate the magnitude sports can play in international relations.

The list of countries banned from participating in the Olympics is long and hardly distinguished. Justification for banning ranges from starting wars (Japan and Germany banned from the 1948 London Olympics) to domestic policies such as apartheid (South African banned from 1964 – 1992). Bans are usually more contentious than boycotts because they are imposed by external players.

This lesson examines the efficacy of boycotts and bans as suitable ways in the national security game and whether they award the affected country a penalty or reward. The bases for analysis are Olympic bans in general and the 1976-1980-1984 Olympic boycotts specifically. Past (1936 Berlin, 2014 Sochi) and future (2022 Beijing) boycott recommendations will also be assessed.

Issues for Consideration

1. Are boycotts and bans useful foreign policy tools? (CLO 1)
2. What correct and incorrect assumptions did the Carter administration make regarding the 1980 Moscow Olympics boycott? (CLO 3)
3. Did the 1980 boycott serve the national interests Jimmy Carter intended? (CLO 2)
4. Should the U.S. have boycotted the 2014 Sochi Olympics due to Putin's anti-gay laws? (CLO2)
5. Should the US consider boycotting 2022 Beijing? (CLO 2)

Required Readings (71 pages)

1. Coca, Nithin. "Beijing's Olympics Pave the Way for Xinjiang's Camps." *Foreign Policy*. February 8, 2019. Accessed November 8, 2019. <https://foreignpolicy.com/2019/02/08/beijings-olympics-paved-the-way-for-xinjiangs-camps/>. 4 pages.
2. "Countries Banned from the Olympic Games." *Top End Sports*. Accessed March 9, 2018. <http://www.topendsports.com/events/summer/bans.htm>. Scan the list of countries and reasons why they banned from the Olympics.
3. Diamond, James. "US Congressional Panel Calls on IOC to Strip Beijing of 2022 Winter Olympics." *Inside the Games*. October 11, 2018. Accessed November 8, 2019. <https://www.insidethegames.biz/index.php/articles/1070936/us-congressional-panel-calls-on-ioc-to-strip-beijing-of-2022-winter-olympics>. 1 page.
4. Karlik, Evan. "The Case for Boycotting Beijing 2022." *The Diplomat*. August 8, 2019. Accessed November 8, 2019. <https://thediplomat.com/2019/08/the-case-for-boycotting-beijing-2022/>. 3 pages.
5. Nichol, Jim et al. "The 2014 Sochi Olympics: Security and Human Rights Issues." *Congressional Research Service* (January 26, 2014). Accessed at <https://nduezproxy.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=94424738&site=eds-live&scope=site>. Read pages 13-21. **(Blackboard)** 9 pages.
6. Pandey, Anubhav. "On What Grounds Can International Olympic Committee (IOC) Suspend a Country from Participating in Olympics?" *iPleaders* August 2, 2017. Accessed March 9, 2018. <https://blog.iplayers.in/olympic-disqualification-law/>. 3 pages.
7. Ratnesar, Romesh. "Boycotting the 2014 Sochi Olympics is a Really Bad Idea." *Bloomberg Businessweek*, August 5, 2013. Accessed March 9, 2018.

<https://www.bloomberg.com/news/articles/2013-08-05/boycotting-the-2014-sochi-olympics-is-a-really-bad-idea>. (Blackboard) 2 pages.

8. Rosner, Scott and Deborah Low. "The Efficacy of Olympic Bans and Boycotts on Effectuating International Political and Economic Change." *Texas Review of Entertainment & Sports Law* 11, no. 1 (Fall 2009): 27-79. Accessed at <https://nduezproxy.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=47566987&site=eds-live&scope=site>. Read pages 37-76. 40 pages.
9. Young, Christopher. "Olympic Boycotts: Always Tricky." *Dissent* 55, no. 3 (Summer 2018): 67-72. Accessed at <https://nduezproxy.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=33662905&site=eds-live&scope=site>. (Blackboard) 6 pages.
10. Ziller, Tom. "The Sochi Olympics, Russia's Anti-gay Laws and Using a Platform With Purpose." *SBNation*, July 24, 2013. Accessed March 9, 2018. <https://www.sbnation.com/2013/7/24/4548656/sochi-winters-olympics-2014-russia-boycott-gay-rights>. 3 pages.

