

Villanova University
HIS 1165-001: Soccer and the Making of the Modern World

Fall 2019, MWF: 8:30-9:20, Bartley Hall, Room 024

Prof. Paul Steege (he/his)
SAC 428; 610.519.6963
paul.steege@villanova.edu
Twitter: [@prs70](https://twitter.com/prs70)

Office hours: W 2-3; F 1-2
and by appointment

Course Description: This course fulfills the College of Liberal Arts and Science Core History Requirement.

Our focus: How can looking at soccer historically help us to ask smart questions about key issues facing the world today?

This course will use soccer as a lens to examine the evolution of politics, culture, and society from the nineteenth century to the present. In exploring the history of soccer, a sport that grew to global prominence in conjunction with industrialism and global imperialism, we will examine a range of themes such as class, race, and gender, urbanization, nationalism, globalization, consumerism, spectatorship, and American exceptionalism. Although global in focus, the course will use specific national, local, and even personal examples to investigate its particular themes in greater depth and to locate them in time and place.

Course Objectives: Exploring the writing of history from diverse perspectives, students in this class will:

- encounter a variety of historical voices and sources;
- develop the necessary analytical tools in order to critically engage this material;
- craft thoughtful, evidence-based historical arguments in both written and oral formats;
- cultivate an awareness of how history provides a vocabulary and context with which to interpret the present

Teaching philosophy: *Accuracy—Rigor—Humanity:* My college coach preached a philosophy of “honest soccer,” by which he meant that he wanted his players to know the difference between a good play and a bad play and to develop their game accordingly. I strive to achieve a similar outcome in my teaching: to set high standards for factual accuracy, to push students to achieve a high level of effort *and* performance, but, at the same time, to emphasize that “honesty” must also recognize the challenges, constraints, and real-life complications that impact those pursuits.

Course Organization: The course will proceed in a roughly chronological fashion before shifting our focus to a number of themes that range more broadly across time and place.

In teaching this course, I will utilize a combination of lecture and discussion. Some of the discussion will be quite structured, and students will be assigned particular tasks within their discussion groups. These tasks may include being asked to report back and/or evaluate the substance and operation of those discussions. Even during lectures, I encourage students to pose questions, request clarifications, and challenge my assertions. I hope this course can facilitate a joint exploration of historical arguments and the evidence that supports them, but that aspiration depends on students’ intellectual investment in the daily coursework and their willingness to wrestle with challenge subject matter.

During the course, I will at times distribute critical information via e-mail using your official Villanova e-mail address. You are responsible for checking that account regularly. If you use an outside e-mail address, be sure to set the preferences on your Villanova account to automatically forward messages to your preferred address. Check the online syllabus regularly for any updates.

Required Book: Goldblatt, David. *The Ball is Round: A Global History of Soccer*. New York: Riverhead Books, 2006.

This book is available for purchase in the Villanova University Shop and has also been placed on 2-hour course reserve. You can obtain the reserve copy at the Falvey Library circulation desk.

Content Note: At times this semester we will be discussing historical events that may be disturbing, even traumatizing, to some students. If you suspect that specific material is likely to be emotionally challenging for you, I'd be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually afterwards, I welcome such discussions as an appropriate part of our classwork.

If you ever feel the need to step outside during a class discussion you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.

Technology policies: Cell phones should be turned OFF when you enter the classroom. Not only does this action reflect common courtesy, it will help you avoid succumbing to the [myth of multitasking](#). Laptop computers/tablets may be used to access Electronic Reserve readings and/or to take notes during class unless this use disturbs anyone else.

Please note: Even for those students who never succumb to the allure of covert web surfing, [recent research](#) suggests that taking notes on a laptop is less effective than taking notes with pen and paper, but I encourage you to make use of whatever strategy works best for you.

Recording of classes: All forms of audio and visual recording, including photography, are forbidden in the classroom. I am happy to accommodate students who have a documented disability and need to record parts of class meetings, but I ask that you speak to me first to arrange such accommodation.

Assignments: *You will note that the assignments below only add up to 95%. During the first two weeks of the course, we will discuss how to allocate the remaining 5% of the course grade (for example, whether to bump up the value of the midterm exam) and put the decision to a vote of the class. That decision will be reflected in the online version of the syllabus.*

Midterm Exam (20% of total grade): In class on **Friday, October 4**. Students will be asked to write responses of varying lengths to a series of questions. You may **NOT** use your books or assigned readings during the exam.

Final Exam (25% of total grade): The final will be held during the scheduled exam period (**Wednesday, December 18, 8:30-11am**). The exam will be cumulative. The following question will be included on the exam:

According to its June 2019 revised statutes, FIFA's primary objective is "to improve the game of football constantly and promote it globally in the light of its unifying, educational, cultural and humanitarian values, particularly through youth and development programmes." In 2019, what is the greatest obstacle to that goal?

