

IDS 2935: Soccer Explains the World

Quest 1: Justice and Power

I. General Information

Class Meetings

- MWF period 2 (8:30-9:20)

Instructor

- Dr. Quinn McCoy Hansen
- Dauer 258
- **Office Hours:**
 - **M 10-11am**
 - **Wed. 10-11am, 1-2:30pm**
 - **Th by appointment via Zoom**
- quinnh@ufl.edu

Teaching Assistant(s)

- Caitlin Field
- Office - TBA
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Course Description

IDS 2935 Soccer Explains the World

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. Soccer Explains The World looks through historical, sociological, psychological, linguistic and political questions to address the pressing question 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.

Quest and General Education Credit

- Quest 1
- Humanities

This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Required Readings and Works

Materials and Supplies Fees: n/a

All works are available and labeled in Canvas. These works are from scholarly journals, news articles, podcasts, documentaries, and books that students can obtain from the UF library resources or are freely available online 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. Graded Work

Description of Graded Work

| | | |
|-----------------------------|-------------------------------------|-------------------------|
| Paper 1 Reflection– 4% | Debate Summary – NCAA – 5% | Interview – 10 % |
| Paper 2 Podcast- 5% | Debate Summary – Nationality – 5% | Participation – 10% |
| Paper 3 Match Report– 5% | Group Presentation 1 - Club – 10% | Audio Report – 5% |
| Paper 4 Documentary -10% | Group Presentation 2 - Country– 10% | Video Introduction – 1% |
| Paper 5 Analytic Essay- 20% | | |

| Assignment | Description | Requirements | Points |
|---------------------------|---|---|----------|
| Video Introduction | Post a video on Canvas introducing yourself. Provide the following information: 1. Who are you, where are you from and what are you studying | <ul style="list-style-type: none"> • Answer questions in video and upload to | 1 |

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| | <p>2. what sports do/did you play (include position) {if you do not play sports, you may state that}</p> <p>3. what sports to you watch</p> <p>4. what are your favorite teams (and why)</p> | Canvas discussion page | |
| Paper 1 - Reflection: 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"> • 500 words • Written Assignment Rubric | 100 |
| Debate Summary – NCAA | On the days of debate summary, the class will spend 10 minutes debating the topic. Following this, in class, each student will write a debate summary where the all sides of the debate are explained and examples are given from both the class discussion and from readings, etc. | <ul style="list-style-type: none"> • Clearly defined positions of the topic • Examples from readings and class discussions • Debate rubric | 100 |
| Paper 2 - Experiential: 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. See section IV for more information. | <ul style="list-style-type: none"> • 500 words • Written Assignment Rubric | 100 |
| Debate Summary - Nationality | On the days of debate summary, the class will spend 10 minutes debating the topic. Following this, in class, each student will write a debate summary where the all sides of the debate are explained and examples are given from both the class discussion and from readings, etc. | <ul style="list-style-type: none"> • Clearly defined positions of the topic • Examples from readings and class discussions • Debate rubric | 100 |
| Audio Report | Imagine that each week of the first six weeks of the course is a podcast episode. Record a 3-minute introduction to one of the weeks/episode. Give a brief summary of the content. Mentioned information from the texts or media for that week. Talk about the conflict that this week brings to soccer and society. | <ul style="list-style-type: none"> • At least 3 minutes but no more than 5 • Covers one week specifically | 100 |

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| | See CANVAS for example. See section IV for more information. | <ul style="list-style-type: none"> • Relates readings to class conversation • Listen to one classmates report • Critique or ask question of classmates work | |
| 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 the class. Each member of the group will be in charge of a specific part of the assignment. Each member's part must be labeled in the outline and it must be easily distinguishable for other member's parts. | <ul style="list-style-type: none"> • 8 minutes • Outline • Bibliography • Presentation Rubric | 100 |
| Interview - Experiential: 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. See section IV for more information. | <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. Each group will present their information to the class. Each member of the group will be in charge of a specific part of the assignment. Each member's part must be labeled in the outline and it must be easily distinguishable for other member's parts. | <ul style="list-style-type: none"> • 8 minutes • Outline • Bibliography • Presentation Rubric | 100 |
| Paper 3: Match Report | Watch a Gator Women's soccer match. Write a match report. See CANVAS for an example. Please see | <ul style="list-style-type: none"> • 250 words | 100 |

