

# HIS 154 – World History through Soccer (1867-2014) Fall 2022



Class Location: Dewey 2-110E

Day and Time: Mondays and Wednesdays, 2:00-3:15 pm

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Office hours: upon request

*“O futebol” by Francisco Rebolo (1936)*

## ***Course Description***

When British immigrants and merchants first introduced “the beautiful game” to Argentina in the 1860s, football was viewed as a bizarre, violent, and foreign fad. It was also a relatively exclusively fad, mostly meant to unite the foreign communities spread thing across vast South American nations. However, traditional sports, be it bullfighting, cockfighting, or ranching contests, soon lost favor to football in a region redefined by European immigration during the late nineteenth century. In South Africa and West Africa, however, the sport took on a different veneer. French and British soldiers and civil servants brought football to the African continent, while giving shape to European colonial fantasies. Here, too, football became a measuring stick for emerging nationalisms used by independence fighters, intellectuals, and aspiring athletes. And yet, the sport is so much more.

In certain regions of the world, football transcends athletics, causes nationwide school cancellations, and bank closings. Increasingly, the material culture of football (jerseys, scarves, Panini sticker albums) offers a universal language of identification, but also of consumption. We will question what this has done to the sport in recent decades. Football also brings extreme joy (and desperation) to its followers to the point that have some have called it “an exercise in suffering.” Others might argue that the 2022 World Cup in Qatar is the literal embodiment of such an exercise, one with fatal consequences for migrant laborers in the construction industry. Others may critique the function of these mega events when hosted by nations with poor human rights records. Indeed, football serves as a powerful lens through which to study gender relations across societies. The recent emergence of women’s professional football leagues and international tournaments has certainly enabled a new reading of the sport in its profound promises and inequities. In this iteration of the course, we will study the explosion of women’s football as a crucial element by which to understand the sport.

In sum, this introductory course will use soccer, alias association football, *fútbol* or *futebol*, as a lens to study the development of World history, culture and politics from the 1860s to 2014 (and

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

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

### ***Course Policies***

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

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

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

### ***Kelly Book Fund***

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

<https://forms.gle/c2WArDa5g696oKeU6>

### ***Required Books***

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

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

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

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

### ***Grading Structure***

20% Exam I – Wednesday, Sept. 28

20% Exam II – Wednesday, Nov. 2

20% Exam III – Monday, Dec. 12

20% Attendance and class participation

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

### ***Expectations***

#### *Writing Responses*

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

#### *Attendance and Participation*

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

## ***Academic Honesty***

Plagiarism and other forms of academic dishonesty will not be tolerated. When in doubt, it is always preferable to cite and acknowledge another scholar's work. All secondary sources citations – whether in print or digital formats – must be from reputable academic sources (JSTOR, Project Muse, ProQuest databases are acceptable). References to video are more complex. Whenever possible, cite the documentary and its director. All outside sources must be given credit and cited according to rules stated in the latest edition of the *Chicago Manual of Style*.

All assignments and activities associated with this course must be performed in accordance with the University's Academic Honesty Policy. When in doubt, consult the Policy online ([www.rochester.edu/college/honesty](http://www.rochester.edu/college/honesty)).

***Course Schedule*** – *Articles or chapters with (BB) are found on Blackboard*

### **Unit I – Universal Rules for a Universal Game**

#### **Week 1 – Introductions – Aug. 31**

W: course expectations, syllabus, memories

#### **Week 2 - Stadiums, Spectacles and Your Soul – Sept. 7**

W: Christopher Gaffney, *Temples of the Earthbound Gods*, Chapter 1, 1-39 (BB)

W: Mahfoud Amara and Youcef Boundel, “Culture and the World Cup: The Case of Qatar” in *The Business of the FIFA World Cup*, 243-251 (BB)

#### **Week 3 – Muscular Christianity and Empire – Sept. 12 / 14**

M: Nancy Fix Anderson, *The Sporting Life*, 96-115, 137-154

M: Response 1

W: Galeano, *Soccer in Sun and Shadow*, 1-49

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

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

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

M: Response 2

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

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

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

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

**W: In-Class Exam I**

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

**Week 6 – The Olympics and the 1930 World Cup: *Uruguay No Más!* – Oct. 3 / 5**

M: Matthew Karush, “National Identity in the Sports Pages: Football and the Mass Media in 1920s Buenos Aires,” 11-32 (BB)

M: Galeano, *Soccer in Sun and Shadow*, 50-81

M: Response 3

W: Pedro Acuña, “Snapshots of Modernity: Reading Football Photographs of the 1930 World Cup in Uruguay,” 832-853 (BB)

