

HIS 154 Ì

shortly thereafter). This is a class on the cultural, social, and political impact and uses of the most followed, practiced, and watched sport. In sum, this course will trace the trajectory of both the sport and the societies that received and molded soccer into the cultural force that it is.

All this is to say that this course cannot and will not attempt to cover every region of the globe. We only have 16 weeks! This iteration of the course will delve into the history of the sport in Latin America, North and West Africa, Europe and the United States. Finally, please note this is not a class on sports trivia or statistics (although I do appreciate your enthusiasm). Class discussions and readings will be conducted in English. Film screenings will also be in English or feature English subtitles.

### *Course Policies*

In accordance with the College credit hour policy, which awards 4 credit hours for courses that meet for the equivalent of 3 periods of 50 minutes each week, students are expected to devote at least one hour each week identifying the main lines or argument in course readings, working alone or in groups.

The University of Rochester respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of disability, please contact the Office of Disability Resources. The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can reach the Office of Disability Resources at: [disability@rochester.edu](mailto:disability@rochester.edu); (585) 276-5075; Taylor Hall.

This is a DACA/Undocu-friendly course. The UofR and I are committed to full inclusion in education for all persons. Services and reasonable accommodations are available to students with temporary and permanent disabilities, to students with DACA or undocumented status, to students facing mental health issues, other personal situations, and to students with other kinds of learning needs. Please feel free to let me know if there are circumstances affecting your ability to participate in class or if I can connect you to University resources. For more information see the Burgett Intercultural Center's page: <https://www.rochester.edu/college/bic/support-inclusion/international-students.html#Undocumented>

### *Kelly Book Fund*

If you are an undergraduate student facing financial hardship in acquiring the books listed above, you may apply to the Kelly Book Fund. These funds are for undergraduate students in need to purchase books for their history courses; preference will be given to those majoring in History. Students may apply for these funds using this link:

<https://forms.gle/c2WArDa5g696oKeU6>

### *Required Books*

Alegi, Peter. *African Soccer: How a Continent Changed the World's Game*. Athens: Ohio University Press, 2010. ISBN 978-0896802780

Dubois, Laurent. *Soccer Empire: The World Cup and the Future of France*. Berkeley: University of California Press, 2010.

Elsy, Brenda and Joshua Nadel. *Futbolera: A History of Women and Sports in Latin America*. Austin: University of Texas Press, 2019.

Galeano, Eduardo. *Soccer in Sun and Shadow*. Translated by Mark Fried. New York: Nation Books/Verso, 2014.

### *Grading Structure*

20% Exam I – Wednesday, Sept. 28

20% Exam II – Wednesday, Nov. 2

20% Exam III – Monday, Dec. 12

20% Attendance and class participation

20% Blackboard writing responses (350 words) due Mondays by 12 pm

### *Expectations*

#### *Writing Responses*

In order to complete your responses, you must have read the articles or chapters assigned for Mondays. When writing your responses, do not merely summarize the work of Alegi, Dubois, Elsey, Nadel and others. Develop a critical position instead. For example: Is author A convincing in her treatment of sporting nationalism? Why or why not? What was author B's source base in his analysis of muscular Christianity? How did his source base affect his interpretation? How do authors A and B dialogue with other readings assigned this semester? In other words, we are interested in your critical analysis of the text. You only have 350 words to advance your informed criticism, so keep quotes to a minimum.

#### *Attendance and Participation*

You are expected to attend every class session, but are allowed a maximum of two absences for the semester. Thereafter, you will lose 10% of your participation grade for the semester for each missed session. Participation requires engagement with your peers and with your instructor in class. Share your opinions, advance informed critiques, dialogue!



Week 4 | Corinthians and the Amateur Lifestyle | Sept. 19 / 21

M: Nancy Fix Anderson, *The Sporting Life*, 155-177

M: Greg Bocketti, "Playing with National Identity: Brazil in International Football, 1900-1925," in *Negotiating Identities in Modern Latin America*, 71-89 (BB)

M: ~~Response 2~~

W: David Wangerin, *Distant Corners*, 1-33 (BB)

Week 5 | The Empire of Football Grows | Sept. 26 / 28

M: Peter Alegi, *African Soccerescapes*, Ch. 11, 1-13

M: Alexander Jackson, "Gender, photography, and women's football in England: The Portsmouth Ladies FC, 1916-1918," 376-394 (BB)

W: In-Class Exam I

UNIT II | *Futbolistas*, or How to Make Latin American Men, Women, and Nations

Week 6 | The Olu0 g0 G( )JTETQ000000912 0 612 792 reW\*hBT/F2 12 Tf1 0 612 7929.1 376.51 Tm0 g0 G

348. (BB)

W: Sezen Kayhan, "Women with Purple Violets, documentary and the liberating effects of female football fandom," *Soccer and Society* (2022): 1-14. (BB)

Week 8 | Sport, Citizenship & Gender

UNIT III Ì Francophone Football: *Les Bleus*, Africa, and the Caribbean

Week 11 Ì African Football, Colonial Traces - Nov. 7 / 9

M: Peter Alegi, *African Soccerescapes*, Chapters 2-4, 14-103

M: Response 6

W: Laurent Dubois, *Soccer Empire*, xiii-46

Optional: Galeano, *Soccer in Sun and Shadow*, 166-186

Week 12 - Crossing : The Migrant Athlete Ì Nov. 14 / 16

M: Laurent Dubois, *Soccer Empire*, 47-132

M : Response 7

W :





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### *Documentaries*

*CITY! A Club in Crisis* (dir. Peter Carr, 1981)

*El otro futbol* (dir. Federico Peretti, Argentina, 2014)

*Forever Pure* (dir. Maya Zinshtein, Israel, 2016)

*Inshallah football* (dir. Ashvin Kumar, Pakistan, 2010)

*La cancha más cara del mundo* (dir. Juan Felipe y Samuel Guzmán Cuevas, México, 2013)

*Meanwhile back in Sunderland* (dir. Ken Stephinson, 1973)

*Nueva Venecia* (dir. Emiliano Mazza de Lucca, Uruguay/Colombia/México, 2016)

*Pelada Film / COPA90 Showcase* (2010, dir. Rebekah Fergusson, Luke Boughen, Gwendolyn Oxenham and Ryan White)

*Zidane: A 21<sup>st</sup> century portrait* (dir. Douglas Gordon, 2010)

### *Feature Films*

*Bend it like Beckham* (dir. Gurinder Chadha, 2002)

*Eres mi pasión* (dir. Anwar Safa, México, 2018)

*Gol* (dir. Danny Canon, 2005)

*Purely Belter* (dir. Mark Herman, 2000)

*Rudo y Cursi* (dir. Carlos Cuarón, México, 2008)

*The Year My Parents Went on Vacation / O Ano Que Meus Pais Sairam de Férias* (dir. Cao Hamburger, Brasil, 2006)

*Victory* (dir. John Huston, United States, 1981)