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| | <p>professor if you are unable to attend any Gator Women's soccer match.</p> <p>Any report submitted without both selfies will lose 20 points from the final grade.</p> | <ul style="list-style-type: none"> • Selfie from first 10 minutes • Selfie from last 10 minutes • Written Assignment Rubric | |
| <p>Paper 4 - Reflection: Documentary Film</p> | <p>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? See section IV for more information.</p> | <ul style="list-style-type: none"> • 500 words • Written Assignment Rubric | 100 |
| <p>Paper 5 – Analytic Essay Does Soccer explain the world?</p> | <p>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 questions: Does soccer explain the world? Does soccer explain societal justice, injustice, power, and influence? See section IV for more information.</p> | <ul style="list-style-type: none"> • 1000 words • Written Assignment Rubric | 100 |
| <p>Participation</p> | <p>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</p> | <p>See Participation Rubric</p> | 100 |

Grading Scale

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

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|----|-----------|--|----|----------|
| A | 94 – 100% | | C | 74 – 76% |
| A- | 90 – 93% | | C- | 70 – 73% |
| B+ | 87 – 89% | | D+ | 67 – 69% |

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|----|----------|--|----|----------|
| B | 84 – 86% | | D | 64 – 66% |
| B- | 80 – 83% | | D- | 60 – 63% |
| C+ | 77 – 79% | | E | <60 |

Grading Rubric(s)

This course uses three rubrics for grading attached below:

- 1. Writing Assessment Rubric – For all writing assignments**
- 2. Presentation Rubric – For all presentation assignments**
- 3. Debate Summary Rubric – For all debate summaries**
- 4. Participation Rubric**

Writing Assessment Rubric – For All Writing Assignments

| Total ___/100 | Excellent | Good | Needs Improvement | See your Instructor |
|----------------------------|--|---|---|--|
| CONTENT | (+40) 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. | (+37) My text had a clear focus that addressed the prompt, included some appropriate details, and made a point. | (+33) 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! | (+25) 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! |
| ORGANIZATION AND COHERENCE | (+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 | (+16) 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. | (+13) 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. | (+10) 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. |
| ARGUMENT AND SUPPORT | (+20) Materials from the semester support my articles and I show that they strengthen my argument. Reveals a high degree of critical thinking. | (+16) I used some materials to make my argument. They were present but didn't entirely strengthen my argument. Critical thinking is weaved into points. | (+13) I rarely mention the materials from the class. Some critical thinking is present. | (+10) I didn't mention any details or material from the semester. Ideas are vague with little evidence of critical thinking. |
| STYLE | (+10) Shows outstanding style going beyond usual college level; rhetorical devices and tone used effectively; creative use of sentence structure and coordination. | (+8) Attains college level style; tone is appropriate and rhetorical devices used to enhance content; sentence variety used effectively | (+6) Approaches college level usage of some variety in sentence patterns, diction, and rhetorical devices. | (+3) Mostly in elementary form with little or no variety in sentence structure, diction, rhetorical devices or emphasis. |

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|-----------|---|---|--|---|
| MECHANICS | (+10) 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 | (+8) 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. | (+6) 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. | (+3) I had many mistakes in the majority of the paper. These errors caused chunks of my text to be unclear to the reader. |
|-----------|---|---|--|---|

Presentation Rubric – For all presentations

| Total ____/100 | Excellent | Good | Needs Improvement | See Your Instructor |
|----------------|---|--|--|--|
| <i>Content</i> | (+40) 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. I demonstrate solid knowledge of my topic. If questions are asked, I can answer them or appropriately address them. | (+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. I demonstrate solid knowledge of my topic If questions are asked, I can answer most of them or appropriately address them. | (+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 I am unable to answer questions about my topic and do not provide appropriate information to address them. | (+25) Does not meet assignment requirements Student doesn’t have grasp of information |