**Week 7 – Football and Film – Oct. 12**

**(Fall Break, no class on Monday)**

In-class screening on Wednesday, *Goals for Girls/Mujeres con Pelotas* (2014, dir. Gabriel Balanvosky and Ginger Gentile)

W: Joshua Malitsky, “Knowing Sports: The Logic of the Contemporary Sports Documentary,” *Journal of Sports History*, Vol. 41, No. 2 (Summer 2014): 205-214. (BB)

W: Emma Poulton, “‘I Predict a Riot’: Forecasts, facts, and fiction in ‘football hooligan’ documentaries,” *Sport in Society*, Vol. 11, No. 2/3 (March-May 2008): 330-

348. (BB)

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

### **Week 8 – Sport, Citizenship & Gender in the Southern Cone - Oct. 17 / 19**

M: Elsey & Nadel, *Futbolera*, Chapters 1-2, 17-108

M: Response 4

W: Galeano, *Soccer in Sun and Shadow*, 82-112

### **Week 9 – Cold War TV– Oct. 24 / 26**

M: Celeste González de Bustamante, *Muy Buenas Noches: Mexico, Television and the Cold War*, 145-204 (BB)

M: Wahl, “While the World Watched”  
[http://espn.go.com/espn/feature/story/\\_/id/11036214/while-world-watched-world-cup-brings-back-memories-argentina-dirty-war](http://espn.go.com/espn/feature/story/_/id/11036214/while-world-watched-world-cup-brings-back-memories-argentina-dirty-war) (BB)

M: Response 5

W: Elsey & Nadel, *Futbolera*, Chapter 5, 192-244

Optional: Galeano, *Soccer in Sun and Shadow*, 112-158

Optional: Florenzano, “Dictatorship, Redemocratisation and Brazilian Football,” in *The Country of Football*, 147-166 (BB)

### **Week 10 – Counterpoint: Brazil vs. USA - Oct. 31 / Nov. 2**

M: Elsey & Nadel, *Futbolera*, Chapter 3, 109-146

M: Timothy Grainey, *Beyond Bend It Like Beckham*, Chapters 1-2, 3-34 (BB)

W: **In-Class Exam II**

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

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

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

M: Response 6

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

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

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

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

M : Response 7

W : Pierre Lanfranchi and Matthew Taylor, *Moving with the Ball*, 167-189 (BB)

Optional: Galeano, *Soccer in Sun and Shadow*, 187-213

**Week 13 – F.I.F.A. & South Africa – Nov. 21 (Thanksgiving – No Class on Wed.)**

M: Alegi, *African Soccerescapes*, Ch. 6-Epilogue, 104-132

M: Galeano, *Soccer in Sun and Shadow*, 263-270

M: Response 8

M: In-class exercise, special class location TBD, wear-a-jersey-to-class-day

**Week 14 – Dual Identities: The Bi-National Athlete – Nov. 28 / 30**

M: Laurent Dubois, *Soccer Empire*, 133-213

M : Response 9

W: Boland, John D. “Who Counts as a Real American? Dual Citizenship, Hybridity and the U.S. Men’s National Team,” in *Football and the Boundaries of History*, 832-853 (BB)

W: Galeano, *Soccer in Sun and Shadow*, 245-262

## UNIT IV – A Global Sport Culture?

### Week 15 – Childhood and Material Culture - Dec. 5 / 7

M: Andrei S. Markovits and Adam I. Green, “FIFA, the video game: A major vehicle for soccer’s popularization in the United States,” in *FIFA World Cup and Beyond: Sport, Culture, Media and Governance*, 170-188 (BB)

M: *Captain Tsubasa* article, TBD (BB)

M : Response 10

W: In-class guest lecture and interview

W: Galeano, *Soccer in Sun and Shadow*, 214-238

### Week 16 - The Soundscape - Dec. 12 / 14

#### - M: In-Class Exam III

- W: Your choice, prepare two of the three readings for our last session:
  - o Eduardo Herrera, “Masculinity, Violence and Deindividuation in Argentine Soccer Chants: The Sonic Potentials of Participatory Sounding-in-Synchrony,” *Ethnomusicology* Vol. 62, No. 3 (Fall 2018), 470-499. (BB)
  - o Jennifer Doyle, “World Cup Music and Football Noise: The *Lion King*, Waka Waka, and the Vuvuzela” in *Africa’s World Cup*, 61-69. (BB)
  - o “From the Stands to the Arena of Social Movements: Post-2011 Terrace Chants in Tunisia,” *Cosmopolitan Civil Societies* Vol. 14, No. 1 (2022), 63-82. (BB)

***For your extracurricular education...***

***Documentaries***

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

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

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

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

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

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

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

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

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

***Feature Films***

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

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

*Gol* (dir. Danny Canon, 2005)

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

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

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

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