

IDS 2935 Soccer Explains the World

Quest 1

I. Course Information

Quest 1 Theme: Justice and Power

Spring 2021

Meeting Day/Time: MWF 2nd Period (8:30am)

Location: Burlington 2333

Instructor

Dr. Quinn Hansen – quinnh@ufl.edu

Office location: Dauer Hall 155

Office hours: through Zoom: M 9:30-10:30, W 1:00-2:00, F By appointment

Phone: (352) 273-3752

Entertainment and sport are ubiquitous in modern life, and no sport commands as much power as the Beautiful Game. This multidisciplinary course examines soccer as a way to understand problems present in modern societies. The following pressing questions provide a backbone for this course: What is Justice? Who has the power? For this course, Soccer is the means to examine these questions. Soccer Explains the World asks what are the dynamics of power and justice in soccer; how does soccer exemplify the dynamics of justice and power in society; how do concepts of justice and power play out on and off the soccer pitch; how does soccer deal with problems of inequality such as racism, sexism, poverty, etc.? Essentially, this course examines how soccer explains the world in terms of justice and power. The material for the course come from both primary and secondary sources including films, readings, music, live events, radio broadcasts, debates, and personal experience interviews.

A NOTE ON OUR HYFLEX CLASS THIS SEMESTER

This course consists of two sections, an online and a face-to-face, which are simultaneous, i.e., they occur at the same meeting days and times. This means that some students in our class, and the instructor, will be participating from the assigned classroom, while others will be participating remotely (e.g., via Zoom) from their preferred location.

As this is a new format for us, we want to ensure that you are aware of the following:

- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations. Since our rooms hold significantly fewer students than normal, the number of students in the classroom will be quite small – in this section, there will be 10 students in person, with the remaining participating online.
- Students who have signed up for the in-person section are expected to attend class on every scheduled meeting day and time, as indicated in the course syllabus. Likewise, students who signed up for the online section are expected to attend class virtually on every scheduled meeting day and time, as indicated in the course syllabus.
- In-person students (and faculty) are required to wear approved face coverings at all times during class and within buildings, and to maintain physical distancing of at least six feet at all times. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- Face-to-face students and instructors are expected to clean their spaces (desks, chairs, podium) at the end of every class period. Sanitizing supplies are available in the classroom.
- Technology in the classrooms has been updated, but is still insufficient to allow communication between face-to-face and virtual students. The instructor will be the only one able to communicate with both populations, but will have to do so while remaining behind the podium (due to microphone placement). The instructor will have to repeat any questions or comments from face-to-face students for the benefit of the virtual students.
- If face-to-face students wish to join the Zoom call from the classroom, they will have to provide their own computers and, crucially, headsets, in order to avoid interference from the various microphones.
- Instructors will make every effort to incorporate both cohorts of students simultaneously, although this will require a lot of trial and error and a great deal of patience on all our parts.

This will be a different experience for all of us, but we are doing our best to comply with university mandates while still fulfilling the goals and objectives of our courses and providing you with the best possible educational experience. We appreciate your understanding.

General Education Subject Area Objectives

The general education subject area objectives describe the context within which the [student learning outcomes](#) are achieved.

Humanities (H)

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Required & Recommended Course Materials (to purchase/rent)

Materials and Supplies Fees: n/a

Readings to Purchase:

Foer, F. (2010). *How soccer explains the world: An unlikely theory of globalization*.

Kuper, S. and Szymanski, S. (2018) *Soccernomics (2018 World Cup Edition): Why England Loses; Why Germany, Spain, and France Win; and Why One Day Japan, Iraq, and the United States Will Become Kings of the World's Most Popular Sport*.

Films:

Fans, Flutes and Football – Available online for free

Radio Transmission:

BBC Audio Documentaries: The Power and the Passion

BBC Audio Documentaries: FIFA, Football, Power and Politics

Live transmission at <https://www.uefa.com/uefachampionsleague/>

Other:

All other works available and labeled in Canvas. These works are from scholarly journals and books that students can obtain from the UF library resources in addition to the Canvas site.

