

## GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

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

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

**Course description:**

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

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?	No
--	----

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.

Chair/Director Initials \_\_\_\_\_ (Required)

**Requested designation:** Historical Awareness–H **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:	9/22/17
------------------------------	-------------	-------	---------

Chair/Director (Signature):	
-----------------------------	--

## **Arizona State University Criteria Checklist for**

### **HISTORICAL AWARENESS [H]**

#### **Rationale and Objectives**

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

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

<b>ASU--[H] CRITERIA</b>			
<b>THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:</b>			
<b>YES</b>	<b>NO</b>		<b>Identify Documentation Submitted</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus
		<b>THE FOLLOWING ARE NOT ACCEPTABLE:</b>	
		• Courses that are merely organized chronologically.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
HST	294	The Beautiful Game: The Literature, History and Culture of Soccer	H

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 (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	The history of Soccer from its pre-industrial origins through the modern and contemporary periods is the major focus of this course. Historical, political and economic contexts will be essential for understanding the development of soccer in each country studied in this course.	As seen in the syllabus, students will be studying texts that focus on the history of soccer on both the global and national level. Additional source materials, including memoirs, biographies, news articles and documentary films will be used to supplement the main course texts.
4	Most of what students will study in this course will relate to the effects of soccer "off the pitch." The game's institutions, traditions, economy, and even its effect on politics and social change will be a large focus of the course.	The schedule on the syllabus highlights these different areas of examination. Examples include: week 4 features a look at both the creation and the political and economic factors surrounding FIFA and the World Cup; week 6 features a closer look at the economy of the game, including bribery and scandal, and week 7 features a more detailed "case study" of the 1990 and 1994 world cups, including the documentaries "The Two Escobars" and "One Night in Turin" -- events that were deeply driven by social and political factors. Students will be required to analyze these social, political and economic factors on the Midterm and Final.
3	The creation and development of FIFA and the National Football Associations, institutions that govern and control the game at the global and national level, will be studied throughout the course. In addition, social groups, football supporters, "ultras," and hoolligans that surround the game's culture, will also be examined.	Students will also be asked to compare, contrast and draw conclusions as they learn about these institutions and social groups in different countries. For example, in week 5 "Italy: Calcio and Professionalization," students will learn about the origin and history of the Italian Football Federation; in week 10, students will learn about the very different origin and history of soccer in the United States, along with the the United States Soccer Federation and the development of its own league, Major League Soccer. Comparing the development of these institutions in Italy and the United States is an example of one important thread for the students to explore in Reading Response Groups and on their Second Paper. Other similar threads will be explored throughout the course as students study soccer's

		development in multiple nations around the world.

## **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 Brazilian 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 RESPONSE 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**      **The Economics of Soccer: Domestic and International Finance**  
*Foot*  
**PAPER #1**
- TH 2/15**      **The Economics of Soccer: Corruption 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**