

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste **current** course information from [Class Search/Course Catalog](#).

|                       |                                      |   |               |
|-----------------------|--------------------------------------|---|---------------|
| <b>College/School</b> | College of Liberal Arts and Sciences | <b>Department/School</b>  | SILC          |
| <b>Prefix:</b>        | <b>Number:</b>                       | <b>Title:</b>   | <b>Units:</b> |
| SLC                   | 294                                  | The Beautiful Game: the Literature, History and Culture of Soccer | 3             |

**Course description:**

Is this a cross-listed course? Yes If yes, please identify course(s): HST 294

Is this a shared course? No If so, list all academic units offering this course: \_\_\_\_\_

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? (Choose one)

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. \_\_\_\_\_ (Required)

**Requested designation:** Global Awareness-G **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

**A complete proposal should include:**

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books


**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**

**Contact information:**

Name Paul Arena E-mail paul.arena@asu.edu Phone 602 421-5077

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Nina Berman Date: 9/12/17

Chair/Director (Signature):  9.14.2017

## Arizona State University Criteria Checklist for

### GLOBAL AWARENESS [G]

#### Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

| <b>ASU--[G] CRITERIA</b>            |                                     |  |   |
|-------------------------------------|-------------------------------------|--|---|
| <b>GLOBAL AWARENESS [G]</b>         |                                     |  |   |
| <b>YES</b>                          | <b>NO</b>                           |  | <b>Identify Documentation Submitted</b> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | 1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.   | Syllabus                                |
|                                     |                                     | 2. The course must match at least one of the following descriptions: (check all which may apply):  |   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b>  | Syllabus                                |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | b. The course is a language course for a contemporary non-English language, and has a significant cultural component.  |   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.   | Syllabus                                |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures." |   |

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| Course Prefix | Number | Title | Designation          |
|---------------|--------|-------|----------------------|
|               |        |       | Global Awareness (G) |

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

| Criteria<br>(from checksheet)   | How course meets spirit<br>(contextualize specific examples<br>in next column)  | Please provide detailed evidence of how<br>course meets criteria (i.e., where in<br>syllabus)   |
|---|---|---|
| <b>SAMPLE:</b><br>2d: study the cultural significance of a non-U.S. centered global issue   | <b>SAMPLE:</b><br>The course examines the cultural significance of financial markets Japan, Korea, and the UK.  | <b>SAMPLE:</b><br>Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.  |
| 1: Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.  | The course examines the history and culture of soccer in every major region of the world: Europe, the Americas, Asia, and Africa. As stated in the syllabus, the emphasis is on the "cultural significance of and global reach of soccer, both historically and in contemporary culture." | As demonstrated in the weekly schedule on the syllabus, only two out of fifteen weeks are dedicated to soccer in the United States. Thirteen of the Fifteen weeks are an assessment of the sports historical and cultural impact in Europe, South America, Asia and Africa.   |
| 2a: In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world. | The course is divide into parts based on region as well as chronology. The course is built on weekly studies dedicated to individual countries.   | As demonstrated on the syllabus, many countries are singled out for individual focus during different weeks of the semester. For example, weeks 5-7 are largely dedicated to soccer in Italy ("Calcio"); students will be examining Italian soccer through text ( Foot, Davies) as well as through film ("One Night in Turin.") In this case, students will be making their critical assessment both through Reading Response Questions (in groups) and a Critical Essay. In another example, in week 14, England is examined closely, with a special focus on its supporters. Regional/national foci are demonstrated throughout the syllabus. |

|  |   |  |
|--|---|--|
| <p>2c: The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</p> | <p>As stated in 1 above, over 80% of the course is dedicated to studying soccer's culture and history in non-U.S. countries; but students will have to compare and contrast how the sport has developed in different countries and regions.</p> | <p>For example, by the time of the scheduled Midterm Exam, students will have studied materials relating to soccer's development in Brazil, France, Italy and Africa. Students will be challenged on the exam to not only discuss the distinctive cases of how soccer has developed in each country/region, but will be asked to make critical comparisons across the boundaries of these cultures. Similar comparative threads will be part of their papers and Final Exam as well.</p> |
|  |   |  |

## **The Beautiful Game: the Literature, History and Culture of Soccer (SLC/HST 294) SYLLABUS**

**Professors Paul Arena and Enrico Minardi**

**Office: LL 164G; LL172E**

**Office Hours: Paul Arena, TTh 12-1:30 pm and by appointment; Enrico Minardi, MW 9-10am, and by appointment.**

**enrico.minardi@asu.edu; paul.arena@asu.edu**

This course will give students a survey of the cultural significance of and global reach of soccer, both historically and in contemporary culture. Students will study materials in several mediums: large excerpts from important literary works from around the world; films that explore the cultural impact of the game will also be screened; students will even be looking at contemporary articles from international journals and newspapers dedicated to the game from around the world.

Students will come away with a comprehensive sense of the history, personalities, rivalries, fandom, and even the finances and scandals of the world's "beautiful game."