II. Coursework & Schedule

1. List of Graded Work

Assignment	Description	Requirements	Points
Paper 1: Syllabus Reflection	Write a reflection of the syllabus and consider what soccer means to each student and to the world. Additionally, this assignment is a reflection of what you expect to learn from this course.	<ul style="list-style-type: none"> • 250words 	100
Paper 2: Listen to a Game	Listen to a Champions league game. Write how merely listening to the game changes how one feels about the action in the game and the relationship that the fan has to the sport/team. Reflect on the impact that listening has on your interest in the match.	<ul style="list-style-type: none"> • 250 words 	100
Group Presentation: Problems teams face	The big clubs face problems beyond the pitch, research a problem that a big, or small, club faced or faces. Sample topics include corruption, racism, sexism, nationalism, violence, etc. Each group will present their information to their section.	<ul style="list-style-type: none"> • 8 minutes • Outline • Bibliography 	150
Interview: Women play soccer too!	Interview a woman who plays, or played, organize soccer. Discuss what it means to be a soccer player who happens to be female and get her views on gender pay inequality in the sport. Develop 10 pointed questions to ask.	<ul style="list-style-type: none"> • Selfie with interviewee • List of question • Responses 	100
Paper 3: Film: Zidane 21 st Century Portrait	After watching the Zidane 21 st Century documentary and reflecting of the idea of a Star and Star-Power, write a reflection of how you view heroes, stars, mega-stars and what power they have.	<ul style="list-style-type: none"> • 500 words 	200
Paper 4 – Analytic Essay Does Soccer explain the world?	Analytic Essay: A final analysis on the course. Here, explain what we learned and answer the question, does soccer explain the world. Layout an analysis to answer the question: Does soccer explain the world?	<ul style="list-style-type: none"> • 500 words 	200
Class Summary	An outline or summary of one class from a specified week of class. The weeks to be summarized are outlined in the schedule	<ul style="list-style-type: none"> • Outline 	50

Classwork, Participation, and Attendance	This class requires interaction. Asking questions and participating the debates are key to understanding the issues that soccer presents. Proper participation also includes studying the readings and being prepared to discuss the information. Each week the readings will be between 25 to 50 pages. The rubric will be given out twice during the semester, after the 7 week mark and at the end of the course	See Participation Rubric	100
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2. Weekly Course Schedule –

Week/ Date	Topic	Prepare for class	Assigned Work Due
Week 1 Jan-11-Jan-15	Introduction: Soccer, History, and Politics: Why is studying soccer a window to the world?		
Jan 11	Course Introduction	Read Syllabus and Explore Canvas Page	
Jan 13	What is Sport?		
Jan 15	What is Soccer?	Critchley, S. (2017). <i>What We Think About When We Think About Soccer</i> . Chapter 1, Socialism (P. 1-21) Chapter 6, Theatre of Identity and non-identity (P. 60-65) Chapter 16, Disgust (P. 157-169)	Paper 1 due Jan 22
Week 2 Jan 18- Jan 22	Origins and Origin Myths: Where did soccer come from?		
Jan 18	NO CLASS MLK DAY	NO CLASS MLK DAY	NO CLASS MLK DAY
Jan 20	Everyone Kicks a Ball!	Goldblatt, D. (2006). <i>The Ball Is Round: A Global History of Soccer</i> . <ul style="list-style-type: none"> • Part 1: Ancient and Moderns (P. 3-18) • Part 2: The Simplest Game (P. 19-49) 	
Jan 22	Education is the Key		Syllabus Reflection Paper 1
Week 3	Professionalism in Soccer:		

Week/ Date	Topic	Prepare for class	Assigned Work Due
Jan 25-Jan29	Schools, Money and Connecting the Rich, the Poor, and the World Through a Game		
Jan 25	Professionalism is Sports	<p>Goldblatt, D. (2006). <i>The Ball Is Round: A Global History of Soccer</i>.</p> <ul style="list-style-type: none"> Part 3: An Altogether More Splendid Life: Industrial Football and Working-Class Britain 1888-1914 (P. 51-81) 	
Jan 27	NCAA – and its love of amateurs	<p>Roosevelt, Theodore. (1890). “Professionalism” in sports. <i>North American Review</i>, 151, P. 187-191.</p> <p>Jon Solomon, “The History Behind the Debate Over Paying NCAA Athletes”, <i>The Aspen Institute</i>, April 23rd, 2018.</p>	
Jan 29	NCAA – Current Conversation	Prepare questions to ask Former NCAA athletes	Class and discussion section summary – 1 Due Feb 1st
Week 4 Feb 1- Feb 5	Team Identity – Soccer Identity: Who is a fan? Branding and Who are you?		Class and discussion section summary – 1
Feb 1	Who is a fan?	<p>Soccernomics:</p> <p>Chapter 12 – A Fan’s Suicide Notes: Do People Jump Off Building When Their Teams Lose? (P. 241-255)</p> <p>Chapter 15 - Are Soccer Fans Polygamist? (P. 305-324)</p>	

