

IDS 2935 Soccer Explains the World

Quest 1

I. Course Information

Spring 2022 - Quest 1 Theme: Justice and Power

Meeting: MWF 4th Period (10:40-11:30)

Location: ARCH 0213

Instructor

Dr. Quinn Hansen – quinnh@ufl.edu

Office location: Dauer Hall 155

Office hours: M- By appointment, W 2:00 – 4:00, Friday 5th Period (11:45-12:45)

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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.

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

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.

Because of the current and topical nature of this course, new readings WILL be added during the semester. There will be ample notice given when new readings are scheduled.

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 soccer podcast	Listen to an episode of a podcast dedicated exclusively to soccer. Give summary of the podcast, discuss where you agree or disagree with the information, and add your opinion to the information presented.	<ul style="list-style-type: none">• 250 words	100

Group Presentation 1: Teams	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 	100
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 8 pointed questions to ask.	<ul style="list-style-type: none"> • Selfie with interviewee • List of question • Responses 	100
Group Presentation 2: Counties	Each countries' relationship to soccer is different. Discuss the history of the soccer in the country and discuss topics such as corruption, racism, sexism, nationalism, violence, etc.	<ul style="list-style-type: none"> • 8 minutes • Outline • Bibliography 	100
Paper 3: Documentary Film	Watch a documentary film about a Professional Soccer player. Discuss what it means to be a star. How does stardom effect the game, society, and your own life	<ul style="list-style-type: none"> • 500 words 	100
Paper 4: Match Report	Watch a soccer from any professional league. Write a match report. See the syllabus for an example.	<ul style="list-style-type: none"> • 500 words 	100
Paper 5 – 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
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

2. Weekly Course Schedule –

Week/ Date	Topic	Prepare for class	Assigned Work Due
Week 1 Jan 5 – Jan 7	Introduction: Soccer, History, and Politics: Why is studying soccer a window to the world?		
Jan 5	Course Introduction	Read Syllabus and Explore Canvas Page	
Jan 7	What is Sport?		
Week 2 Jan 10- Jan 14	Origins and Origin Myths: Where did soccer come from?		
Jan 10	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)	
Jan 12	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 14	Education is the Key		Syllabus Reflection Paper 1
Week 3	Professionalism in Soccer:		

Week/ Date	Topic	Prepare for class	Assigned Work Due
Jan 17-Jan 21	Schools, Money and Connecting the Rich, the Poor, and the World Through a Game		
Jan 17	NO CLASS – MLK DAY		
Jan 19	Professionalism in 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 21	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>	
Week 4 Jan 24 –Jan 28	Team Identity – Soccer Identity: Who is a fan? Branding and Who are you?		
Jan 24	Who is a fan?	<p>Andy Hinds, "I'm considering becoming a Sports Fan – How do I Pick a Team?", <i>The Atlantic</i>, January 30, 2013.</p> <p>Soccernomics: 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
Jan 26	How do Fans Pick their Teams?	<p><u>Podcast – Women at Football – The Guardian Football Weekly</u></p> <p>Foer: Chapter 3 – How Soccer Explains the Jewish Question (P. 65-88)</p>	
Jan 28	Sports Branding and Who are you?		
Week 5 Jan 31-Feb 4	National Identity: Race, religion, and who gets to be on a team		
Jan 31	Nations and National Identity	Travis Waldron, “Switzerland’s World Cup Team Sits at the Heart of Europe’s National Identity Panic’, Huffington post, June 27 th , 2018.	Listen to a Podcast Paper 2 DUE
Feb 2	Nations and National Identity	<p>Two essays by Gary Younge on football and English identity: ‘Why I’ll Be Cheering on England This Year’, New Statesmen, June 8th, 2010 ‘England’s Identity Crisis’, The Guardian, June 28th, 2010</p> <p>“Exclusive: French football chiefs' secret plan to whiten 'les Bleus',” Mediapart, April 28, 2011.</p> <p>Zach Beauchamp, “Trevor Noah’s feud with France over race, identity, and Africa, explained”, Vox, July 19th, 2018.</p>	