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| <p><i>Organization</i></p> | <p>(+25) I delivers clear opening and closing remarks that capture the attention of the audience and set the mood I provide a “road map” for the audience.</p> <p>Each segment relates to the others according to a carefully planned framework.</p> | <p>(+20) I display introductory or closing remarks, but segments of the body of the presentation are not presented in a coherent manner.</p> <p>I present the segments of the body of the presentation in a coherent manner, but introductory or closing remarks are missing.</p> | <p>(+15) I display some level of organization with discernible theme, but the presentation is not organized clearly or in a coherent manner.</p> <p>Introductory and closing remarks are missing.</p> | <p>(+10) I display neither clear introductory nor closing remarks I do not present the segments of the body of the presentation in a coherent manner Irrelevant statements are made I leave the audience wondering where the presentation is headed.</p> |
| <p><i>Comprehensibility</i></p> | <p>(+25) 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. My presentation is likely clear to all of my classmates.</p> | <p>(+20) 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>(+15) 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> | <p>(+10) I read slides, mumble, speak too quietly, have little to no eye contact, and have many non-word or filler interjections (um, uhh, ahh, well, so, etc.</p> |
| <p><i>Outline</i></p> | <p>(+10) 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 page) Each member’s part is labeled on the outline.</p> <p>My part and responsibility of the presentation is indicated in the outline.</p> | <p>(+8) I provided an outline of my presentation including bibliographical information and/or the list of websites.</p> <p>Each member’s part is labeled on the outline.</p> <p>My part and responsibility of the presentation is indicated in the outline.</p> | <p>(+5) I provided a poorly written outline.</p> <p>I did not indicate what part of the presentation was my responsibility.</p> | <p>(+0) Did not provide an outline.</p> |

Debate Summary Rubric – For all summaries

| Total ____/50 | Excellent | Good | Needs Improvement | See Your Instructor |
|--|--|--|--|---|
| <i>Information – Arguments and counter-arguments</i> | (+15) I had a clear focus that addressed the prompt by addressing. I presented all sides to the argument accurately and fairly. | (+12) My text had a clear focus that addressed the prompt, and I presented all sides. | (+10) I didn't clearly present the sides of the debate. I focused mainly on one side of the debate. | (+8) I strayed from the topic or only addressed it superficially. |
| <i>Use of Facts or Statistics</i> | (+15) Every major point was well supported with several relevant facts, statistics and/or examples | (+12) Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable | (+10) Some points were supported well, others were not | (+8) All points were not supported |
| <i>Organization</i> | (+10) 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 | (+8) 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. | (+6) 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. | (+4) 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. |
| <i>Understanding of Topic</i> | (+10) I clearly understood the topic in depth and presented their information forcefully and convincing | (+8) I seemed to understand the main points of the topic and presented those with ease | (+6) I seemed to understand the main points of the topic, but didn't present with ease | (+2) I did not show an adequate understanding of the topic |

Participation Rubric

| Total ___/10 | Excellent | Good | Needs Improvement | See Your Instructor |
|--|---|---|--|---|
| <p><i>Classroom Engagement</i></p> <p><i>Be Active</i></p> | (+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. |
| <p><i>Preparation</i></p> <p><i>Be Prepared</i></p> | (+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. |
| <p><i>Collegiality</i></p> <p><i>Be Respectful</i></p> | (+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. |

III. Annotated Weekly Schedule

Soccer Explains the World divides the semester into weeks. Each week has a specific topic to address the major theme of Power and Justice. Below is the weekly schedule, which shows the topic, the readings, and any assignments due that week. The weekly topics vary in nature, but principally revolve around historical, political, social, and cultural influence and impact that soccer has on modern life.