Week/ Date	Topic	Prepare for class	Assigned Work Due
Feb 3	How do Fans Pick their Teams?	Foer: Chapter 3 – How Soccer Explains the Jewish Question (P. 65-88)	Class and discussion section summary – 2 Due Feb 8th
Feb 5	Sports Branding and Who are you?		
Week 5 Feb 8- Feb 12	National Identity: Race, religion, and who gets to be on a team		
Feb 8	Nations and National Identity	Two essays by Gary Younge on football and English identity: 'Why I'll Be Cheering on England This Year', New Statesmen, June 8 th , 2010 'England's Identity Crisis', The Guardian, June 28 th , 2010 "Exclusive: French football chiefs' secret plan to whiten 'les Bleus'," Mediapart, April 28, 2011. Zach Beauchamp, "Trevor Noah's feud with France over race, identity, and Africa, explained", Vox, July 19 th , 2018. Travis Waldron, "Switzerland's World Cup Team Sits at the Heart of Europe's National Identity Panic", Huffintonpost, June 27 th , 2018.	Class and discussion section summary – 2
Feb 10	Nations and National Identity	Kuper, S. (2006). Soccer Against the Enemy. Chapter 11: Dutch and English: Why Bobby Robson Failed in Holland. (P. 111-118)	

Week/ Date	Topic	Prepare for class	Assigned Work Due
Feb 12	Nations and National Identity		Class and discussion section summary – 3 due Feb 15
Week 6 Feb 15 - Feb 19	Barcelona vs Real Madrid: What's at stake in 'El Clásico' and other rivalries		
Feb 15	How Important is Sport Really?	Foer: Chapter -2 The Pornography of Sects (P. 35-64)	Class and discussion section summary – 3
Feb 17	Current Conversations – Ireland ALL ONLINE in ZOOM CLASS	“Faith, Flutes and Football” – Watch online (first 15minutes) https://www.youtube.com/watch?v=cGgyj3fqW4 BBC Audio Documentary: The Power and The Passion (23 minutes) Episodes 1 – 4 at: https://www.bbc.co.uk/programmes/p007xcjt	
Feb 19	Current Conversations - Spain		
Week 7 Feb 22 –Feb 26	Jogo Bonito: Soccer in Brazil		
Feb 22	History of Brazilian Soccer	Foer:	

Week/ Date	Topic	Prepare for class	Assigned Work Due
		<p>Chapter 5 – How Soccer Explains the Survival of the Top Hats (P. 115-140)</p> <p>Eelsey, B. and Nadel, J. (2019) Futbolera: A History of Women and Sports in Latin America. Chapter 2 – Policing Women’s Sports in Brazil (P. 61-108)</p> <p>Eelsey, B. and Nadel, J. (2019) Futbolera: A History of Women and Sports in Latin America. Chapter 3 – Brazilian Sportswomen Defying Prohibition. (P. 109-146)</p>	
Feb 24	Presentations	Presentations Groups Week A	
Feb 26	Presentations	Presentations Groups Week A	
Week 8 Mar 1 – Mar 5	Jogo Bonito: Soccer in Brazil		
Mar 1	Modern Brazilian Soccer		
Mar 3	Presentations	Presentations Groups Week B	
Mar 5	Presentations	Presentations Groups Week B	Participation Rubric – Round 1
Week 9 Mar 8 – Mar 12	Why isn’t the USA a powerhouse?		
Mar 8	Sports in America – So many!		
Mar 10	What happened to Soccer?	Soccernomics:	