### **Learning Objectives:**

- Know the basic facts about Soccer and its History, including its periodization, major historical events, as well as the major individuals who have had a large impact on the sport.
- Comprehend and interpret Soccer's history and culture, placing it within the framework of broader issues in society, both in the United States, Europe, and the rest of the world.
- Learn to appreciate Soccer's contribution to the cultures and traditions of individual countries, regions, and the world at large.
- Think critically about the literary, journalistic and visual sources when assessing Soccer's history and culture. Particular care will be taken that students understand to **critically** analyze textual and visual sources, taking into account the cultural origin of the writer or director when completing their assessments.

### **CLASS MATERIAL**

#### **Required Texts:**

- John Foot, *Calcio: A History of Italian Football; Winning at all Costs* ISBN
- Nick Hornby, *Fever Pitch* ISBN
- David Goldblatt, *The Ball is Round: A Global History of Soccer*, ISBN

#### **Additional Materials (to be provide on BB as excerpts):**

##### **Books:**

- Jere Longman, *The Girls of Summer*, ISBN
- Alex Bellos, *Futebol: The Brazillian Way of Life*, ISBN
- Simon Kuper *Football Against the Enemy* ISBN
- Richard Giulianotti, *Football. A Sociology of the Global Game*. Cambridge, UK: Polity Press, 1999.

**Articles, and essays:**

- “La Gazzetta dello Sport” (Italy); “L’équipe” (France); “A bola” (Portugal);

**Fiction:**

- *Idols and Underdogs. An Anthology of Latin American Football Fiction.* S. Stein, N. Campisi eds. Glasgow: Freight Books, 2016.
- Balestrini, Nanni. *I furiosi.* Rome: Derive e Approdi, 2004 (excerpts).

**Movies and video-material:**

- Pete Davies, *One Night in Turin* (2010)
- Stephen Chow, *Shaolin Soccer* (2001)
- Ricky Tognazzi, *Hooligans* (1991)
- Emir Kusturica, *Maradona* (2008).

**Audio material:**

- Manu Chao, *La Vida Tombola* (2008)
- Mano Negra, *Santa Maradona* (1994)
- Francesco De Gregori, *La leva calcistica del '68* (1982)

**Grading:** Your final grade will be determined as follows. (NB: Before you ask, we do not grade on a curve. If you want to know why, it’s because curves are unfair to students, however high or low the quality of their work.). Note that the most important grade below are the Response Worksheets. This category not only is a measure of answering the weekly Response Questions, but is a good measure of your daily activity and contribution to your Groups. In addition to its worth as part of the final grade, this grade is the basis upon which we decide whether to round up grades at the end of term. If you earned an 82.5, a B-, yet you came to class every day, we will bump you up to a B. If you missed a lot of classes, you will stay at a B-.

***Exams and Papers***

|                          |     |
|--------------------------|-----|
| Critical Reaction Papers | 20% |
| Midterm Exam             | 20% |
| Final Exam               | 25% |

***Classwork***

|                     |     |
|---------------------|-----|
| Quizzes             | 20% |
| Response Worksheets | 15% |

**Groups:** We shall divide the students of the course up into groups of 5. The classmates in your group will be your reading response partners, and more importantly, will co-author the response questions for the semester. The details on the groups (and your group’s F.C. name) will be posted on BB.

**Responses:** on BB under “Response Questions,” we will post a several questions before each week. Members of the groups will be responsible for a “reader response” to the questions posted.

These responses will serve as a springboard for the class discussion during and after our “critical response sessions,” which will occur on most THURSDAYS. The groups will also turn in a copy of their work into their group folder for credit.

**\*Guest Lecturers:** THREE times during the semester the normal Reading Response Groups will be replaced by a special “guest lecturer.” Each group will be required to come up with ONE CRITICAL QUESTION for our guest. Appropriate themes for these questions will be discussed before each Guest Lecture.

**Quizzes:** during the semester two brief multiple-choice/ID quizzes will be given at the end of class. These quizzes will feature 10 multiple-choice questions and two IDs testing your knowledge of the current readings/lecture material. Quiz and Response Worksheet scores are combined for your “Classwork” score for the semester.

**Reaction Paper:** Over the course of the semester, students will complete **two reaction papers in which they will practice using the primary readings to answer significant critical questions.** The two reaction papers will have separate guides posted on BB.

**Reaction papers are to be no more than 2 pages long, and cite evidence from the course source material to support a student’s answers to the topic questions. More information on the “Reaction Paper” assignment will be provided on BB.**

**Exams:** There will be a midterm (Thursday, March 1) and a final (Finals Week), both of which will consist of short identifications and one or two short essays. Identifications will ask students both to clearly identify some person, thing, or event *and* briefly indicate why that person, thing, or event is important for the history of Soccer. On the final, the identifications will relate only to the second half of the course but at least one of the essays will require students to synthesize material from throughout the semester. Study guides will be provided before each of the two exams on BB, and these study guides will include lists of possible identifications and essay questions for each exam.

