

WOH 4930: SOCCER IN WORLD HISTORY

Fall 2021

Dr. Philip Janzen

pjanzen@ufl.edu

Office: 494 Grinter Hall

Office Hours: Mon 1:30-3:30

In-person or via Zoom

Meeting ID: 245 859 3547

Course Schedule:

W periods 7-9 (1:55 - 4:55)

0230 Rinker Hall

(and online via Zoom)

Years have gone by and I've finally learned to accept myself for who I am: a beggar for good soccer. I go about the world, hand outstretched, and in the stadiums I plead: A pretty move, for the love of God.

— Eduardo Galeano, "Soccer in Sun and Shadow"

Course Overview

Soccer, football, *fútbol* – the only sport that is played in every corner of the world. For some, it is a religion. For others, like Galeano, it is something more. The history of the beautiful game is entangled with wars, the spread of empires, the rise of nationalist movements, and the reigns of dictators. Soccer has also been a site of contestation in struggles over politics and religion, as well as class, gender, and racial equality. But can soccer explain world history? This course will consider that question through a series of case studies, focusing especially on Africa, Latin America, and Europe since the 1870s.

Learning Objectives

The goal of this history research seminar is for students to bring together the main elements of the discipline: independent research, evaluating primary and secondary sources, methodological rigor, analytical thinking, and argumentative writing. Through a series of small assignments and workshops, students will work toward writing a 15-20 page research paper on soccer in world history. More generally, students will develop their reading and writing abilities – precious skills in our information-rich world.

Required Course Texts

Laurent Dubois, *Soccer Empire: The World Cup and the Future of France* (UC Press, 2010).

Patrick Rael, *Reading, Writing, and Researching History*, [available online](#).

The Dubois book is available for purchase at the UF Bookstore. It is also available online through the UF Library. Links to all other readings are on the Canvas course website.

Evaluation

- Primary Source Analysis (10%) 9/15
- Proposal (15%) 10/5
- Individual Meetings (5%) Week of 11/1
- Presentation (10%) 12/1 *or* 12/8
- Final Paper (35%) 12/13
- Participation (25%) - - -

I will provide more detailed guidelines for the assignments in the coming weeks.

Procedure

This is a HyFlex course, meaning that you may attend class in-person or online via Zoom. I will not be recording class sessions.

Rather than a typical lecture course, this seminar consists of weekly discussions. Each discussion will be divided into two halves—much like a soccer match. In the first half of each class, we will discuss the weekly readings on a topic related to soccer and world history. 1-2 students will serve as discussion leaders/referees. In the second half of each class, we will work through a series of workshops focused on the methodological skills required for writing history essays.

Before each class, you must complete the assigned readings, submit two open-ended discussion questions to Canvas, and be ready to take part in the workshop activities. You should have detailed notes and be prepared to participate actively.

Your participation grade will be based on quality contributions to class discussions. Please remember to be respectful and empathetic toward one another during discussions. We all learn and process ideas in our own ways.

If you have questions about the course, please first consult this syllabus. You may also come to my office hours or contact me by email. I will do my best to respond within one business day.

Course Schedule

Week 1 Introduction to the Course

8/25 Course Overview; Introductions and expectations

Questions: Why study soccer? What is “world history”?

Week 2 Origins?

9/1 Reading: Goldblatt, *The Ball is Round*, Chapters 1-3; Galeano, “The Origins,” in *The Global Game: Writers on Soccer*, 7-9.

Questions: Who invented soccer? Why do people associate soccer with England? Should historians search for origins?

Workshop Activity: Find 5 articles related to soccer in the Welsh Newspaper Collection (1804-1919): <https://newspapers.library.wales/home>

Week 3 Soccer Empires I

9/8 Reading: Laurent Dubois, *Soccer Empire*, up to the end of Chapter 5.

Questions: What are the connections between soccer and empires? How has soccer perpetuated imperial aims?

Workshop Activity: Find 5 articles related to soccer using the World Newspaper Archive (African Newspapers and Latin American Newspapers) and the Digital Library of the Caribbean

Week 4 Soccer Empires II

9/15 Reading: Laurent Dubois, *Soccer Empire*, Chapter 6-end.

Questions: What was the role of soccer in the Algerian War? Does soccer help explain the tensions and legacies of empires? Why or why not? What are the advantages and disadvantages of text-searchable databases?