Week/ Date	Topic	Prepare for class	Assigned Work Due
		Chapter 14 -Football versus Football: A Tale of Two Empires (P. 279-304)	
Mar 12	What Happened to America?	Foer: Chapter 10 - "How Soccer Explains the American Culture Wars" (P.235-249)	
Week 10 Mar 15 – Mar19	Women play the game too: Access, resources, money		
Mar 15	History of Women in Sport	Elsy, B and Nadel, J. (2019) Futbolera: A History of Women and Sports in Latin America. UT Press. Chapter: Introduction. (p. 1 -16)	
Mar 17	Women and Soccer – Conversations ALL ONLINE in ZOOM CLASS		
Mar 19	Equal Pay?	Lizzy Goodman, 'The Best Women's Soccer team in the World Fights for Equal Pay', New York Times, June 10 th 2018.	Interview- Due March 26th
Week 11 Mar 22-Mar 26	The invention of the World Cup: Soccer is a Global Media Spectacle		
Mar 22	History of World Sporting Events		Listen to a Game Paper 2 DUE

Week/ Date	Topic	Prepare for class	Assigned Work Due
Mar 24	The World Cup	<p>Soccernomics: Chapter 6 - A Decent Business at Last? Be Careful What You Wish For (P. 104-120)</p> <p>Chapter 13 - Happiness: Why Hosting a World Cup is Good for You (P. 256-278)</p>	
Mar 26	World Cup		Interview
Week 12 Mar 29-Apr 2	Soccer is a Global Business: Follow the Money		
Mar 29	What is a Sport Business	<p>Soccenomics: Chapter 3 - The Worst Business in the World: Why Soccer clubs Haven't Made Money. (P. 56-78)</p>	
Mar 31	Business and Politics and Sports	<p>Foer: Chapter 7 – How Soccer Explains the New Oligarchs (p. 167-192)</p>	
Apr 2	Soccer Money Around the World		Class and discussion section summary – 4 due April 5th
Week 13 Apr 5 – Apr 9	Corruption rules the game: FIFA and it's friends		
Apr 5	Corruption		Class and discussion section summary - 4

Week/ Date	Topic	Prepare for class	Assigned Work Due
Apr 7	More Corruption	Soccernomics: Chapter 5 – Crooked Business: Soccer’s Corruptions and the History of Tech. (P. 89-103) Listen to: David Goldblatt, “FIFA, Football, Power and Politics”, BBC, 2011 (30 mins)	
Apr 9	FIFA Level Corruption	Tariq Panja, “Did Fifa Accidentally Confirm a World Cup Bribery Scandal?”, New York Times, December 5 th , 2019.	Class and discussion section summary – 5 due April 12th
Week 14 Apr 12- Apr 16	Soccer Heroes: The Global figures that influence everyone		
Apr 12	Heroes	Soccer Documentary	Class and discussion section summary – 5
Apr 14	Heroes	Soccer Documentary	
Apr 16	Media Power and Sports Icons	Soccernomics: Chapter 2 – Gentlemen Prefer Blonds: How to Avoid Silly Mistakes in the Transfer Market (p. 13-55)	Paper 3 – Due April 19th
Week 15 Apr 19 – Apr 21	Conclusions: Whence it came and whither it will go; what is the future of the game?		
Apr 19	What does the future hold?	Foer: Afterword – How to Win the World Cup (P.249-259)	Paper 3

Week/ Date	Topic	Prepare for class	Assigned Work Due
		Soccernomics: Chapter 21 – The Future: The Best of Times – and the Smartphone (P. 449-458)	
Apr 21	Conclusions and Opinions		Second Round of Participation
		Final Paper: Paper 4 - Does soccer explain the world? Due before April 30 th 2:30pm	

III. Grading

3. Statement on Attendance and Participation

Attendance and Participation:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

- **Attendance:** will be taken daily and recorded in the Canvas gradebook. You are allowed four “personal days” for the semester, after which each absence that does not meet university criteria for “excused” will result in a two-point deduction from your final grade.
- **Participation:** Consistent informed, thoughtful, and considerate class participation is expected and will be evaluated using the rubric below. The instructor will inform you of your participation grade to date when mid-term exams are returned and schedule a conference if you are earning below 70% of the possible points.
- **NOTE:** If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.

4. Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100% of possible points		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		F	<60

Participation Grading Rubric

Total: _____/10	Outstanding	Good Work	Needs Improvement	See your instructor
<i>Classroom Engagement</i> [Be active!]	(+4) I am always active in class activities, I regularly participate in whole-class conversations, and I participate in small-group activities. My comments relate to what we're doing, and I go beyond the basics and take risks with the information to share my thoughts and opinions.	(+3) I participate in every small-group activity, completing all parts of every assigned task as required. I sometimes contribute to whole-group discussions, and my comments relate to what we're doing.	(+2) I mostly participate in the assigned activities, but I sometimes show a lack of effort or interest that causes me to not fully participate in class conversations. AND/OR My comments sometimes don't relate to what we're doing.	(+1) I don't offer many comments in small-group and/or whole-group activities.
<i>Preparation</i> [Be prepared!]	(+3) I always come to class fully prepared with all necessary materials (texts) The questions I ask and the comments I make always show that I have prepared for class by reading the material assigned.	(+2) I almost always come to class fully prepared. The questions I ask and the comments I make show that I am almost always prepared for class.	(+1) I usually come to class fully prepared with access to the texts, but sometimes I obviously don't have materials and/or haven't prepared by reading for class.	(0) I rarely or never come to class with the materials I need to be successful. AND/OR I often seem confused about what we are doing in class because I haven't prepared.
<i>Collegiality</i> [Be a respectful classmate!]	(+3) I am respectful to the instructor and to my peers. I am a good colleague (e.g., involving others, helping the students around me) in tasks and before/after tasks. I add to the positive classroom culture. I never use technology (e.g. cellphone) inappropriately in the classroom.	(+2) I am respectful to my instructor and peers. I am generally a good colleague. I occasionally show an effort to engage with and help the students around me in tasks and before and after tasks. I never use technology inappropriately in the classroom.	(+1) I am respectful to my instructor and peers, but mostly keep to myself in the classroom. I never use technology inappropriately in the classroom.	(0) I use technology (e.g., cellphone) inappropriately in the classroom, thus showing a lack of interest in our class.

Presentation Grading Rubric

TOTAL: ____ / 150	Exceeds Expectations (150)	Meets Expectations (105)	Does Not Meet Expectations (60)
<i>Content</i>	<p>(+50) I include numerous specific details about my topic and make excellent, provocative connections between the pieces of information that I present and what we have studied in class.</p> <p>I demonstrate solid knowledge of my topic.</p> <p>If questions are asked, I can answer them or appropriately address them</p>	<p>(+35) I include some specific details about my topic and make connections between the information that I present, but there are a few gaps where I do not elaborate / make connections between pieces of information that I present and/or what we have studied in class.</p> <p>I demonstrate solid knowledge of my topic</p> <p>If questions are asked, I can answer most of them or appropriately address them.</p>	<p>(+20) I include few specific details about my topic and make few to no connections between the information that I present. That is, my presentation feels “random” because I do not elaborate. I demonstrate some knowledge of my topic in the presentation, but I struggle in conveying the information</p> <p>I am unable to answer questions about my topic and do not provide appropriate information to address them.</p>
<i>Comprehensibility</i>	<p>(+50) I make a concerted effort to make my speech and content comprehensible to classmates. I use multiple, engaging strategies to aid comprehensibility, including using and explaining images, gestures, providing brief definitions of new words, etc .</p> <p>My presentation is likely clear to all of my classmates.</p>	<p>(+35) I make a concerted effort to make my speech and content comprehensible to classmates. I use some strategies to aid comprehensibility including using images, gestures, providing brief definitions of new words, etc.</p> <p>My presentation is probably clear to all of my classmates, though there may have been a few words / concepts that I should have explained.</p>	<p>(+20) I make little to no effort to make my speech and content comprehensible to classmates. I use almost no strategies to aid comprehensibility and/or I do not use strategies well (e.g., not explaining images, not explaining new words).</p> <p>My presentation is probably NOT clear to all of my classmates.</p>
<i>Outline</i>	<p>(+50) I provided an outline of my presentation that includes bibliographical information and/ or list of websites It is well-written and formatted as required (no more than 1 pages)</p>	<p>(+35) I provided an outline of my presentation including bibliographical information and/or the list of websites</p>	<p>(+20) s</p>

Writing Assignment Rubric

The instructor will use the following rubric for all papers 1, 2, and 3. Paper 3 is worth 200 points, and as such, it will receive double the points given on this rubric.