| Week/ Date | Topic | Prepare for class | Assigned Work Due |
|------------|---|--|------------------------------------|
| Week 1 | <p>Introduction: Soccer, History, and Politics: Why is studying soccer a window to the world?</p> <p>Examine the cultural phenomena of sports.</p> | Studying sports helps understand society by using them to shine light on problems (or perceived problems) of justice and power. Sports are about rules and being just and fair. Additionally, sports in the modern day have huge power over individuals, groups, even nations. | |
| Aug. 23 | Course Introduction | Read Syllabus and Explore Canvas Page | |
| Aug. 25 | <p>What is Sport?</p> <p>What are your Sports</p> | | Video Introduction |
| Week 2 | <p>Origins and Origin Myths: Where did soccer come from?</p> <p>Learn about the history of Soccer</p> | The history of soccer and its rise to the top of the sporting world is due to globalization. More importantly, education was the tool that fostered soccer in its infancy. | |
| Aug. 28 | What is Soccer? | <p>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)</p> | Syllabus Reflection Paper 1 |
| Aug. 30 | Everyone Kicks a Ball! | <p>Goldblatt, D. (2006). <i>The Ball Is Round: A Global History of Soccer</i>.</p> <ul style="list-style-type: none"> • Part 1: Ancient and Moderns (P. 3-18) • Part 2: The Simplest Game (P. 19-49) | |
| Sept. 1 | Education is the Key | | |

| Week/ Date | Topic | Prepare for class | Assigned Work Due |
|----------------|--|--|--|
| Week 3 | <p>Professionalism in Soccer: Schools, Money and Connecting the Rich, the Poor, and the World Through a Game</p> <p>Understand the socio-cultural impact of soccer on society and vice-versa.</p> | Soccer as we know it, as well as the most profitable and power sports, come from education. To understand how sports gained their privileged position in society, it is important to understand from where they came. Soccer is a model for understanding how ideas of masculinity from Victorian England permeated the world. | |
| Sept. 4 | Labor Day | NO CLASS | |
| Sept. 6 | 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) | |
| Sept. 8 | NCAA – and its love of amateurs DEBATE | <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. (9 pages)</p> <p style="text-align: center;">DEBATE</p> | Debate Summary – NCAA (written in class) |
| Week 4 | <p>Team Identity – Soccer Identity: Who is a fan? Branding and Who are you?</p> | Soccer shows us how society manufactures images and ideas of who we are a people. What teams we support say something about who we are, but often we don't pick | |

| Week/ Date | Topic | Prepare for class | Assigned Work Due |
|------------|---|--|--|
| | Relate social pressure and societal norms to fandom. | our team; or the reasoning for choosing a sports team mixes with societal influence. | |
| Sept. 11 | Who is a fan? | Andy Hinds, "I'm considering becoming a Sports Fan – How do I Pick a Team?", The Atlantic, January 30, 2013. (4 pages) Soccernomics: Chapter 12 – A Fan's Suicide Notes: Do People Jump Off Building When Their Teams Lose? (P. 241-255) | |
| Sept. 13 | How do Fans Pick their Teams? | <u>Podcast – Women at Football – The Guardian Football Weekly (48 minutes)</u> | |
| Sept. 15 | Sports Branding and Who are you? | | |
| Week 5 | National Identity: Race, religion, and who gets to be on a team View soccer as a political tool that defines people. | Nations pick who they want to participate on their national soccer teams. This is an extension of how nations decide who belongs and who doesn't. Race, religion, and other factors determine who gets to play where. | |
| Sept. 18 | 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. (5 pages) | Listen to a Podcast Paper 2 DUE |