Additional Resources (85 pages)

1. Corthorn, Paul. "The Cold War and British Debates over the Boycott of the 1980 Moscow Olympics." *Old War History* 13, no. 1 (February 2013): 43-66. Accessed at <https://nduezproxy.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=85750845&site=eds-live&scope=site>. 24 pages.
2. Eaton, Joseph. "Reconsidering the 1980 Moscow Olympic Boycott: American Sports Diplomacy in the East Asian Perspective." *Diplomatic History* 40, no. 5, (November 2016): 845-64. Accessed at <https://nduezproxy.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=118314108&site=eds-live&scope=site>. (Blackboard) 19 pages.
3. Lahey, Daniel James. "The Thatcher Government's Response to the Soviet Invasion of Afghanistan, 1979-1980." *Cold War History* 13, no.1 (February 2013): 21-42. Accessed at <https://nduezproxy.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=85750844&site=eds-live&scope=site>. (Blackboard) 22 pages.

Topic 10

THE WORLD CUP Corruption on the Pitch

With 211 associations affiliated to FIFA today, world football's governing body has rightly been dubbed the "United Nations of Football."
~ FIFA.com

Overview

Who wins in head-to-head global competition, the Olympics or the World Cup? The box score shows the game is very close. Fédération Internationale de Football Association (FIFA) and the IOC are both NGOs, ruling with nearly unlimited power and autonomy. The pair equally reach a global audience presenting immense economic and information opportunities. The ability to claim total victory may be the deciding factor. How does one “win” the Olympics? Do the victors hoist the most gold medals, or the most medals overall, or win a popular sport? On the other hand, winning the World Cup is obvious and the ability to unite a nation into a nationalist fervor gives the World Cup the slightest edge.

The 2015 FIFA scandal rocked the football world with full implications yet to be determined. From the idealist’s perspective, this purity of sport and opportunity to unite make the scandal so heartbreaking. The realist views the scandal as a large corporation found guilty of pay-offs and bribery. Regardless of the strategist’s world view, the economic, civil society, and governance impacts cannot be overlooked.

This lesson examines corruption in sport’s impact on national security and the international context surrounding the World Cup. Strategy options to influence compliance and take advantage of the opportunities presented will be assessed.

Issues for Consideration

1. What are the economic impacts and overall influence of the World Cup? (CLO 1,3)
2. Does the FIFA scandal affect national security? If so, how and who’s? (CLO 4)
3. What lever of power can the U.S. pull to influence non-state actors and non-government agencies (NGOs) such as the IOC and FIFA? Do Rule of Law values translate globally? (CLO 1)
4. How does the US leverage the economic IOP to fight corruption? (CLO 1)

Required Readings (74 pages)

1. Allen, Claudia. “FIFA Corruption Scandal: Why Should I Care?” *BBC News*, June 4, 2015. Accessed March 9, 2018. <http://www.bbc.com/news/world-33007757>. (Blackboard) 2 pages.

2. Conn, David. "How the FBI Won 'The World Cup of Fraud' as FIFA Scandal Arrives in Court." *The Guardian*, November 6, 2017. Accessed March 9, 2018: <https://www.theguardian.com/football/2017/nov/06/fifa-scandal-fbi-new-york-trial-chuck-blazer-sepages-blatter>. **(Blackboard)** 2 pages.
3. Department of Justice. "Sixteen Additional FIFA Officials Indicted for Racketeering Conspiracy and Corruption." December 3, 2015. Accessed November 14, 2019. <https://www.justice.gov/opa/pr/sixteen-additional-fifa-officials-indicted-racketeering-conspiracy-and-corruption>. **(Blackboard)** 5 pages.
4. Dorsey, James. "World Cup 2022 Will Produce PR Boon for Qatar, but Little Economic Benefit." *Bleacher Report*, January 18, 2011. Accessed November 13, 2019: <https://bleacherreport.com/articles/577705-world-cup-2022-will-produce-pr-boon-for-qat>. 3 pages.
5. "FIFA Corruption Crisis: Key Questions Answered." *BBC World News*, December 21, 2015. Accessed March 9, 2018. <http://www.bbc.com/news/world-europe-32897066>. **(Blackboard)** 3 pages.
6. Foer, Franklin. *How Soccer Explains the World*. New York: HarperCollins, 2004. Read Chapters 5 and 7. **(Student Issue)** 50 pages.
7. Opati, Zephania. "Economic Costs of Hosting the World Cup." *Diplomat East Africa* 48 (July 2014): 41-44. Accessed at <https://nduezproxy.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=mth&AN=97467530&site=eds-live&scope=site>. **(Blackboard)** 4 pages.
8. Usmani, Azman. "World Cup 2018: Hosting Football World Cup Boosts Pride, Not Economy." *Bloomberg*, June 12, 2018. Accessed November 13, 2019: <https://www.bloombergquint.com/fifa-world-cup-2018/world-cup-2018-hosting-football-world-cup-boosts-pride-not-economy>. 3 pages.
9. Verver, John. "Lessons from the FIFA Corruption Scandal." *Risk Management*, September 1, 2015. Accessed March 9, 2018. <http://www.rmmagazine.com/2015/09/01/lessons-from-the-fifa-corruption-scandal/>. 2 pages.