The remainder of the exam will present opportunities for you to consider your response to that question in terms of the subjects and analysis we develop over the course of the semester. In contrast to the midterm, the final will be **open book/open note**.

Three things we learned from the last class (10% of total grade): There are two components to this assignment.

1) Each student will be assigned one class session to summarize in advance of the subsequent class meeting. Boil it down to three succinct statements, each of which you explain in about a paragraph. What was the argument? What evidence emerged to support those claims? What questions remain open? An effective response will use the assigned reading for the class session to inform your discussion. Your comment is due via Blackboard at 8pm on the day before the next class (7.5% of total grade).

2) On the basis of this retrospective assessment and in conjunction with his/her notes, a **different** student will be asked to pose a question or reaction to help open the next class. Your response (in the form of a comment on the “three things” blogpost) is due by 11:59 pm on the day before the next class (2.5% of total grade).

Dates for both portions of the exercise will be randomly assigned to students after the first week of class, and additional details will be posted online. **Please note:** Since your classmates’ ability to complete this work depends on timely submission of these summaries, this is the one assignment for which there cannot be any deadline flexibility. I will ask that you confirm your timeslot in writing to make sure that there is no confusion about people’s responsibilities.

Historical Conversation Summaries (2 X 2.5% of total grade): Each student is required to submit two (2) brief summary of separate History Department/Lepage Center events (from the list included in the schedule below). Each summary must include 1) one example of an argument made by a speaker along with a sample of the evidence he/she used to support that claim; 2) one example of an audience question along with the answer provided by the speaker to that question; and 3) Your brief evaluation of the answer provided to that question. Summaries are due via Blackboard by the start of class on the Monday following the event. **Exception:** given the other week we will doing in class that week, summaries from the **November 6** event will be due by the start of class on **Friday, November 15**.

Note: if you attend more than two events, you may submit more than two summaries, and I will count the highest-scoring submissions for your course grade.

Blogpost on Goldblatt’s “global history of soccer” (5% of total grade): Students will be assigned one of the chapters from Parts 3-5 of Goldblatt’s *The Ball is Round*. In advance of the class discussion of that section of the text, student must post a short blogpost summarizing 1) the principal argument Goldblatt makes in the chapter; and 2) the key evidence he uses to support his claims. Collectively, these posts will serve as the basis for class discussion of the time periods covered in those sections of the book.

Soccer in an Urban Context (20% of total grade)

On the basis of student interest, language abilities, and source availability, I will select five cities from around the world to serve as the focus for our discussion of the ways that soccer can help us to think through the histories of these particular urban areas. Five students will be assigned to each one of these cities and will be responsible for developing the resources

with which the class will explore those histories. This assignment will comprise several distinct components:

- 1) City proposals (optional);
- 2) Individual student bids for a spot on one of the five research teams;
- 3) Individual article review (5-600 words) of one scholarly article exploring some historical aspect of the city to which you have been assigned (5% of total grade);
- 4) Group exploration of the city's soccer history and its relationship to the city's history more generally;
- 5) Collaborative blogpost summarizing your group's finding; and finally
- 6) Reflection/self-evaluation on your group's research, findings, and presentation.

Attendance and Participation (10% of total grade): First, it is worth emphasizing that attending class and completing assigned readings are quite simply the best ways to succeed in this class, regardless of whether you measure "success" in terms of your final grade or in the acquisition of an expanding understanding of the subject matter. However, in assessing "participation," I recognize that there are a range of ways that students can/will take part in the intellectual work of this course. To that end, I will use a number of different elements to calculate your participation grade. These include:

- Daily class sign-in sheets
- My daily notes about your class engagement
*In assessing your participation, I am less concerned with the **quantity** of your participation than its **quality**. I do not expect you always to have the answer. In many ways, asking good questions that reflect on assigned readings and/or previous classes most effectively demonstrates your ongoing engagement with the course. Questions posed during office hours/meetings with the professor count too.*
- Student self-assessments of your participation (submitted on two dates during the semester)

Please note: For first year students, the university attendance requirements apply. Thus, a first-year student will receive a grade of "Y" (failure) if he/she misses more than **6** classes without valid excuse.

Late work/missed exams: I know that life is complicated and occasionally impacts your ability to manage your coursework. Although I am happy to work with you to address any situations that arise, that can only happen if you reach out to me in a timely fashion. Should you require an extension on any assignment, please contact me **before** the scheduled due date to make the necessary arrangements. Students will not be excused from the scheduled final exam to accommodate travel plans.