Week/ Date	Topic	Prepare for class	Assigned Work Due
Feb 4	Nations and National Identity	<u>Podcast - John Barnes on Football and Racism – Football Weekly - The Guardian</u>	
Week 6 Feb 7 - Feb 11	Barcelona vs Real Madrid: What's at stake in 'El Clásico' and other rivalries		
Feb 7	How Important is Sport Really?	<p>BBC Audio Documentary: The Power and The Passion:</p> <p>Episode 1 - A Night at the Opera - Inter Milan v AC Milan</p> <p>Episode 2 - The Secret Policeman's Football - Al Ahly v Zamalek</p> <p>Episode 3 – All the King's Men – Asante Kotoko vs Accra Hearts of Oak</p> <p>Episode 4 – Geordie Nation – Newcastle vs Anybody</p> <p>https://www.bbc.co.uk/sounds/play/p007xcjt</p>	
Feb 9	Ireland, Scotland	<p>Foer: Chapter -2 The Pornography of Sects (P. 35-64)</p> <p>“Faith, Flutes and Football” – Watch online (first 15minutes)</p> <p>https://www.youtube.com/watch?v=cGgyj3fqW4</p>	

Week/ Date	Topic	Prepare for class	Assigned Work Due
Feb 11	Current Conversations – Spain		
Week 7 Feb 14–Feb 18	Jogo Bonito: Soccer in Brazil		
Feb 14	History of Brazilian Soccer	<p>Foer: Chapter 5 – How Soccer Explains the Survival of the Top Hats (P. 115-140)</p> <p>Elsy, 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>Elsy, 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 16	Presentations	Presentations Groups Week A	
Feb 18	Presentations	Presentations Groups Week A	
Week 8 Feb 21–Feb 25	Jogo Bonito: Soccer in Brazil		
Feb 21	Modern Brazilian Soccer		
Feb 23	Presentations	Presentations Groups Week B	

Week/ Date	Topic	Prepare for class	Assigned Work Due
Feb 25	Presentations	Presentations Groups Week B	Participation Rubric – Round 1
Week 9 Feb 28-Mar 4	Why isn't the USA a powerhouse?		
Feb 28	Sports in America – So many!		
Mar 2	What happened to Soccer?	Soccernomics: Chapter 14 -Football versus Football: A Tale of Two Empires (P. 279-304)	
Mar 4	What Happened to America?	Football Has Always Been A Battleground in the Culture Wars – The Atlantic 2017 How America's pro sports arenas became a battleground for Trump's culture wars - VOX 2017 Foer- Chapter 10 - "How Soccer Explains the American Culture Wars" (P.235-249)	
	SPRING BREAK	SPRING BREAK MARCH 7 – MARCH 11	
Week 10 Mar14-Mar18	Women play the game too: Access, resources, money		
Mar 14	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)	

Week/ Date	Topic	Prepare for class	Assigned Work Due
Mar 16	Equal Pay?	Lizzy Goodman, 'The Best Women's Soccer team in the World Fights for Equal Pay', New York Times, June 10 th 2018.	
Mar 18	Women and Soccer – Conversations	GUEST SPEAKER	Interview- Due March 25th
Weeks 11 - 12 Mar 21-Mar 25	The invention of the World Cup: Global Business, How to Follow the Money Soccer is a Global Media Spectacle		
Mar 21	What is a Sport Business	Soccernomics: Chapter 6 - A Decent Business at Last? Be Careful What You Wish For (P. 104-120)	
Mar 23	Business and Politics and Sports	Soccernomics: Chapter 3 - The Worst Business in the World: Why Soccer clubs Haven't Made Money. (P. 56-78) Foer: Chapter 7 – How Soccer Explains the New Oligarchs (p. 167-192)	
Mar 25	A Visual History of the World Cup	Chapter 13 - Happiness: Why Hosting a World Cup is Good for You (P. 256-278)	Interview Due
Mar 28	Country Presentations	Presentations	
Mar 30	Country Presentations	Presentations	
Apr 1	Country Presentations	Presentations	