Additional Resources (38 pages)

1. Arnotz, Kevin. "How NBA Executive Jeff David stole \$13 Million from the Sacramento Kings." *ESPN*, November 19, 2019. Accessed November 21, 2019. https://www.espn.com/nba/story/_/id/28078881/how-nba-executive-jeff-david-stole-13-million-sacramento-kings. 14 pages.
2. Eden, Scott. "How Former Ref Tim Donaghy Conspired to Fix NBA Games." *ESPN*, February 19, 2019. Accessed November 21, 2019.

https://www.espn.com/nba/story/_/id/25980368/how-former-ref-tim-donaghy-conspired-fix-nba-games. 24 pages.

Topics 11 AND 12

YOUR PATH TO VICTORY Winning Game Plans

Winning isn't everything; it's the only thing.

~ Vince Lombardi (maybe), American Football, 2-time Super Bowl Champion Coach and Hall of Famer

Just win, baby!

~ Al Davis (for sure), American Football, 3-time Super Bowl Champion Owner and Hall of Famer

Overview

For the purposes of this exercise, the position of U.S. National Sports Minister has been established on the National Security Council. Working in teams of two or three, you will act as advisors to the “*Sports Comish.*”

In sports, coaches develop a strategy where their team’s strengths and weaknesses are assessed against an opponent. The coach then develops ways to maximize the strengths, mitigate the weakness, and identify asymmetrical advantages in order to achieve victory. This process is very similar to the strategy development and case study process used here at the National War College. This project composes the lessons learned and concepts from Topics 1-10 to develop a sports strategy, or *Game Plan*. Choosing a particular national security-related issue of interest to your team, create a strategy using sports as the main *way* or *means* in order to achieve the desired *end* in order to advance U.S. interests. The Game Plan can either act as a singular solution or part of a broader national security strategy. The Game Plan should establish the path to victory on your issue by identifying the strengths and exploiting the weaknesses of the opponents and other key players in the national security game. Keeping in mind budgetary constraints, current executive branch power, and continuing international tension, the Game Plan should include the individuals and other agencies and institutions most likely to engage on this issue, their powers, their preferences, and where they sit in the national security strategy development process.

These two sessions are designed to give you the opportunity to present your Game Plans to the Sports Comish panel (FSL plus industry experts) and his council (remaining students). Each team will present their findings in both oral and written form in the last two seminar meetings, at which point the panel and council will critique and evaluate your Game Plan. Each team will provide a 2-page Game Plan memo (written in prose) to the class and give a 15-minute oral brief. Specific details and direction will be provided in class

Issues for Consideration

1. Play Book strategies should be based on the frameworks listed in Appendices 1 and 2 and include:

- A concise problem statement of the issue and the primary instrument of power used to achieve the national interest/political aim/goal/objective.
- How sports support the instrument of power
- How the sport is used to analyze the domestic/international context
- Whether sports are a way or mean and if the strategy is “means-restricted” or “means-creating”
- Identification of the strategy as a stand-alone strategy or part of a broader strategy already in place
- Identification of other instruments of power which can be brought to bear
- A likely media coverage and a corresponding information strategy

2. Sports Comish and council requirements:

- Review and critique a variety of sports campaign plans

Appendix 1: NWC National Security Strategy Framework

1. ANALYZING THE STRATEGIC SITUATION

- * What is the story? Develop a **problem statement**.
- * Assess the **international and domestic contexts**.
- * Identify **knowns, critical unknowns, and key assumptions** (re: self, others, environment).
- * What **national interests**—if any—are **at stake**? How **vital** is each interest?
- * Determine **threats and opportunities** and **their relation to national interests**.
- * How **imminent** are the threats? How **salient** are the opportunities?

