

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

**School of Historical,
Philosophical and Religious
Studies**

College/School	College of Liberal Arts and Sciences	Department/School	
Prefix:	HST	Number:	494
Title:	Sport and Globalization		Units:
			<u>3</u>

Course description:

Is this a cross-listed course?	Yes	If yes, please identify course(s): MCO/TGM 494
Is this a shared course?	Yes	If so, list all academic units offering this course: Walter Cronkite School of Journalism and Mass Communication Thunderbird School of Global Management

*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**, each topic requires **an individual submission**, separate from other topics.

Requested designation: *Historical Awareness (H)*

Mandatory Review: Yes

*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.

Submission deadlines dates are as follow:

For Fall 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

Area 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. 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.

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	Marissa Timmerman	E-mail	Marissa.R.Timmerman@asu.edu	Phone	480-727-4029
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Department Chair/Director approval: (Required)

Chair/Director name (Typed):	Richard Amesbury	Date:	2/24/2021
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Chair/Director (Signature):

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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.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	syllabus
<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
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• 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	494	Sport and globalization	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. History is a major focus of the course.	This course introduces students to the soft power of modern sports, since their birth at the turn of the twentieth century. Modern sports (basketball, baseball, soccer, American football) reflected the elements of the new modern, industrialized, bureaucratized society. They have also reflected changes (and continuity) over time in broader societies' (local, national, and global) social, economic, and political power dynamics and relations. With international competition and the modern Olympic Games and FIFA World Cup, sporting events became geopolitical flashpoints, and in the case of the Cold War, a safe place and proxy war space for superpowers to compete and showcase their superior political economies and societies. Twentieth-and 21 st -century globalization can also be told through the lens of sport--especially in the case of private, professional club sport leagues, like European soccer leagues, and the United States' NBA.	The first unit of the course (modules 1-4) lays the foundation of these ideas, and is organized around three types of soft power: geopolitical/nation-states' power, commercial branding power (including "sportwashing" by authoritarian states), and social power--when athletes, leagues, and others in the sports sector use the platform of sport to bring attention to social issues. Another example of how history is a major focus of the course is how we incorporate women's sports history into everything that we do. Men's organizations and leagues actively forced women out of their "legitimate" sports--many Football Associations around the world banned women from playing soccer, including England (50 years), Brazil (more than 30 years). And today 56 FIFA members do not support active women's sides. We use Brenda Elsey and Joshua Nadel's book Futbolera to see that women around the world did not stop playing because of these bans-- the women's game thrived, thanks to well organized women leaders, and despite being hidden from the mainstream historical record.
2. explains human development as a sequence of events influenced by a variety of factors.	To make sense of the global popularity and power of sport in the 21 st century is to understand the long history of forces contributing to sports participation and spectatorship that build across the long twentieth century. Sports industries are influenced by local, national, and international factors, like World Wars, authoritarian leaders, new technologies, diplomatic interests, and more.	Students read Walter LaFeber's Michael Jordan and the New Global Capitalism, which explains the last three decades of the twentieth century as a period of American-led globalization best explained through the story of Michael Jordan (and Nike and the NBA). Another assigned book in the course, Robinson and Clegg's The Club, shows that LaFeber might be reaching a bit, as the English Premier League story follows a similar trajectory. The story of Nike, and Jordan, and the NBA in Asia provides a good illustration of this, including YMCA missionaries laying the

		<p>foundation of basketball's popularity in China, technological innovations bringing the NBA to Chinese television sets, and athletes like Jordan, Magic, Bird, and Barkley bringing "American cool" star power to a gigantic emerging consumer market. We introduce geopolitical flashpoints, like when the Houston Rockets GM Darryl Morey tweeted about Hong Kong, or Arsenal's Mesut Ozil about China's oppression of Uighur Muslims. If Chinese TV is playing a central role in the economic viability of the league (and therefore, GM and athlete paychecks), how should league commissioners handle balancing the speech of league members alongside the interests of the Chinese government?</p> <p>Another example: How did sport, and the worldwide barring of South Africa from international sport, play a crucial role in bringing about the end of apartheid in South Africa? (Module 4) See also Modules 8, 9, 10</p>
<p>3. There is a disciplined examination of human institutions as they change over time.</p>	<p>Students look at the histories of domestic and international sports organizations, leagues, and clubs (and ancillary industries like media, shoe/apparel companies) and non-sporting institutions (nation-states, nonprofit organizations, transnational corporations) influenced by the power of sport.</p>	<p>We explore all sorts of stories of change over time with various institutions throughout this course, including:</p> <ul style="list-style-type: none"> -the creation of American football on elite campuses of higher education in the United States at the turn of the twentieth century and how NCAA/American university football has grown into a multibillion-dollar sports industry. Since football evolved out of soccer, and soccer is the world's "manly" sport, the United States does not have the same sort of intense opposition to women playing soccer as other parts of the world, and thanks to Title IX, a gender equity in education law--and thanks to that football money that can't go to football athletes--women's soccer in the U.S. is set up to thrive... and none of this was intentional, but a result of quirky American historical forces. Now the NCAA is the developmental pathway for much of the world's young female soccer talent. (and the NCAA and member schools fought to gain an exemption for athletics from Title IX for nearly a decade after the law's passage in 1972) -a similar story of resistance transformed into embracement of women athletes has occurred within FIFA (though with still much more room for improvement) and the Olympic Movement -corporations, especially athletic shoe and apparel companies like adidas and Nike, follow a similar trajectory, and companies like Nike more recently have been called out for peddling wokeness and messages of women's empowerment through their ad campaigns while discriminating against the very athletes the company endorses