Week/ Date	Topic	Prepare for class	Assigned Work Due
Week 13 Apr 4 – Apr 8	Corruption rules the game: FIFA and it's friends		
Apr 4	Corruption	Soccernomics: Chapter 5 – Crooked Business: Soccer's Corruptions and the History of Tech. (P. 89-103)	
Apr 6	FIFA Level Corruption	Listen to: David Goldblatt, "FIFA, Football, Power and Politics", BBC, 2011 (30 mins) Tariq Panja, "Did Fifa Accidentally Confirm a World Cup Bribery Scandal?", New York Times, December 5 th , 2019.	
Apr 8	Gambling	Watch: Paul Merson Football, Gambling and Me	
Week 14 Apr 11- Apr 15	Soccer Heroes: The Global figures that influence everyone		
Apr 11	Media Power and Sports Icons	Soccernomics: Chapter 2 – Gentlemen Prefer Blonds: How to Avoid Silly Mistakes in the Transfer Market (p. 13-55)	
Apr 13	Media Power and Sports Icons and Social Media		

Week/ Date	Topic	Prepare for class	Assigned Work Due
Apr 15	Heroes	Soccer Documentary Discussion	Paper 3 – Due April 18th
Week 15 Apr 18 – Apr 20	Conclusions: Whence it came and whither it will go; what is the future of the game?		
Apr 18	What does the future hold?	Foer - Afterword – How to Win the World Cup (P.249-259) Soccernomics: Chapter 21 – The Future: The Best of Times – and the Smartphone (P. 449-458)	Paper 3
Apr 20	Conclusions and Opinions		Paper 4 due Second Round of Participation
		Final Paper: Paper 5 - Does soccer explain the world? Due before 4/28/22 @ 5pm	

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: ____ / 100	Exceeds Expectations (100)	Meets Expectations (80)	Does Not Meet Expectations (50)
<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>(+40) 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>(+30) 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>(+35) 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>(+30) 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>(+15) 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>(+10) I provided an outline of my presentation including bibliographical information and/or the list of websites</p>	<p>(+0) Did not provide an outline</p>

Writing Assignment Rubric

The instructor will use the following rubric for all papers 1, 2, 3, and 4.

TOTAL: ____ / 100	Outstanding performance!	Good work	Work needs improvement	See your instructor ASAP
<i>Content</i> [Does it address the topic with relevant material]	(+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> [Organize details so that they flow!]	(+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 5: Analytical Essay

The instructor will use the following rubric for Paper 5 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 Podcast

For this experience, you must listen to a podcast about soccer. The professor will provide a list of websites that have legal and free audio broadcasts. After listening, you will write a reflection on the experience and comment on how listening to a podcast changes your view of a game or the sport. Additionally, give a summary of the topics discussed. Think about how the media empire that presents games on television differs in its influence over you when you merely listen to people talk about a game.

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

Paper 4: Write a Match Report

For this experience, you must watch to a professional soccer match and write a match report. An example of a match report is on the Canvas website.

- This writing assignment is to be 500-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: Documentary Film

For this assignment, you will watch a documentary film about a soccer star. This writing assignment asks you to 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? There are numerous documentaries on paid websites as well as available for free.

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

6.1 Analytic Essay

Paper 5 – 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.

In-Class Recordings: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student

participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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.

In response to COVID-19, the following practices are in place to maintain our learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our neighbors, and our loved ones.

- **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, including options that do not require an appointment: <https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>. 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.
- **You are expected to wear approved face coverings at all times during class and within buildings,** even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
 - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
 - Hand sanitizing stations will be located in every classroom.

If you are sick, stay home and self-quarantine. 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.

- **Course materials** will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
- **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.

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.