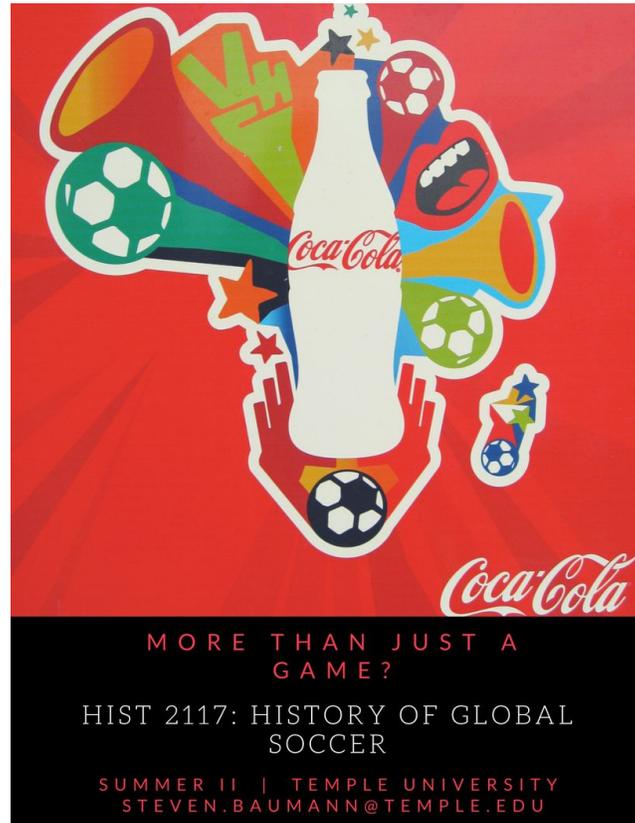


Temple University, History Department

## History 2117: History of Global Soccer Syllabus: Summer II, 2018



MORE THAN JUST A  
GAME?

HIST 2117: HISTORY OF GLOBAL  
SOCCER

SUMMER II | TEMPLE UNIVERSITY  
STEVEN.BAUMANN@TEMPLE.EDU

### Part 1: Course Information

#### Instructor Information

- **Instructor:** Professor Steven Baumann
- **Office Hours:** (Please E-mail First) Gladfelter 932 by appointment and Google Hangout
- **E-mail:** [steven.baumann@temple.edu](mailto:steven.baumann@temple.edu)
- **Phone:** Google Hangout via Temple.edu
- **Website and further information:** [sites.temple.edu/baumann](https://sites.temple.edu/baumann)

## Course Description

Soccer. 足球. Voetbal. ഹോਲ്: Fùtbol. ફૂટબોલ. Futboll. Futebol. كرة القدم. Fodbold. ফুটবল. फुटबॉल. Football. футбол. フットボール. Fotboll. 축구. Bónig dá. כדורגל. Soka . கால்பந்து. புதுபல. ଦାଲିଶା. Fussball.

As the world's premier sport, soccer has more stakeholders and global investment than any other. No sport unites and divides so many people, nations, classes, genders, and ethnicities with such unstoppable force. From legendary personal quirks, to resistance movements, and even visions of world domination, soccer has been a constant factor affecting the lives of billions of people over three centuries; to understand its history is to understand global society. On this course we will examine the personal emotions, the social trends, and the broad range of politics which have shaped soccer and – most importantly – have been shaped by soccer. Through legendary players, famous clubs, fanatical supporters, stadium architecture, and tournament design, we will investigate how soccer links commercial development, artistic expression, cultural change, ideas of nationhood, and even organized crime, to seek new understandings of the history, complexities, and meanings of globalization to different people and places throughout the world. Through the irrepressible and compelling nature of the world's biggest sport, we will discover and explore why it is one of the single most powerful practices the world has ever known.

### Special Note:

Because this course coincides with the 2018 FIFA World Cup in Russia, we will focus concurrently on the historical development of the global game as well as the global game as it exists today.