TOTAL: ____ / 100	Outstanding performance!	Good work	Work needs improvement	See your instructor ASAP
<i>Content</i> <i>[Does it address the topic with relevant material]</i>	(+60) I had a clear focus that addressed the prompt, included numerous specific details, and made a point. The thesis and main idea are clearly present. I elaborated on the topic by including creative or unique details. Materials from the semester support my articles and I show that they strengthen my argument	(+50) My text had a clear focus that addressed the prompt, included some appropriate details, and made a point. I used some materials to make my argument. They were present but didn't entirely strengthen my argument.	(+40) I stayed within the topic and my intentions were clear, but I didn't include enough details to sufficiently address the prompt. I needed to include more details! I rarely mention the materials from the class.	(+30) I strayed from the topic or only addressed it superficially and/or did not include concrete details. My point in the text was not clear! I didn't mention any details or material from the semester.
<i>Grammar</i>	(+20) My grammar included very few errors and the reader had no trouble understanding my text. Common errors would be missing commas, a simple typo, or slightly confusing syntax	(+15) I had some errors, but those errors were not consistent and did not greatly keep the reader from understanding my text. The number of errors begins to cause the reader troubles, but is not enough to impede comprehensibility. Examples are wordy sentences, several misspellings, incorrect punctuation, etc.	(+10) There were grammar mistakes that I struggled with throughout the text. These errors sometimes kept the reader from understanding my text. Additionally, several sentences did not make sense because of syntactic problems.	(+5) I had many mistakes in the majority of the paper. These errors caused chunks of my text to be unclear to the reader.
<i>Style and Organization</i> <i>[Organize details so that they flow!]</i>	(+20) I organized my text in a way that made sense from start to finish. I used some transition words or phrases. Overall, my text flowed very well for my level. The introduction adequately states the thesis, the support and details are in the body and I conclude reinforcing the thesis	(+15) I organized my text in a way that generally made sense and flowed well from one topic to another. The thesis is present, there are details, but the general flow still lacks some refinement.	(+10) I produced a text roughly organized by topic, but my text jumped around because I had choppy or unclear transitions between ideas. My objectives and thesis were not clear. The details and support were weak or not found.	(+5) I did not organize my information in a logical way, and as a result, the reader frequently was lost, or had to make an extra effort to see the connections between my ideas.

Paper 4: Analytical Essay

The instructor will use the following rubric for Paper 4 which 200 points, and as such it will receive double the points given on this rubric.

TOTAL: ____ / 100	Outstanding performance!	Good work	Work needs improvement	See your instructor ASAP
<i>Content</i> <i>[Does it address the topic with relevant material]</i>	(+60) I had a clear focus that addressed the prompt, included numerous specific details, and made a point. I elaborated on the topic by including creative or unique details. Materials from the semester support my articles and I show that they strengthen my argument	(+50) My text had a clear focus that addressed the prompt, included some appropriate details, and made a point. I used some materials to make my argument. They were present but didn't entirely strengthen my argument.	(+40) I stayed within the topic and my intentions were clear, but I didn't include enough details to sufficiently address the prompt. I needed to include more details! I rarely mention the materials from the class.	(+30) I strayed from the topic or only addressed it superficially and/or did not include concrete details. My point in the text was not clear! I didn't mention any details or material from the semester
<i>Grammar</i>	(+20) My grammar included very few errors and the reader had no trouble understanding my text. Common errors would be missing commas, a simple typo, or slightly confusing syntax	(+15) I had some errors, but those errors were not consistent and did not greatly keep the reader from understanding my text. The number of errors begins to cause the reader troubles, but is not enough to impede comprehensibility. Examples are wordy sentences, several misspellings, incorrect punctuation, etc.	(+10) There were grammar mistakes that I struggled with throughout the text. These errors sometimes kept the reader from understanding my text. Additionally, several sentences did not make sense because of syntactic problems..	(+5) I had many mistakes in the majority of the paper. These errors caused chunks of my text to be unclear to the reader.
<i>Style and Organization</i> <i>[Organize details so that they flow!]</i>	(+20) I organized my text in a way that made sense from start to finish. I used some transition words or phrases. Overall, my text flowed very well for my level. The introduction adequately states the thesis, the support and details are in the body and I conclude reinforcing the thesis	(+15) I organized my text in a way that generally made sense and flowed well from one topic to another. The thesis is present, there are details, but the general flow still lacks some refinement.	(+10) I produced a text roughly organized by topic, but my text jumped around because I had choppy or unclear transitions between ideas. My objectives and thesis were not clear. The details and support were weak or not found.	(+5) I did not organize my information in a logical way, and as a result, the reader frequently was lost, or had to make an extra effort to see the connections between my ideas.