| Week/ Date | Topic | Prepare for class | Assigned Work Due |
|------------|---|---|-------------------------------------|
| Sept. 20 | Nations and National Identity | <p>Two essays by Gary Younge on football and English identity:</p> <p>‘Why I’ll Be Cheering on England This Year’, New Statesmen, June 8th, 2010 (8 pages)</p> <p>‘England’s Identity Crisis’, The Guardian, June 28th, 2010 (3 pages)</p> <p>“Exclusive: French football chiefs' secret plan to whiten 'les Bleus',” Mediapart, April 28, 2011. (8 pages)</p> <p>Zach Beauchamp, “Trevor Noah’s feud with France over race, identity, and Africa, explained”, Vox, July 19th, 2018. (5 pages)</p> | |
| Sept. 22 | National Identity – What about Racism | <u>Podcast - John Barnes on Football and Racism – Football Weekly - The Guardian (38 minutes)</u> | |
| Week 6 | <p>Barcelona vs Real Madrid: What’s at stake in ‘El Clásico’ and other rivalries</p> <p>Continue understanding the socio-political implications of soccer.</p> | While some believe rooting for a certain soccer team is trivial, the power that the team and the fans have on an individual can lead one to take drastic actions. When rivalry is added, often anger and hatred are directed at the other. In some cases leading to death, all for a soccer team. | |
| Sept. 25 | | Nations and National Identity - DEBATE | Debate Summary - Nationality |

| Week/ Date | Topic | Prepare for class | Assigned Work Due |
|------------|---|--|-------------------|
| Sept 27 | 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 (15 minutes)</p> <p>Episode 2 - The Secret Policeman's Football - Al Ahly v Zamalek (15 minutes)</p> <p>Episode 3 – All the King's Men – Asante Kotoko vs Accra Hearts of Oak (15 minutes)</p> <p>Episode 4 – Geordie Nation – Newcastle vs Anybody (15 minutes)</p> <p>https://www.bbc.co.uk/sounds/play/p007xcjt</p> | |
| Sept. 29 | Spain, Ireland, Scotland | Football's Most Dangerous Rivalry – Vice media (45 minutes) | |
| Week 7 | Jogo Bonito: Soccer in Brazil | Brazil is the king of soccer. Understanding how soccer took hold of Brazil and how modern Brazil uses the game to create identity, expand business, project a national image, and even abuse individuals. | |

| Week/ Date | Topic | Prepare for class | Assigned Work Due |
|------------|---|---|---|
| | Present Brazil as an example of soccer's socio-political-economic power | | |
| Oct. 2 | History of Brazilian Soccer | National Sport – Futebol Made Popular (p. 14- 52) | Audio Report |
| Oct. 4 | Modern Brazilian Soccer The Image of Brazil | TBA | |
| Oct. 6 | HOMECOMING | NO CLASS | Audio Report – Critique of Classmate |
| | | | |
| Week 8 | Presentation Week – Soccer Club Demonstrate knowledge from previous weeks of discussion. | Soccer clubs unite and divide. They are just and unjust. Examining individual clubs, we can see a microcosm of societal issues from corruption to sexism, nationalism to communism. | |
| Oct. 9 | Presentations | Introduction to Faroese Soccer | Presentations - Teams |
| Oct. 11 | Presentations | Introduction to Bhutanese Soccer | Presentations - Teams |
| Oct. 13 | Presentations | Introduction to Rwandan Soccer | Presentations – Teams Participation Rubric – Round 1 |
| | | | |
| Week 9 | Why isn't the USA a powerhouse? | Soccer isn't king in the USA. The history of sports in this country as well as the failures of early soccer in | |

| Week/ Date | Topic | Prepare for class | Assigned Work Due |
|------------|---|--|-------------------|
| | Examine the historical reasons for soccer's minor role in American culture. | America shine light on what can go right and wrong in sports business. Further, sports in general have become a battlefield for cultural questions where sports and teams force their fans to take sides. | |
| Oct. 16 | Sports in America – So many! | | |
| Oct. 18 | What happened to Soccer? | Soccernomics: Chapter 14 -Football versus Football: A Tale of Two Empires (P. 279-304) | |
| Oct. 20 | What Happened to America? | Football Has Always Been A Battleground in the Culture Wars – The Atlantic 2017 (5 pages) How America's pro sports arenas became a battleground for Trump's culture wars - VOX 2017 (6 pages) Foer- Chapter 10 - "How Soccer Explains the American Culture Wars" (P.235-249) | |
| | | | |
| Week 10 | Women play the game too: Access, resources, money Understand the role that soccer plays in making sports open. | How does soccer include women? From being banned from soccer to world cups, women in soccer have a bumpy history with a sport that appears to still not include all. | |
| Oct. 23 | History of Women in Sport | Separating Sports by Sex Doesn't Make Sense (p. 1 – 4) I am Lia (p. 1-11) Comparing Athletic Performances - The Best Elite Women to Boys and Men - Duke Law (p. 1 – 8) | |