### Textbook & Course Materials

- Required Text (available at Temple bookstore and many online and local bookstores):
  - Goldblatt, David. *The Ball is Round: A Global History of Soccer*. New York: Riverhead Books, 2008.
  - Additional Readings Uploaded to Canvas
  - [World Cup Schedule](#)
- Recommended Texts & Other Readings:
  - Recommended texts are in course outline and available at the Temple Library. They are not required, but are useful to the course.
- Internet connection, computer, ability to watch the World Cup.
- Online Resources:
  - [Guardian Weekly Football Podcast](#)
  - [BBC World Football](#)
  - [Soccer Politics at Duke](#)

- Access to Canvas

### **Online Course Structure**

This is a fully-online, non-meeting, and asynchronous course. All course activity instructions and resources can be found on Canvas. At designated times throughout the semester, we will participate in a blend of self-paced and group-paced activities using Canvas. All of the learning activities will be completed in your own time so long as they are completed by the dates and times shown in the course schedule.

**Important Note:** This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Canvas for changes.

**Note on expectations:** As Temple students, you follow have [student responsibilities](#), that include an honest and safe environment for everyone. You are expected to follow your student responsibilities, treat each other with kindness, and foster an inspiring academic community. Comments and peer-reviews are expected to be respectful and academically rigorous. Be nice and help others learn.

## **Part 2: Student Learning Outcomes**

### **Student Learning Outcomes**

- Understand and summarize selected key moments and actors in the history of soccer
- Develop a basic knowledge of the human and structural forces which have shaped, and have been shaped by, soccer
- Develop a fundamental understanding of globalization, and how soccer explains the nature, details, issues, and contradictions of the process
- Cultivate critical skills to identify historical processes, origins, and causes and effects
- Obtain and/or improve specific evidence and data evaluation skills
- Gain a familiarity with different methods and approaches to research
- Achieve a sound understanding of the problems and debates in the production of historical knowledge
- Recognize and apply key historical skills in a vocational context

## Part 3: Grading Policy

### Graded Course Activities

Points	Description
10	World Cup Reflection <b>DUE Tuesday July 3 at 5PM</b>
20	5 Weekly Discussions <b>DUE Tuesdays at 5PM</b>
30	Poster: Create Your World Cup 2026 Poster <b>DUE July 18 at 5pm</b>
40	Paper: Federation or Club Essay <b>DUE August 7</b>
100	Total Points Possible

### Late Work Policy

As this is a summer course that relies on participation and collaboration, **no late work is accepted.**

### Viewing Grades in Canvas

Points you receive for graded activities will be posted to Canvas.

### Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Points	Performance
A	90-100	Excellent
B	80-89	Good
C	70-79	Average
D	60-69	Pass

F	0-59	Fail
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**Important note:** For more information about grading at Temple, visit the [academic policies and grading section](#) of the university catalog.

## Part 4: Course Policies

### Participation

Students are expected to participate in all online activities as listed on the course outline. Participation must be completed by the deadline.

### Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

### Complete Assignments

All assignments for this course will be submitted electronically through Google Docs, grades will be posted on Blackboard. Assignments must be submitted by the given deadline.

### Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider disenrolling from a course. Refer to the Temple Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

### Inform Your Instructor of Any Accommodations Needed

All students are welcome in this course. I will support and help students in need of accommodations. This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a documented disability, including special accommodations for access to technology resources and electronic instructional materials required for the course, should contact me privately to discuss the specific situation by the end of the second week of classes or as soon as practical. If you have not done so already, please contact Disability Resources and Services (DRS) at 215-204-1280 in 100 Ritter Annex to learn more about the resources available to you. We will work with DRS to coordinate reasonable accommodations for all students with documented

disabilities.

### **Student and Faculty Academic Rights and Responsibilities:**

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed [HERE](#)

## Part 5: Tentative Course Outline\*

\*A reminder email will be sent to the class on each Tuesday night with the updated weekly course outline. The email will be the correct outline. This outline **is tentative and will change**.