2. DEFINING THE DESIRED ENDS

A. POLITICAL AIM(S)

- * **Stated** and **implied** political aims—define **desired end-state/success**. What does success look like?
- * What are **likely constraints**—governmental, domestic, international, media-driven, etc.?

B. SPECIFIC OBJECTIVES

- * **Can the political aims be translated into viable objectives**?
- * Specify objectives, **achievable at a reasonable cost** that will **accomplish** desired political aims
- * Rank objectives by **priority**.

3. IDENTIFYING AND/OR DEVELOPING MEANS

- * Identify our instruments of power (DIME) needed to obtain ends.
- * Assumptions about **capabilities/limits of our instruments**.
- * **What are the intangibles for all actors, to include morale/will and time available?**

4. DESIGNING THE WAYS

- * Specify **fundamental strategic approach(es)** – state how the instruments blend together. Are the associated objectives pursued **sequentially** or **simultaneously**?
- * Consider **Modes of Action**.
- * Identify **institutions/agencies** that will direct the various instruments of power.
- * Most likely **constraints**? Does the strategic approach **account for** them?

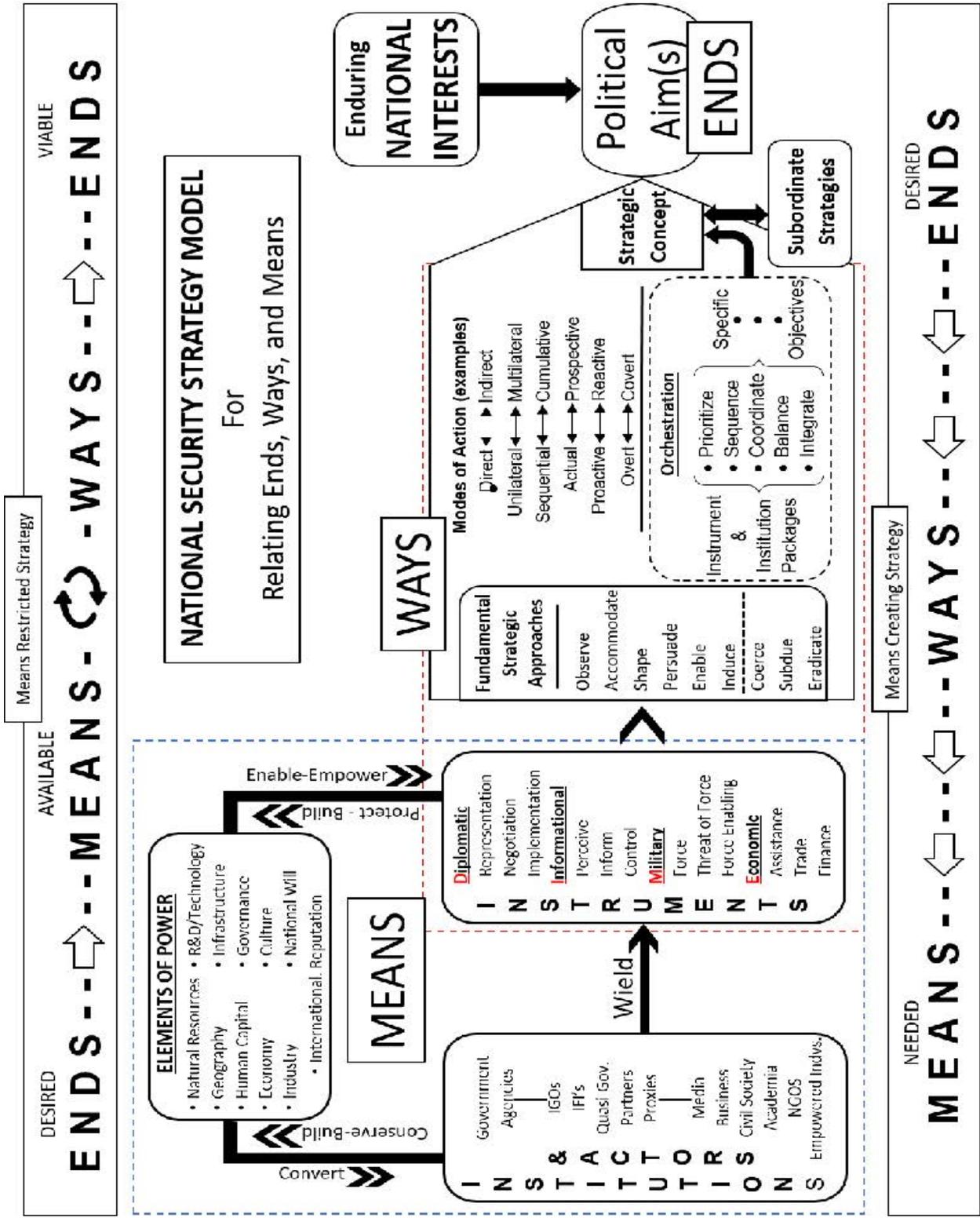
5. ASSESSING THE COST, RISKS, AND RESULTS