		<p>-perhaps the most dramatic story of institutional change over time this course follows is that of the English Premier League, transforming from second or third tier European domestic league to the most globalized, most valuable sports league in the world, and in a relatively short period of time</p> <p>See modules 5-7, 8-11</p>
<p>4. Relationship among events, ideas, and artifacts and the broad social, political, and economic context</p>	<p>Modern sport has evolved from an exclusive project serving the world's white, male elite to a project of democratization and inclusion. Athletes, intellectuals, politicians, and corporate brand executives have forced some of these changes, but sporting organizations still carry many of their founding systems of power and power relations. This is reflective of broader society, historically, and students explore the ways in which sport is in line, pushes ahead, or falls behind the rest of society, in various places and at various significant moments. Sporting bodies are often the frontlines of ideas about bodies and abilities as they play out in society-- when we go to the ways in which sportswriters, intellectuals, and others wrote and spoke about athletes we get a window into beliefs about various groups and individuals based on their categories of identity.</p>	<p>Since nearly every module in the course touches on this theme, we can also look to the assignments in the course. In the first history research paper, students find a topic within the concept of "sport used for a non-sporting purpose" and explore the social, political, and economic forces at play, on and off the field. In another writing assignment, students read reporting about a World Cup or Olympic Games of their choosing, to see how organizers sought to use hosting the sporting event as a "coming out party," and evaluated whether the international community and the journalists they read bought what the hosts were selling. For example, some students have chosen to write about the Mexico City 1968 Olympic Games, the 1978 Argentina World Cup, and the Munich 1972 Olympic Games.</p>

HST/MCO/TGM 494: Sport and Globalization
Spring 2021
Tuesday/Thursday 3:00-4:15pm
Downtown Phoenix, Cronkite 202
SLN 32836/33406/32789

Victoria Jackson
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Andrés Martínez
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Required Texts:

Books available at [ASU Bookstores](#) (also available for purchase online in multiple formats)

1. Brenda Elsey and Joshua Nadel. *Futbolera: A History of Women and Sports in Latin America*.
2. Walter LaFeber. *Michael Jordan and the New Global Capitalism*.
3. Joshua Robinson and Jonathan Clegg. *The Club: How the English Premier League Became the Wildest, Richest, Most Disruptive Force in Sports*.

*This syllabus is subject to copyright law and may not be posted on any websites.

Course Description:

This Sporting Globalization course will look at how and why sports cross borders, and the ways in which sport fandom connects people to each other, their geography, and their own identity. Students will come to appreciate the soft power of sport that politicians, nation-states, and corporate brands leverage to their advantage.

The industry of sport has been among globalization's most stalwart disciples. Even in the period prior to the Covid-19 pandemic when globalization had lost its political luster, fighting a rearguard action on every continent against the resurgent forces of populist nationalism, the world of sport was still shrinking, with games crossing more and more boundaries, making of its athletes, fans, and stakeholders, citizens of the world.

Students will acquire an appreciation for the truly globalized nature of sport. Americans might call their domestic league winners "world champions," and their championship games a "world series," but the US hasn't dominated the sport slice of global pop culture to the extent it dominates music and film. Indeed, the world's most popular sport is arguably the most globalized mass entertainment and cultural phenomenon not centered around the United States, lending credence to the English historian Eric Hobsbawm's observation that, "The Twentieth Century was the American Century in every way but one: sport." This course will encourage students to think of sport culture from a more cosmopolitan, more globalized, perspective.

Learning Outcomes:

- Students will develop the ability to define and explain the historical forces that contribute to the emergence of modern sport at the turn of the twentieth century, and the appropriation of sport by competing political projects and ideologies in the ensuing century.
- Students will explain and evaluate the political and social/cultural soft power forces involved in sports globalization, including the impressive inroads American and European leagues have made in the Middle East, Africa, and Asia, and some of the

complicating geopolitical factors they've faced while competing on a global playing field.

- Students will measure the commercial branding power of international sport, and the important role of multinationals like Coca Cola, adidas, and Visa play in the global expansion of sport.
- Students will appraise and analyze the power of journalistic narratives of sport to affect social and political change, and will create their own sport narratives that reveal deeper underlying societal issues.
- Students will demonstrate the ability to perform historical analysis by: constructing historical narratives; placing an event or idea in its proper time and space by looking to broader social, cultural, political, and economic contexts; and identifying how that event or idea changes, or remains, over time. They will do this regularly in discussion board assignments, writing essays to share with the class and commenting on the ideas presented in other students' essays to continue the conversation.