### Course Outline, Resources and Assignments

**Week 1 (Wednesday June 27 - July 3):** Starting with the Present: Globalization in the World Cup, Reflections on two weeks of action

#### Guiding Questions:

- What is globalization and what drives globalization?
- Does globalization accurately explain our world?
- Is soccer truly the global game?
- Who is soccer for? How do you watch the game?
- How do you watch soccer as a historian?
- How does soccer explain the world?

#### Read:

- [What is Globalization?](#)
- [Football, a dear friend to capitalism](#)
- Karl Ove Knausgaard, selection from “Home and Away: Writing the Beautiful Game” (Canvas)
- “Boycotting the World Cup” Hebe de Bonafini and Matilde Sanchez (Canvas)
- Goldblatt, Part 1: Ancients and Moderns, (1 - 82)

#### Watch:

- [World Cup Group Stage Matches](#)
- [World Cup Round of Sixteen Matches](#)

#### Listen:

- Listen to Podcast #1 (Canvas)

#### Tasks:

- World Cup Reflection - From 32 to 16 (See Rubric)

#### Further Reading (Optional):

- Laurent Dubois, Soccer Empire: The World Cup and the Future of France (Berkeley: University of California Press, 2010), 241-274
- Dale T. McKinley “Mbombela: Corruption, Murder, False Promises, and Resistance” in Eddie Cottle South Africa's World Cup: A Legacy for Whom? (Scottsville: University of KwaZulu-Natal Press, 2011), 280-311

**Week 2 (July 5- July 11): Shadows of Empire: How did we get to where we are today?****Guiding Questions:**

- How did Soccer contribute to the global growth of empire?
- Did soccer change when it entered different areas of the world or did it change the areas of the world it entered?
- In what different ways did race, class, and gender matter in the development of soccer? Did soccer change the way race, class and gender developed in a colonial context?
- In watching the World Cup in Russia 2018, where do you see shadows of empire?

**Read:**

- Goldblatt, Part II: The People's Game, Ch. 4-5 (85-170)
- Longman, J. (2002, Jun 24). Subtext in south korea: Payback for colonialism. *New York Times*
- Emma Poulton, "Towards understanding: antisemitism and the contested uses and meanings of 'Yid' in English football" (Canvas)

**Watch:**

- Watch World Cup Quarter-Finals (7/6, 7/7)
- Watch World Cup Semi-Finals (7/10, 7/11)

**Listen:**

- Listen to Podcast #2

**Tasks:**

- Use the guiding questions to write your weekly response (see Rubric)
- Comment on two other student responses
- Choose a Federation or Club and begin research for your final paper (see Rubric)

**Week 3 (July 12 - July 18): The Politics of Soccer During War: Fascism, World War II, and the Early Cold War**

**Questions:**

- Was soccer a form of resistance or control in the wake of World War I?
- Did soccer stop during World War II?
- How was the World Cup used politically between 1914-1970?
- What examples show soccer being used most effectively as a political tool?

**Read:**

- Goldblatt, Ch.6-9 (171-356)
- Paddy Agnew, "Italy: Football as Politics - Mussolini to Berlusconi" (Canvas)
- Ok and Park, "Cultural Evolution and Ideology in Korean Soccer: Sport and Nationalism" (Canvas)

**Watch:**

- World Cup Third Place Match (7/14)
- World Cup Final (7/15)

**Listen:**

- Listen to Podcast #3

**Tasks:**

- Use the guiding questions to write your weekly response
- Comment on two other student responses
- Poster #1 Due at end of week (see rubric)
- Outline writing project on Federation or Club (email me)

**Further Resources:**

- Kevin E. Simpson, Soccer Under the Swastika (Lanham: Rowman & Littlefield, 2016), 65-88
- Simon Martin, Football and Fascism (Oxford: Berg, 2003), 141-172
- Robert Edelman, Spartak Moscow: A History of the People's Team in the Workers' State (Ithaca: Cornell University Press, 2009), 136-162
- Andrew Handler, From Goals to Guns (Boulder: East European Monographs, 1994), 111-138