- * What are likely **costs** and **benefits**? Can they be **tracked/measured**?
- * Most likely **risks**, including those **to** and **from** the strategy—have they been **accounted for** and **mitigated**?
- * **Viability Assessments**: Is our strategic approach **suitable, feasible, desirable, acceptable, and sustainable**?
- * What are the **most pivotal assumptions**? **Consequences** if wrong? What **mechanisms to validate**?
- * How does **success translate** into **lasting political effects**?

Red Teaming

- * **Assumptions** about allies', neutrals', target's political aims, underlying rationale, and specific objectives.
- * Identify **target's instruments of power** needed to attain ends—Is one or more likely to be dominant?
- * Assumptions about the capabilities/limits of **target's** instruments.
- * What is the target's **most likely** and **most dangerous** courses of action? Does our strategy negate them?

Appendix 2: National Security Strategy Model for Ends-Ways-Means



Appendix 3: Spare Topic

POLITICAL INJURIES

Doping

People are celebrating Olympic champion winners, but we are sitting crazy and replacing their urine.

~ Dr. Grigory Rodchenkov, former director of Russia's national anti-doping laboratory

Overview

Sports often cause *political injuries*, usually the self-inflicted variety. Returning to the Fundamental Principles of Olympism theme, “Team personnel must respect and comply with the... World Anti-Doping Code” to participate in the Olympic Games. Using science to raise the level of athletic performance dates back to ancient Greece. By the early 20th century, competition organizers leveled the playing field and banned performance enhancing drugs. Even though enforcement through rigorous testing followed, athletes continue to try to outmaneuver scientists in order to gain a competitive advantage. Olympic history is rife with doping scandals and the Ben Johnson and recent Russian cases illustrate the spectrum poles. On one end, Ben Johnson made a personal decision with domestic implications. On the other end, the Russia government sponsored the doping with international ramifications.

This lesson analyzes the position doping plays in the national security game plan.

Issues for Consideration

1. What was Canada’s domestic context in 1988 and how did Ben Johnson’s positive steroid test affect Canadian nationalism?
2. How effective was the Russian doping program and how did it ultimately serve their national interests?
3. Does the Russian doping scandal present an opportunity to the U.S. strategist? Is doping an opportunity or a threat to national interests? Can it serve as both?

Required Readings and Viewing (19 pages and 121-minute video)

1. Ford, Bonnie. “Trust, Common Sense Long Gone when it Comes to IOC and its Doping Decisions.” *ESPN*, February 9, 2018. Accessed March 9, 2018. http://www.espn.com/olympics/winter18/story/_/id/22375176/winter-olympics-2018-trust-common-sense-long-gone-comes-ioc-russian-doping-decisions. 4 pages.
2. History of Performance Enhancing Drugs in Sports.” *ProCon*. Accessed March 9, 2018. <https://sportsanddrugs.procon.org/view.timeline.php?timelineID=000017>. (Blackboard) Scan the website for a general history of doping in sports.

3. *Icarus*. Directed by Bryan Fogel, Impact Partners, 2017. Accessed at <https://www.netflix.com/title/80168079>. (**Group viewing if no Netflix account**) 121 minutes.
4. Jackson, Steven J. and Pam Ponic. "Pride and Prejudice: Reflecting on Sports Heroes, National Identity, and Crisis in Canada." *Culture Sport Society* 4, no. 2 (Summer 2001): 43-63. Accessed at: <https://nduezproxy.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=6903989&site=eds-live&scope=site>. Read pages 43-46, 50-59. (**Blackboard**) 14 pages.
5. Wetzel, Dan. "Sorry Putin, No Gold for You." *Yahoo! Sports*, February 16, 2018. Accessed March 9, 2018. <https://sports.yahoo.com/sorry-putin-no-gold-124539084.html>. (**Blackboard**) 1 page.