| Week/ Date | Topic | Prepare for class | Assigned Work Due |
|------------|--|--|-------------------|
| Oct. 25 | Equal Pay? | Lizzy Goodman, 'The Best Women's Soccer team in the World Fights for Equal Pay', New York Times, June 10 th 2018. (9 pages) TBA | |
| Oct. 27 | Women and Soccer – Conversations | GUEST SPEAKER TBA | |
| Week 11 | The invention of the World Cup: Global Business, How to Follow the Money Soccer is a Global Media Spectacle Connect the cultural product with the business product. | The wonderful stadiums and multibillion-dollar media deals give modern soccer the exciting flavor that entices billions. What are the costs of selling the game? Who has the power: the fans, the players, the owners, or the media companies? | |
| Oct. 30 | What is a Sport Business | Soccernomics: Chapter 6 - A Decent Business at Last? Be Careful What You Wish For (P. 104-120) A Visual History of the World Cup | |
| Nov. 1 | Business and Politics and Sports | Deceit, Determination and Murdoch's millions -how Premier League was born - The Guardian July 2017 Football didn't start in 1992 | |

| Week/ Date | Topic | Prepare for class | Assigned Work Due |
|------------|--|---|-----------------------|
| Nov. 3 | Business and Human Trafficking | Álvaro Dionisio on football trafficking in Portugal. Neymar transfer exposes football's modern-day trafficking scheme | Interview Due |
| Week 12 | Corruption rules the game: FIFA and it's friends Examine corruption through soccer's political structure. | Sports are about fairness and playing by the rules. The justice on the field is not equaled off it. The large organizations with the power to influence the game corrupt it. | |
| Nov. 6 | FIFA Level Corruption | Tariq Panja, "Did Fifa Accidentally Confirm a World Cup Bribery Scandal?", New York Times, December 5 th , 2019. (3 pages) 6500 Migrant Workers Have dies in Qatar Since World Cup Awarded – Guardian Feb. 23, 2021 (4 pages) | FIFA Level Corruption |
| Nov. 8 | Drugs and being the best Gambling | Why we should allow performance-enhancing drugs in Sport. Journal of Sports Medicine, Nov 2004. (5 pages) Watch: Paul Merson Football, Gambling and Me (58 minutes) | PAPER 3 Due |
| Nov. 10 | VETERANS DAY | NO CLASS | |

| Week/ Date | Topic | Prepare for class | Assigned Work Due |
|------------|--|--|----------------------|
| Week 13 | The invention of the World Cup: Country Presentations Demonstrate knowledge from previous weeks of discussion. | Each country has a history with soccer. This history is not always pretty. Countries use soccer as instruments of power over the populace. | |
| Nov. 13 | Country Presentations | Introduction to Guyana's Soccer | Country Presentation |
| Nov. 15 | Country Presentations | Introduction to Tahitian Soccer | Country Presentation |
| Nov. 17 | Country Presentations | Introduction to Mongolian Soccer | Country Presentation |
| | | | |
| Week 14 | Soccer Heroes: The Global figures that influence everyone Connect social pressure from sports to personal decisions | Hero-worship is a mainstay of soccer. The movement of soccer players off the field and into our lives forces us to think who has power over our decisions. | |
| Nov. 20 | Sport and the Environment | Podcast - Mobilising Football Fans on Climate Change (45mins) | |
| Nov. 22 | Thanksgiving – NO CLASS | | |
| Nov. 24 | Thanksgiving – NO CLASS | | |
| Nov. 27 | Media Power and Sports Icons | Soccernomics: Chapter 2 – Gentlemen Prefer Blonds: How to Avoid Silly Mistakes in the Transfer Market (p. 13-55) | |
| Nov. 29 | Media Power and Sports Icons and Social Media | | |