## **Week 4 (July 19- July 25): Soccer Cultures around the Globe**

### **Questions:**

- What is “futebol-arte” and how did it interact with national and global identity?
- Does culture play a role in national culture building?
- How did new heroes, changed tactics, and new cultures on the field impact the growth of identities in post-colonial nations?
- Is soccer a business or is soccer a game?
- What is the history of soccer culture in the United States?

### **Read:**

- Goldblatt, Ch. 10-12 (p. 357-512)
- Scott Waalkes, “Does soccer explain the world or does the world explain soccer? Soccer and globalization” (Canvas)
- Ian Jack, “Not so much a religion, more a way of life” (Canvas)

### **Watch:**

- Tifo Video on Soccer Culture

### **Listen:**

- Listen to Podcast #4

### **Task:**

- Use the guiding questions (to be emailed) to write your weekly response
- Comment on two other student responses
- Comment on two student posters
- Poster vote

### **Further Reading:**

- Gregg Bocketti, *The Invention of the Beautiful Game* (Gainesville: University Press of Florida, 2016), 203-242
- Eduardo P. Archetti, *Masculinities* (Oxford: Berg, 1999), 161-179
- Tina Moore, *Bobby Moore: By the Person Who Knew Him Best* (London: HarperCollins, 2006), 1-9
- David Winner, *Brilliant Orange* (Woodstock: Overlook Press, 2000), 5-27 and 44-66

## Week 5 (July 26 - August 1): Undeniable Economic Power of the Beautiful Game

### Questions:

- How did the economic power of Soccer shape its global growth?
- Did economic globalization drive the growth of soccer more than culture or politics?
- Who were the major corporate sponsors of the World Cup? Are they the same for World Cup 2022, World Cup 2026?
- How does globalized economics impact the game at the local level?

### Read:

- Goldblatt, Ch. 13-20 (p. 513-899)
- “Fifa says Blatter, top execs go \$80M over 5 Years” (Canvas)
- Peter Berlin, “Money, Money, Money: The English Premier League” (Canvas)

### Watch:

- Planet FIFA

### Listen:

- Listen to Podcast #5

### Task:

- Use the guiding questions (to be emailed) to write your weekly response
- Comment on two other student responses
- Finish drafts of essay

### Further Reading:

- Paul Darby, *Africa, Football and FIFA* (London: Frank Cass, 2002), 57-84
- Gavin Newsham, *Once in a Lifetime* (London: Atlantic Books, 2006), 29-48
- Chuck Korr & Marvin Close, *More Than Just A Game* (London: Collins, 2008), 67-143
- Franklin Foer, *How Soccer Explains the World* (New York: Harper, 2005), 7-34
- Ian Taylor, “Football Mad: A Speculative Sociology of Soccer Hooliganism,” in E. Dunning (ed.), *The Sociology of Sport* (London: Frank Cass, 1971) 352-377
- Bill Buford, *Among the Thugs* (New York: Vintage Books, 1993), 25-31, 42-47, 49-53, 60-67, 233-240, and 293-308
- Hirose Ichirō, “The Making of a Professional Football League: the Design of the J.League System,” in Wolfram Manzenreiter & John Horne, *Football Goes East* (New York: Routledge, 2004), 38- 53
- David Wangerin, *Soccer in a Football World* (Philadelphia: Temple University Press, 2nd ed., 2008), 264-291
- David Conn, *The Football Business* (Edinburgh: Mainstream Sport, 1997), 248-257

## Week 6 (August 2 - August 8): Biggest Game on Earth

### Questions:

- Whose game is soccer today?
- What social, economic, and political limitations challenge the continued growth of the game?
- Write Two questions of your own that you will consider when you think about soccer historically in the future.