IV. Quest Learning Experiences

5. Details of Experiential Learning Component

Experiential Learning Experiences are assignments or activities that go beyond the classroom and invite the student to interact with the world through the lens of the course. There are two experiential Learning Components in the course: Listening to a Game and an Interview.

INTERVIEW: Women play soccer too!?

Soccer influences people in different ways. Many women that grew up playing soccer faced a different system, expectation, prejudices, and reality when compared to their male counter parts. For this assignment, you will Interview a woman who plays, or played, organize soccer. This means that the person could have played recreation, club, high school, or some other form of organized soccer. In the interview, you will discuss what it means to be a female soccer player and get her views on gender pay inequality in the sport. If you are unable to find someone to interview, the professor will assist and put you in contact with some people that are current or former soccer players from organized leagues.

- The grade will come from on the following:
 - A list of ten question related to women and soccer.
 - Answers from interviewee must be included.
 - A selfie with the interviewee in the context of the interview to establish authenticity

Paper 2: Listening to a Game

For many years, most people knew the game of soccer as in-person experience at the stadium or through radio. Media outlets still broadcast through the airwaves and many people still listen to the radio-style play-by-play analysis of the game. For this experience, you must listen to a professional game without watching it. The professor will provide a list of websites that have legal and free audio broadcasts. After listening the game, you will write a reflection on the experience and comment on how listening to the game differs to watching the game. Additionally, reflect on what you gain and/or loses when you are merely hearing a commentator's view of the game. Think about how the media empire that presents games on television differs in its influence over you when compared to merely listening to the game.

- This writing assignment is to be 250-words and is graded using the Writing Rubric.

6. Details of Self-Reflection Component

There are two self-reflection assignments in this course. Both of these assignments require a written response to an experience.

Paper 1: Why this course and Why soccer

The first assignment asks you to think about why you took this course and what soccer means to you. How does soccer or sport affect your life? What power does it have over you? What are your emotions when 'your' team play? How does soccer/sport make you feel? What power does soccer have on the world?

- This assignment will be 250-word count and is graded using the Writing Rubric.

Paper 3: Zidane 21st Century Portrait

For this assignment, you will watch a documentary film about one game that the French Superstar Zinedine Zidane played with Real Madrid against Villarreal on April 23, 2005. In this film, 17 cameras focused solely on Zidane. There will be two showings of the film. After watching the film, you will write a reflection what the film accomplishes by following one player for an entire game. In addition, you will reflect on what heroes, stars, and superstars mean to you. Whom do you admire? Why do you admire them? Does their power and stardom affect your life? Does their power and stardom affect other people's lives? How? If the student is unable to attend the screenings, then there will be an option to view a documentary about Maradona or Pelé that is freely available online.

- This reflection paper will be 500-word count and is graded using the Writing Rubric.

6.1 Analytic Essay

Paper 4 – Analytic Essay: Does Soccer Explain the World?

For this final writing assignment, you will analyze what you learned throughout the semester and answer the question: Does soccer explain the world? In this paper, you will analyze and explain your beliefs and opinions on the pressing questions of justice and power and their relationship to soccer. Show that you either believe or do not believe that soccer is a good example of asking the questions: What is justice? and; Who has the power? To accomplish this, you must use the materials that we used in the course to make and substantiate your arguments. Throughout the semester, we have used a variety of materials: lectures, movies, radio, broadcasts, newspaper articles, etc. Each of these can be used to strengthen your argument as you analyze the question.

- This analytical essay paper will be 500-word count and is graded using the Writing Rubric.