| Week/ Date | Topic | Prepare for class | Assigned Work Due |
|------------|---|--|-------------------------------------|
| Dec. 1 | Heroes | Soccer Documentary Discussion | |
| | | | |
| Week 15 | Conclusions: Whence it came and whither it will go; what is the future of the game? | Is this course successful? Can we with confidence that soccer is the global game that explains how parts of society function? Does the power of soccer influence us? Does the soccer have just answers to societal problems? | |
| Dec. 4th | 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 4 due |
| Dec. 6th | Conclusions and Opinions | | Second Round of Participation |
| | | | |
| | | Final Paper: Paper 5 - Does soccer explain the world? | DUE TEST DATE dependent on semester |

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

Content: Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).

- **Identify, describe, and explain** the historical rise of soccer as a global spectacle paying attention to the ideas of justice of and power over: citizenship, race, gender, and class. (Q1) & (H)
 - **Class Participation**
 - **Papers 3, 4, 5**
 - **Debate Summary – NCAA, Nationality**
 - **Audio Report**

- **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 4, 5**

Critical Thinking: Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).

- **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. (Q1) & (H)
 - **Class participation**
 - **Presentations 1, 2**
 - **Paper 2, 4, 5**
 - **Debate Summary – NCAA, Nationality**

Communication: Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s). (Q1) & (H)

- **Communicate and Present**, both written and orally, ideas with real intent and clarity related to the notion of a group and belonging, ideas around the inclusion of women, poor, minorities in sport and society.
 - **Class Participation**
 - **Presentations 1, 2**
 - **Papers 1, 2, 4, 5**
 - **Debate Summary – NCAA, Nationality**
 - **Audio Report**

Connection: Students connect course content with meaningful 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?'. (Q1)
 - **Interview**
 - **Paper 1, 4, 5**

V. Quest Learning Experiences

1. 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 Podcast and conducting 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 professor will provide an example of the interview by interviewing a woman in class during week 10

Topics for questions

- History of soccer that the interviewee
- Stereotypes of women athletes
- Accessibility of soccer (sports in general) for women
- Differences in pay between men and women
- Current participation in soccer: play, watch, coach, etc.

Grading

- The grade will come from on the following:
 - A list of ten question related to women and soccer. 40%
 - Answers from interviewee must be included. 40%
 - A reaction to the responses 10%
 - Short paragraph (less than 250 words) commenting on the interview
 - A selfie with the interviewee in the context of the interview to establish authenticity 10%
 - The selfie may be from a virtual conversation

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 500-words and is graded using the Writing Rubric.

Paper 3: 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.

2. 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 500-word count and is graded using the Writing Rubric.

Paper 4: 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 websites and through the library.

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

3. Details Audio Report

Imagine that each week of the first six weeks of the course is a podcast episode. Record a 3-minute introduction to one of the weeks/episode. Give a brief summary of the content. Mentioned information from the texts or media for that week. Talk about the conflict that this week brings to soccer and society. See CANVAS for example

Grading

- Covers one week specifically – 25%
 - Gives details about the week in a clear and succinct manner
- Relates readings to class conversation -25%
 - Mentions a reading or media from the weeks readings and relates it to what was discussed in class.
- Critique or ask question of classmates work 25%
 - Listen to one classmates report
- 3 minutes in length -25%

4. Details of Analytic Essay

Paper 5 – Analytic Essay: Does Soccer Explain the World?

For the 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. Some of items listed that were used in the course of the semester must be employed to strengthen your argument as you analyze the question.

- This analytical essay paper will be 1000-word count and is graded using the Writing Rubric

VI. Required Policies

Attendance Policy

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/ugrad/current/regulations/info/attendance.aspx>

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

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/>.

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.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

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.

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.