**Scholastic dishonesty:** Scholastic dishonesty on any assignment will result in a failing grade (E) for that assignment which may not be dropped. If that E results in your failing the course as well, I will apply for a grade of XE from the Dean’s Office; an XE grade can never be erased from your transcript, bars you from extra-curricular activities, and may have other negative consequences, such as affecting your admission into graduate programs. Scholastic dishonesty includes submitting any work that is not your own and that has received assistance from outside sources, including print sources, the internet, and your fellow students. If you need clarity on what comprises scholastic dishonesty, see me or consult the following website: <https://provost.asu.edu/academicintegrity/defined>. Note too that all written assignments are run through several databases – ASU’s own SafeAssign database and independent plagiarism-checker software – upon submission.

**Accommodations:** If you require accommodation for a disability, university event, or religious holiday, you must let me know in advance. Accommodations for a disability will only be given upon authorization from the DRC.



**One last caveat:** This syllabus may be changed at any time by the instructors as he deems fit. Students will be informed of any changes.

**READING RESPON S QUESTIONS GRADING RUBRIC:**

10: Answers the question(s) asked thoroughly and thoughtfully. Cites sources where necessary. No typos or grammatical errors.

8-9: Answers the question well but not in enough detail. Some errors. (9s are usually given for entries that would otherwise be 10s but lack citations.)

6-7: Begins to answer the question but speaks only in vague generalizations, instead of making an argument. Some errors.

1-5: Submitted the assignment but does little to answer the question. Major errors.

0: Did not submit the assignment.

**COURSE GRADING RUBRIC:**

100 and above = A+

93-99 = A

90-92 = A-

87-89 = B+

83-86 = B

80-82 = B-

77-79 = C+

70-76 = C

60-69 = D

below 60 = E

**SCHEDULE OF TOPICS AND READINGS**

**T 1/9 Introduction**

Read over the syllabus; "How to Watch Soccer: OFFSIDES AND PENALTIES!"

**TH 1/11 The Origins of the Game**

*Goldblatt Ch.1*

Group Organization

**T 1/16 England: Where the game was born?**

*Goldblatt Ch. 2*

**TH 1/18 Exporting the Game: Colonialism and Football**

*Goldblatt Chs. 4, 5*

\*READING RESPONSE GROUPS

**T 1/23 Brazil: The Beautiful Game is Born**

*Goldblatt Chs. 8, 10, Bellos*

- TH 1/25**      **Brazil and Argentina: South American Legends**  
*Goldblatt Chs. 8, 10, 15, Bellos*  
\*READING RESPONSE GROUPS
- T 1/30**        **France: FIFA and the Birth of the World Game**  
*Goldblatt Ch.13*  
**QUIZ #1**
- TH 2/1**        **The World Cup: Origin and Early Years**  
*Goldblatt Ch.7*  
\*READING RESPONSE GROUPS
- T 2/6**         **Italy: Calcio and Professionalization**  
*Foot*
- TH 2/8**        **Italy: Calcio and Professionalization**  
*Foot*  
\*Guest Lecturer
- T 2/13**        **Italy: Arrigo Sacchi, and the 4-4-2**  
*Foot*  
**PAPER #1**
- TH 2/15**      **Italy: Passion and Scandal!**  
*Foot*  
\*READING RESPONSE GROUPS
- T 2/20**        **The World Cup: History and Legacy**  
*Goldblatt Ch. 18; Film: "The Two Escobars"*
- TH 2/22**      **The World Cup: Italia 90**  
*Davies; Film: "One Night in Turin"*  
\*READING RESPONSE GROUPS
- T 2/27**        **African Football and the South American World Cup**  
*Goldblatt Chs. 12, 16, 20*
- TH 3/1**        **MIDTERM EXAM**

- 3/4-3/11**      **Spring Break; no class**
- T 3/13**        **Soccer in Asia**  
*Goldblatt Ch.19*
- TH 3/15**      **Shaolin Soccer**  
*Film: "Shaolin Soccer"*  
**\*READING RESPONSE GROUPS**
- T 3/20**        **Soccer in the United States: Origin and History**  
*Goldblatt Ch.18*
- TH 3/22**      **Soccer in the United States: MLS and the Future**  
*Goldblatt Ch. 18*  
**\*Guest Lecturer**
- T 3/27**        **The Women's Game: 1999 World Cup**  
*Longman*
- TH 3/29**      **The Women's Game: Club Soccer and the Future**  
*BB Reading Assignments*  
**\*Guest Lecturer**
- T 4/3**         **Legends of the Game**  
*BB Reading Assignments*  
**QUIZ #2**
- TH 4/5**        **Legends of the Game**  
*BB Reading Assignments*  
**\*READING RESPONSE GROUPS**
- T 4/10**        **Football Rivalries: the Club Derbies**  
*Kuper*
- TH 4/12**      **Football Rivalries: the National Teams**  
*Kuper*  
**\*READING RESPONSE GROUPS**
- T 4/17**        **Passion of the Supporter: England**  
*Hornby*

**TH 4/19**      **Passion of the Supporter: England**  
*Hornby*  
**PAPER #2**

**T 4/24**      **Passion of the Supporter: Argentina**  
*BB Reading Assignments*

**TH 4/26**      **Conclusions; final exam review**