

**Hist 211-THE GLOBAL FIELD:**  
**WORLD SOCCER AND GLOBAL HISTORY**  
UNIV 201, T-Th, 3:00-4:15 pm

Prof. Ariel de la Fuente  
UNIV 324, T-Th, 12:35-1:20 pm and  
by appmt., delafuen@purdue.edu

Soccer (known outside the US as “football”) is the only truly global sport: it attracts the attention and the passion of hundreds of millions of women and men of different nationalities, races, religions, and social classes. Inevitably, football is not only a sport and an entertainment but a “field” that reflects and is shaped by the broader historical, economic, social, and cultural trends that affect the lives of fans and of their nations. Thus, it is not surprising that the rivalry between Celtic and Rangers can be traced back to Scotland’s Catholic and Protestant traditions, that soccer was thought as a vehicle for the formation of a Pan-African identity during decolonization, or that it was used as a Cold War weapon by right wing military dictators in South America. In this course, then, we will try to understand and explain soccer from a perspective that includes what has happened both, in and out the field. Because of the complexity of this international and multilayered phenomenon we will have to look at it from different angles, that is, from the perspective of more than one discipline. The course is an introduction to the history of soccer and as such is self-contained and does not require prior knowledge of the game or world history.

**Learning outcomes:**

- 1) This course will give students the historical and conceptual tools to understand a major global phenomenon and its relationship with nations and societies around the world.
- 2) Although this is primarily a history course, the variety of approaches that the study of a complex and multilayered phenomenon like soccer requires, will allow students to learn how to look critically at the same problem (soccer) from the perspective of more than one discipline.
- 3) Through readings, exams, quizzes, and class presentations this introductory course seeks to help students develop their communication and writing skills as well as their critical thinking.

Any aspect of this syllabus and schedule (including but not limited to exam dates and readings) is subject to change. If a change is necessary I will announce it in class and/or through the students’ official Purdue email account and it is their responsibility to be informed about them.

### Required Readings:

The readings are comprised of selected chapters and pages from different books and they will be available on Blackboard.

Grades will be determined as follows: Two exams (30% and 25% =55% of final grade); quizzes (25% ); class presentation (10%); Exercises on two UEFA Champions League games (5%); attendance (5%)

**Attendance** is mandatory. Students are allowed to have three absences (excused or not). Beginning with the fourth absence half of a percentage point will be deducted from the final grade for each class that is missed. In the case of health or family emergency, please contact the Office of the Dean of Students to document your situation. Regardless of the reason for the absence it is always the student's responsibility to be aware of the topics covered in class, assignments, deadlines, exam dates, and any other information pertaining to the course and to contact the instructor in this respect.

### Grade Scale:

90-100=A

80-89=B

70-79=C

60-69=D

0-59=F

### **Class Schedule and Contents** (*tentative*)

Week 1 (1/10) Introduction to the course. A narrative of the modern history of the game.

Week 2 (1/17) **Religion**: Catholics vs. Protestants or Celtic vs. Rangers in Scotland (Kuper); Soccer and the Jewish Question (Foer) .

Week 3 (1/24) **Nationalism**: Barcelona vs. Real Madrid (or Franco's Dictatorship) (Kuper and Foer)

Week 4 (1/31) **The Cold War**: Right Wing Military Dictatorships and the Uses of Soccer in South America (1960s-1970s) (Goldblatt).

Week 5 (2/7) **Colonialism, Ethnicity, and Identity**: Africa, 1940s-2000s (Alegi).

Week 6 (2/14) **Gender**: "The Girls of Summer" (Williams) and "Women and Soccer in Brazil" (Zirin).

Week 7 (2/21) **Soccer as Literature**: Gunter Grass, "1974"; Eduardo Galeano, *Soccer in Sun and Shadow* (selected pp.), Osvaldo Soriano, "The Longest Penalty Ever"; Sarah Wardle, "Match".

Week 8 (2/28) **REVIEW**

Week 9 (3/7) UEFA Champions League match (Round of 16)/ **EXAM 1**

**MARCH 13-18 SPRING BREAK**

Week 10 (3/21) **The Economics of Soccer**: The Workings of Transfer Markets and Clubs as (Impossible) Businesses (Kuper and Szymanski, selected pp.)

Week 11(3/28) **The Economics of Soccer**: GDPs and Demographics or winners and losers in the World Cup (Kuper and Szymanski, selected pp.).

Week 12 (4/4) **Soccer Analytics** (Anderson and Sally, selected pp.)

Week 13 (4/11): **Soccer Analytics** (Anderson and Sally, selected pp.)

Week 14 (4/18) UEFA Champions League (Quarter Final)/ **Organized Crime in Soccer** (Blackboard)

Week 15 (4/25) **Organized Crime in Soccer** / **REVIEW**.

May 1-6 **EXAM 2**

**Guidelines for class presentation:**

1. The grade will be given both individually and to the team.
2. **Content of the presentation:** it should take the corresponding reading assignment(s) as the point of departure but it should incorporate another text (article, book chapter, etc.). The presentation should establish a dialogue with the questions covered in class but should not simply duplicate them. One possibility is to ***significantly*** expand one of the main issues addressed in the reading assignment (s). In a few cases the instructor may identify other relevant topics related to soccer that, however, may not have been covered in class.
3. The presentation must last between 12-15 minutes.
4. It must be supported with a Power Point and relevant and ***meaningful*** audio visual material. The audio visual material (especially videos) should include footage of games, plays, goals, etc, ***but it cannot be limited to it.*** The total time of videos shown cannot exceed 6 minutes.
5. Once the team decides on the issues they want to cover they should send a short proposal (two paragraphs) to the instructor (for approval and corrections).
6. The material (powerpoint, videos, texts, etc) should be sent by email to the instructor 48 hrs. before the actual class presentation.
7. After the presentation students and the instructor will ask questions; the answers given by the team ***will*** be a factor in the grade.

**Other relevant class information and policies:**

**Blackboard Learn:** Students are expected to get from Blackboard the reading material that the instructor assigns. If any technical problem appears with Blackboard, [Itap@purdue.edu](mailto:Itap@purdue.edu) should be contacted.

**Conduct and ethics:** Students are expected to follow the code of honor and academic ethics as set forth in the University regulations. Violations of these codes will be penalized according to university regulations.

**Disability:** Any student with special needs or a health issue that may affect her/his performance in this course should speak in private with the instructor after class to make the necessary arrangements.

**Emergency:** In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes.

**Diversity and inclusion:** Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please respect the different experiences, beliefs and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students.