### Reading:

- Goldblatt, Conclusion, 900-908
- [National Football Museum](#)
- Jean Williams, "Football and Feminism" (Canvas)

### Video:

- The Forbidden Team, directed by Arnold Krøjgaard & Rasmus Dinesen (Balls Productions, 2003), DVD.

### Task:

- Paper Revision Due

### Additional Resources:

- Jere Longman, *The Girls of Summer* (New York: Perennial, 2001), 262-321; and Eunha Koh, "Chains, Challenges and Changes: The Making of Women's Football in Korea," in *Soccer & Society* (Vol. 4, Issue 2-3), 67-79
- Kari Fasting, "Small Country – Big Results: Women's Football in Norway," in *Soccer & Society* (Vol. 4, Issue 2-3), 149-161
- Tamir Sorek, *Arab Soccer in a Jewish State* (Cambridge: Cambridge University Press, 2007), 150-182
- Laurent Dubois, *Soccer Empire: The World Cup and the Future of France* (Berkeley: University of California Press, 2010), 241-274
- Dale T. McKinley "Mbombela: Corruption, Murder, False Promises, and Resistance" in *Eddie Cottle South Africa's World Cup: A Legacy for Whom?* (Scottsville: University of KwaZulu-Natal Press, 2011), 280-311

## Part 7: Assignment Guide and Rubrics

### Weekly Discussion (20 Points):

- Your weekly response is a reflection on the materials that you read, heard, and saw in the past week. I want you to think critically about the guiding questions and the material that you have learned to formulate a response that shows your knowledge of the subject matter.
- Responses must be between 250-500 words and have a **bold thesis statement**. [How to write a thesis statement](#)
- Responses must be uploaded to Canvas by 5pm on Tuesday.
- You may cite sources informally like this → (Syllabus, pg. 9).
- Final score will be an average of the three rows. 4 in argument, 4 in evidence, 5 in format = 4.3 total score

	1 (Below Expectation)	2 (Needs improvement)	3 (Fair)	4 (Good)	5 (Excellent)
<b>Argument</b>	No clear argument	Basic argument	Attempts to make an argument	Has a clear thesis statement somewhat connected to evidence	Thesis statement is connected to evidence and logical
<b>Evidence</b>	No clear use of evidence	May or may not use evidence	Does not cite, but makes clear references to documents	Cites (quotations or paraphrases) one source	Cites (quotations or paraphrases) two or more sources
<b>Format</b>	No clear attempt to meet format requirements	Does not meet format requirements, makes an attempt	250-500 words, follows general format	250-500 words, some unnecessary sentences	250-500 words, all sentences clear and concise

### World Cup Reflection (10 Points):

- You will watch the World Cup with a critical eye. You can enjoy the game as a fan, but you should also select at least one game per-week and take notes on any SOCIAL, POLITICAL, ECONOMIC, or CULTURAL history that comes up in the game.
- Because this is an online class, the quality of the comments that you give will be directly equal to the amount of learning that takes place. CHALLENGE, INSPIRE, and INTERACT at a high level with your classmates to make your writing and critical thinking improve.
- Each week is worth 2 comment points

	1 (Below Expectation)	2 (Needs improvement)	3 (Fair)	4 (Good)	5 (Excellent)
<b>Group Interaction</b>	Only one comment- Does not offer advice, uses generic words: good, nice, "I like it"	Multiple shallow comments, don't mention anything other than generic comments	Interacts with main argument and evidence in multiple comments	Interacts and offers suggestions on argument and evidence in multiple comments	Interacts, challenges, and inspires in multiple comments on evidence and argument throughout entire text
<b>Reflection Quality</b>	Mentions the teams and the score of the match	Attempts to make a reflection based on some undetailed observations	Makes a detailed reflection on the match that includes detailed observations	Makes a highly detailed reflection on the match that includes detailed observations and related the match to previous knowledge or after the match research.	Reflects on the match using social, cultural, political, and economic examples of how history is present in the World Cup. Clearly demonstrates that the global game is connected to the past.