Academic Integrity and Grading :

Academic integrity rests at the foundation of intellectual life in a university. Plagiarism or cheating on **any** coursework will not be tolerated. All students are expected to uphold [Villanova's Academic Integrity Policy and Code](#). Any incident of academic dishonesty will be reported to the Dean of the College of Liberal Arts and Sciences for disciplinary action. If you have any questions about documenting sources or what constitutes academic fraud, please speak to me or consult the [academic integrity portal](#). We will discuss these issues as they relate to specific assignments at varying points throughout the course.

Grades will adhere to the criteria stated in the undergraduate catalog. As a reminder, an "A" is defined as:

“the highest academic grade possible; an honor grade which is not automatically given to a student who ranks highest in the course, but is reserved for accomplishment that is truly distinctive and demonstrably outstanding. It represents a superior mastery of course material and is a grade that demands a very high degree of understanding as well as originality or creativity as appropriate to the nature of the course. The grade indicates that the student works independently with unusual effectiveness and often takes the initiative in seeking new knowledge outside the formal confines of the course.”

Disabilities: It is the policy of Villanova to make reasonable academic accommodations for qualified individuals with disabilities. Students with disabilities who may need academic accommodations are encouraged to discuss options with me after class or during my office hours during the first two weeks of class. More information about obtaining the required documentation or addressing learning disabilities is available from Nancy Mott, Director of the Office of Learning Services (tel. 610.519.5176 or e-mail nancy.mott@villanova.edu) or from that office’s [web site](#).

For physical access or temporary disabling conditions, please contact the Office of Disability Services at 610.519.4095 or email Stephen.mcwilliams@villanova.edu.

Campus Services: [Villanova Counseling Center](#) in Corr Hall; tel. 610.519.4050
The Counseling Center can help you make an adjustment in your study habits, deal with a crisis, or address an ongoing personal matter.

Writing Center: [Villanova Writing Center](#): Book an appointment [online](#), in person (210 Falvey Library), or by phone at 610.519.4604.

Items marked [ER] can be found in the Electronic Reserve folder on the course Blackboard page. Please bring the assigned readings to each class along with your reading notes and marginalia.

There is a fair amount of reading. I know that. We’ll discuss reading strategies, but you may want to [check out these suggestions](#) for wrestling with reading assignments in history courses.

Any modifications to the schedule will be announced in class and posted to the online version of this syllabus.

- M Aug 26 Introductory Welcome/Warning: Not just 101 Great Goals!
- W Aug 28 What is soccer? What is history?
Reading: [AHA History Tuning Project: 2016 History Discipline Core](#)
- F Aug 30 American Exceptionalism and the Historical Questions that Soccer can help us ask
Reading: [Ian Tyrrell, “What is American Exceptionalism?”](#)
Andrei Markovits, “‘The Other ‘American Exceptionalism’: Why is There No Soccer in the United States” (1990) [ER].
- M Sep 2 **No Class—Labor Day**
- W Sep 4 Folk Football in Britain
Reading: Goldblatt, to p. 24 (top)
- F Sep 6 Modern Football
Reading: Goldblatt, pp. 24-49
FA Rules (December 1863) [ER]

- M Sep 9 Artisans, Workshops, Industry
Reading: E. P. Thompson, Preface to *The Making of the English Working Class* (1963) [ER]
- W Sep 11 Soccer, Industry, and Class
Reading: Goldblatt, Chapter 3
- F Sep 13 Professionals and Amateurs
Reading: Goldblatt, Chapter 6
- M Sep 16 Soccer and Imperialism
Reading: Goldblatt, Chapter 4
 George Orwell, "[Shooting an Elephant](#)" (1936)
- W Sep 18 A postcolonial take on Soccer and Empire
Reading: Goldblatt, Chapter 5
- W Sep 18**
7pm Lepage Center Roundtable: "Revising Early America"
 Driscoll Hall, Room 132
 RSVP [here](#)
- F Sep 20 European Imperialism and the path to WWI
Reading: W.E. B. Dubois, "[The African Roots of War](#)," *Atlantic Monthly* (May 1915).
- M Sep 23 Christmas 1914
Reading: Excerpted letters from [Essex Chronicle](#) and from [Cumbria, England](#); general overview [here](#).
- M Sep 23**
4pm The Rise of Antisemitism
 Roundtable discussion with Professor Steege and [Professor Billie Murray](#)
 Driscoll Hall, Room 132
- W Sep 25 Soccer Between the Wars
Reading: [Roxanne Panchasi](#), "[Reconstruction: Prosthetics and the Reconstruction of the Male Body in World War I France](#)," *Differences: A Journal of Feminist Cultural Studies* 7, no. 5 (September 1995): 109-40.
- Th Sept 26**
7 pm **History Department Lore Kephart Lecture, Connelly Center, Villanova Room**
 Democracy in Chains: The Deep History of the Radical Right's Stealth Plan for America
 Professor [Nancy MacLean](#), Duke University
 Register [here](#).
- F Sep 27 Blackshirts, Brownshirts, and Fascist Football
Reading: Goldblatt, Chapter 7
- M Sep 30 Annihilation on a Global Scale
Reading: Goldblatt, pp. 297-336
- W Oct 2 In the Aftermath of Total War
Reading: George Orwell, "[The Sporting Spirit](#)" *Tribune* (December 1945).
- F Oct 4 **Midterm Exam**