Workshop Activity: Discuss and share Primary Source Analysis assignment.

Week 5 Nationalism and Decolonization

9/22 Reading: Paul Darby, "'Let us Rally Around the Flag': Football, Nation-Building, and Pan-Africanism in Kwame Nkrumah's Ghana," *The Journal of African History* 54, no. 2 (2013): 221–46; Phil Ball, "White Noise: Madrid and the Legacy of Franco," in *Morbo: The Story of Spanish Football*, 132-167.

Questions: What are the links between soccer, national identity, and anticolonialism? How have nationalist movements harnessed the mass popularity of soccer? Does soccer expose the limits of nationalism?

Workshop Activity: Using databases and finding secondary sources; developing a class list of topics and secondary sources.

Week 6 Proposal

9/29 No Class – Work on proposal

Week 7 Dictatorships and the Cold War

10/6 Reading: David Goldblatt, *The Ball is Round*, Chapter 15: "Military Manoeuvres: Football Under the Latin American Generals, 1974-1990"; Rogelio Ramos Signes, "Fahrenheit 1976" in *The Global Game: Writers on Soccer*, 112-113; Hebe de Bonafini and Matilde Sánchez, "Boycotting the World Cup," in *The Global Game: Writers on Soccer*, 195-198.

Questions: What were the stakes of soccer in 1970s Latin America? How did dictators and citizens articulate political aims through the game?

Workshop Activity: Peer review of proposals; refining research questions and sources.

Week 8 Women's Soccer in Brazil and the USA

10/13 Reading: Brenda Elsey and Joshua H. Nadel, "Brazilian Sportswomen Defying Prohibition," in *Futbolera: A History of Women and Sports in Latin America*, 109-14; Jere Longman, *The Girls of Summer*, Chapters 1, 2, 16, 17, 18; David Starkey, "The Soccer Moms—1996," in *The Global Game: Writers on Soccer*, 20-21.

Questions: What barriers have prevented women from playing soccer around the world? What were the global impacts of the US victory in the 1999 Women's World Cup?

Workshop Activity: The politics of citations; Chicago style and different kinds of sources

Week 9 Devotion

10/20 Reading: Simon Kuper, *Soccer Against the Enemy*, Chapter 18, "Celtic and Rangers, or Rangers and Celtic"; Buford, *Among the Thugs*, Part One.

Questions: What are the links between religion and soccer? What differentiates supporters, fanatics, and hooligans?

Workshop Activity: Introductions and argumentation; Reflecting and writing.

Week 10 Individual Research

10/27 No Class, continue with research and writing

Week 11 Individual Meetings

11/3 Meet with instructor individually

Week 12 Individual Research

11/10 No Class, continue with research and writing

Week 13 Writing Workshop

11/17 Reading: Osvaldo Soriano, "The Longest Penalty Ever," in *The Global Game: Writers on Soccer*, 88-95; Rael, Part 5, "Structuring your Paper": <https://courses.bowdoin.edu/writing-guides/structuring-your-paper/>

Questions: When do you write best? How do you make time to write? How do you avoid procrastination? Writer's block? How do you write paragraphs and topic sentences? How do you incorporate primary sources and analysis?

*** 11/24 - Thanksgiving Holidays - No Class ***

Week 14 Conference Part I

12/1 Conference presentations

Week 15 Conference Part II

12/8 Conference presentations

12/13 FINAL PAPER DUE ONLINE 12/13

OTHER NOTES

Grading Scale

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	E	Below 60

For information regarding current UF policies for assigning grade points, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Health and Wellness Resources

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.

Learning in a Pandemic

As with the past three semesters, this fall will bring more stress and anxiety than usual, for both faculty and students. In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- Attendance: If you are sick, stay home and self-quarantine. If you are able, attend class via Zoom. I will not penalize you if you have to miss class, but you must let me know. I will give you a reasonable amount of time to make up work. Frequent unexcused absences will result in a low participation grade.
- Masking: You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated.
- Vaccinations: If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. [Visit this link](#) for details on where to get your shot. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- Sanitizing supplies: They are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- If you are sick: please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire, and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
- Withheld: If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals.

Guidance on how to give feedback in a professional and respectful manner is [available here](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or at [this link](#). Summaries of course evaluation results are available to students [here](#).