### Poster (30 Points):

For the poster assignment you will demonstrate your knowledge of the history of political power in global soccer. You will draw on knowledge from the first three weeks to create a poster for World Cup 2026 (Host to be announced June 13, 2018). You will refer to the [posters](#) of previous World Cup events to see how political and artistic movements have inspired past interpretations.

Each poster is to be accompanied by a 500 word write-up that explains why you chose the images that you chose. This write-up must include reference to the reading, viewing, and listening assignments in the first three-weeks.

You are free to create the poster in any way you see fit as long as it is uploaded to Canvas by **July 18 at 5pm.**

While we will create a gallery online on Canvas, you are not graded on artistic quality, but rather on demonstration of understanding the ways in which globalization has influenced change in soccer, how different forces such as politics have changed the game, and that you have mastered key historical events.

One good resource to create posters is [www.canva.com](http://www.canva.com)

	2 (Below Expectation)	4 (Needs improvement)	6 (Fair)	8 (Good)	10 (Excellent)
<b>Understanding</b>	Shows little understanding of the game as a catalyst of change in a global world.	Engages with basic concepts from the course at a light level. Does not fully show how soccer is a global game.	Incorporate s material from some but not all of the material from the past three weeks. Shows historical conclusions	Compellingly uses material from all weeks to make a historical argument about how the game has changed globalization and politics.	Compellingly uses material from all weeks to make a historical argument about how the game has changed globalization, politics and the world, references key historical events.

<b>Evidence</b>	No clear use of new evidence or research.	May or may not use evidence or additional research.	Does not cite, but makes clear references to documents	Cites (quotations or paraphrases) one source	Cites (quotations or paraphrases) two or more sources
<b>Group Interaction</b>	Only one comment- Does not offer advice, uses generic words: good, nice, "I like it"	Multiple shallow comments, don't mention anything other than generic comments	Interacts with main argument and evidence in multiple comments	Interacts and offers suggestions on argument and evidence in multiple comments	Interacts, challenges, and inspires in multiple comments on evidence and argument on the entire poster

**Paper:**

For your paper you will choose any football federation or professional club in the world and trace its historical role in the growth of globalization. You will answer the question, **“How did this club or country change political, social, cultural, and economic life in the world, locally and globally?”**

To do this, use evidence available online at [Temple Library](#), at the website of the club or country you choose, or any other academic source to respond to the prompt. Keep in mind, the more obscure the federation or club you choose the more difficult it will be to find primary and secondary sources. For example, The Wikipedia article about FC Barcelona points you to over twenty books you might use. The Wikipedia article about Queens Park Rangers FC references only a handful of online articles. **When you decide what club or federation you want to do, send me an email with a short explanation of why you chose them. As I get emails, I will create a list of clubs and federations chosen so no two people do the same club or federation.**

The papers **must follow Chicago style format**. Guide:

<https://owl.english.purdue.edu/owl/resource/717/01/>

	2 (Below Expectation)	4 (Needs improvement)	6 (Fair)	8 (Good)	10 (Excellent)
<b>Argument</b>	No clear argument	Basic argument	Attempts to make an argument	Has a clear thesis statement somewhat connected to evidence	Thesis statement is connected to evidence and logical
<b>Evidence</b>	No clear use of evidence	May or may not use evidence	Does not cite, but makes clear references to documents	Cites (quotations or paraphrases) two to three sources	Cites (quotations or paraphrases) more than five primary and secondary sources
<b>Format</b>	No clear attempt to meet format	Does not meet format requirements,	2000 words, follows	2000 words, some unnecessary	Over 2000 words, all sentences

	requirements	makes an attempt	general format	sentences	clear and concise
<b>Synthesis</b>	Does not show mastery of course material	Shows basic understanding of course material	General understanding of course material	Uses and understands course material	Integrates previous weeks clearly and coherently into text