V. General Education and Quest Objectives & SLOs

7. This Course's Objectives—Gen Ed Primary Area and Quest

Humanities + Quest 1 + Course Objectives

Humanities Objectives →	Quest 1 Objectives →	This Course's Objectives → (This course will...)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general.	Address the history, key themes, principles, terminologies, theories, and methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition.	SEtW will explore the history and development of soccer, and how its history links to the making of the modern world. Soccer deals with topics of race, national, identity, gender, colonialism, and power, all of which are important areas of discussion and research in and about the modern world	SEtW students will read about the formation of the modern game, watch documentary films about groups and nationality, and conduct interviews that directly correspond to the pressing topics
Students will learn to identify and to analyze the key elements, biases and influences that shape thought.	Present different arts and humanities disciplines' distinctive elements, along with their biases and influences on essential questions about the human condition.	SEtW will ask the questions of what is just, what is fair, and how has the power to decide.	SEtW will read and then discuss and debate the ideas in class in small group. Additionally, the class will engage with different mediums to see how the main questions of power and justice are represented in art.

Humanities Objectives →	Quest 1 Objectives →	This Course's Objectives → (This course will....)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
	Explore at least one arts or humanities resource outside their classroom and explain how engagement with it complements classroom work.	SEtW will show that the arts and humanities help explain the complex problem of justice and power.	Watching documentary and fiction films. Observing and analyzing graffiti art and reflecting on what these expressions mean.
These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.	Enable students to analyze and evaluate essential questions about the human condition clearly and effectively in writing and other forms appropriate to the discipline.	SEtW will have students analyze the questions of power by asking them to think about who has power over them. Students will evaluate the question of justice by examining what it means to be a citizen, how can soccer/society become more just and fair.	After watching two documentaries (outside of class), students will write a reflection on who has power over them, and what group they are a part of, and why. After classroom debate, students will conduct an interview questioning the place of women in soccer and the ideas of justice and fairness.
	Analyze the role arts and humanities play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs and lives after college.	SEtW students will experience soccer through different mediums: graffiti art, song, media broadcast, and film. In each case, the class will discuss and analyze the role art has on soccer/society and vice versa. This will be evidence to the great role that arts and humanities make in our lives.	Classroom discussion will help start the conversation. In class and at home, the students will engage with the arts and humanities through assignments and readings.

8. This Course's Student Learning Outcomes (SLOs)—Gen Ed Primary Area and Quest

Humanities + Quest 1 + Course SLOs

	Humanities SLOs → Students will be able to...	Quest 1 SLOs → Students will be able to...	This Course's SLOs → Students will be able to...	Assessment Student competencies will be assessed through...
Content	Identify, describe, and explain the history, underlying theory and methodologies used.	Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course.	Identify, describe, and explain the historical rise of soccer as a global spectacle paying attention to the ideas of citizenship, race, gender, and class.	Class participation; Class summary; Presentation; Written Paper 3 and Paper 4
			Identify and critique within the game of soccer and in life instances that constitute justice/injustice and unequal power relationships. Specifically, identify how to evaluate if something is just and fair.	Class participation; interview; Paper 3; Paper 4

	Humanities SLOs → Students will be able to...	Quest 1 SLOs → Students will be able to...	This Course's SLOs → Students will be able to...	Assessment Student competencies will be assessed through...
Critical Thinking	Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.	Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course.	Analyze and Evaluate the role that soccer has in society, the question of justice and fairness in society through the example of soccer, and the question of where power comes from and how it is used.	Class participation; Presentation; Paper 3; Paper 4
Communication	Communicate knowledge, thoughts and reasoning clearly and effectively.	Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course.	Develop and Present ideas related to the notion of a group and belonging, ideas around the inclusion of women, poor, minorities in sport and society.	Class participation; Presentation; Paper 1; Paper 2; Paper 3
Connection	N/A	Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.	Connect course content with their life by asking how justice affects the student. Additionally, by questioning their inclusion in a group, and reflection on 'who has power over them?'.	Interview; Paper 2, Paper 3, Paper 4

IV. Required Policies

10. Students Requiring Accommodation

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) 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.

11. UF Evaluations Process

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 at <https://gatorevals.aa.ufl.edu/students/>. 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 via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

12. University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

13. Counseling and Wellness Center

Contact information for the Counseling and Wellness Center:

<https://counseling.ufl.edu/>

Phone: 392-1575;

and the University Police Department:

392-1111 or 9-1-1 for emergencies.

14. The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at

<http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.