- M Oct 7 **No Class—Compensation for attending outside events**
DUE (via Blackboard): 1st Participation Self-Assessment
Deadline for optional proposals to be considered for Soccer in Urban Context Assignment
 (via e-mail to Prof. Steege)
- W Oct 9 Bern, 1954: What do miracles look like?
Reading: Goldblatt, pp. 336-56
- F Oct 11 France in a Postcolonial World
Reading: [L. Dubois and Shireen Ahmed, "A look at the cultural significance of the hijab and France's Jessica Houara"](#)

October 14-18	Fall Break
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INTERLUDE: Thinking through Goldblatt's "global history of soccer"

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| M Oct 21 | Introduction to the discussion
<i>No reading—start prepping for your chapter reports</i> |
| T Oct 22
6pm | DUE: 1955-1974 chapter reports (chapters 10-12) |
| W Oct 23 | 1955-1974
Reading: Student blogposts |
| Th Oct 24
6 pm | 1974-1990 Chapter Reports (chapters 14-16) |
| F Oct 25 | 1975-1990
Reading: Student blogposts |
| Su Oct 27
6pm | 1990- Chapter Reports (chapters 17-20) |
| M Oct 28 | 1990 and after
Reading: Student blogposts |
| W Oct 30 | Wrap-up Discussion: History Across Time and Place
DUE: Bids for Urban Context Group Slots |

W Oct 30 7pm	Lepage Center Roundtable: "Revising the Civil War" Driscoll Hall, Room 132 RSVP here
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- F Nov 1 The Short 20th Century: From Uruguay to Qatar
Reading: [Eli Jelly-Schapiro, "The Stands Bereft of People," *Transition* 109, *Persona* \(2012\): 99-107.](#)
- M Nov 4 FIFA, Corruption, and Empire in the 21st Century
Reading: Goldblatt, Chapter 13

- W Nov 6 Deconstructing the Philadelphia Union
No reading assigned
DUE: City Article Review
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| <p>W Nov 6
7pm</p> <p>Lepage Center Roundtable: "Revising the Cold War"
Driscoll Hall, Room 132
RSVP here</p> |
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- F Nov 8 Soccer in Urban Context In-Class Workshop
No reading assigned
- M Nov 11 Urban Geography/Historical Context
Due: Soccer in Context Posts
- W Nov 13 Neighborhood and Nationalism, Race and Identity
No reading assigned
DUE: Soccer in Urban Context Reflection/Evaluation
- F Nov 15 Soccer Violence, Soccer Hooligans
Reading: Bill Buford, *Among the Thugs* (1990), pp. 112-26 [ER]
- M Nov 18 Thinking about State Violence
Reading: Brenda Elsey, Epilogue to *Citizens and Sportsmen: Fútbol and Politics in 20th-century Chile* (Austin: University of Texas Press, 2011), pp. 242-53. [ER]
- W Nov 20 Azteca Stadium, 1971
Reading: [Lindsay Pieper, "The Beleaguered History of the Women's World Cup" \(2015\)](#).
[Joshua H. Nadel, "The Secret History of Women's Soccer in Mexico" \(2015\)](#).
["Soccer Goes Sexy South of Border," New York Times \(June 27, 1971\)](#).
- F Nov 22 Mexico, the United States, and "the chant"
Reading: Priscilla López, "About that chant...," *Unusual Efforts* (31 August 2017),
<http://www.unusualefforts.com/mexico-chant/>.
- M Nov 25 Harald Schumacher vs. Patrick Batiston
Reading: Tim Pears, "My Most Beautiful Game" *The Guardian* (October 25, 2008).
- November 27-29 **Thanksgiving Break**
- M Dec 2 Canada 2015 and after
Reading: Selections from [FIFA Women's Football Strategy \(2018\)](#)
- W Dec 4 Capital and Globalization: Why are you wearing a Man U jersey?
Reading: TBD
- F Dec 6 FIFA: Courtesy of EA Sports
Viewing: [Retro FIFA YouTube Channel](#)
- M Dec 9 The Genealogy of VAR
Reading: Selections from [IFAB, The Laws of the Game 2018/19](#)

W Dec 11 Concluding Discussion?
Reading: Goldblatt, Conclusion

Th Dec 12 Due (via Blackboard): 2nd Participation Self-Assessment

W Dec 18 Final Exam: 8:30-11am