ASU Sync (remote + in person):

This course will be taught in the ASU Sync learning environment with simultaneous in-person instruction and remote learning. This course is synchronous, which means students are expected to attend at the designated class time, whether participating in person or remotely. The Attendance and Makeup Work policies apply to students attending in person or via Zoom. Students are expected to give their full, undivided attention during class time whether they are attending in person or via Zoom. Students joining class remotely while doing other things such as driving will be marked absent.

To enable social distancing in the classroom, each student who has chosen in-person instruction may be assigned to attend via Zoom for certain class sessions, in many cases alternating between attendance in the classroom one day and attendance via Zoom the next. Students will be notified about your schedule, and you always have the option of attending class via Zoom. If you do not feel well, do not come to campus.

Course Requirements, Class Meetings:

Students are responsible for all required materials and are expected to arrive in class (via zoom or in person) prepared to discuss assigned readings and media. Students also are responsible for information from class lectures and discussions; the content presented in class will not always be included in the assigned materials. Attendance and participation make up 10% of the final grade.

Course Requirements, Online Component:

Students are responsible for all additional information and required materials available online through the course Canvas site. The course also includes two papers, four discussions, and a podcast project.

Attendance and Makeup Work: The Cronkite School does not recognize excused absences and does not give makeup work. If you're absent and miss an in-class assignment, quiz or test, you will receive a zero. If you miss more than two classes, you will see your final grade drop by half a grade or two steps (a B+ would become a B-, for example) for each additional absence. Tardiness is counted the same as an absence.

Deadlines: Since this is a journalism class, deadlines are important, and you are expected to meet them. Assignments submitted even one minute past the deadline will not be accepted; they will receive a zero.

Accuracy: Since accuracy is the most important aspect of journalism, we will adhere to rigid standards. Any major error of fact – a misspelled proper name, an erroneous phone number, an incorrect address, a libelous statement or a misstatement of a major fact – in other words, anything that would require a printed correction if the story were to appear in a newspaper – will result in an E (55 percent) on that assignment. Minor misspellings or errors of grammar will bring your grade down. If you are careless, you will lose points fast.

That Said...

We are living and working and studying during a pandemic. Please do not hesitate to write us directly—either through Canvas or via email—if there are circumstances that impede your ability to keep on course. Communication is key—we want to help you succeed and get the most out of this course.

Mandatory Safety Precautions:

Students attending class in person must wear a face covering (worn over the nose and mouth) and maintain at least six feet of physical distance at all times in the Cronkite School building or any other area on an ASU campus. Students will not be allowed in the classroom without a face covering. All on-campus students may receive free “Community of Care” kits in the bookstore at the beginning of the semester. These kits include hand sanitizer, cloth face coverings, a thermometer and other items for maintaining health and wellbeing. ASU has expanded cleaning of all classrooms and facilities. In addition, students attending class in person must use classroom cleaning supplies and follow instructions to clean their workspaces (desk, computer, chair, keyboard, etc.) before and after class. This ensures that each surface is cleaned at least twice between uses. Please be mindful of keeping at least six feet of physical distance from classmates and instructors while entering and leaving the classroom. Do not congregate by the door or around the teaching station. Follow instructions on all posted signage and floor markers. Students who do not follow these procedures will not be allowed in the classroom and will be asked to leave the building.

Please visit [ASU's Coronavirus FAQ page](#) for more information about required face coverings, social distancing and cleaning protocols.

COVID-19 testing: Students can get COVID-19 tests free of charge through ASU Health Services, which provides care and follow-up services. Students on the Downtown Phoenix Campus can complete testing at the A. E. England Building across from the Cronkite School on Central Avenue. Students are expected to self-report positive test results from outside testing to ASU Health Services at 480-965-3349 or eoss.asu.edu/health.

Technology Requirements: Students attending class via Zoom must use a laptop or desktop computer and a web camera to participate via Zoom. Tablets and mobile devices will not work for proctored quizzes or exams, content production or some other class activities. Web cameras must remain on during class unless instructed otherwise. If you do not have access to a computer and/or a dependable internet connection, you may borrow a computer or WiFi hotspot through

the ASU Library here: <https://lib.asu.edu/laptops-and-hotspots>. Please be sure to note that you are a Cronkite student and request a Mac laptop.

For Students Participating from Other Time Zones: This class will meet at the designated day and time according to Arizona Time. Please be aware that Arizona does not observe daylight saving time. We are in Mountain Time (MST) until March 14, and effectively Pacific (PDT) for the rest of the semester. You may find [this time converter](#) helpful to be sure you join class on time. If you are using the Canvas mobile app to check your calendar and assignments, be aware that the mobile app converts the due date to *your* time zone. Please log in to Canvas on a computer to verify the correct due date.

Classroom Etiquette: Cell phones and all other mobile devices must be turned off during class. Classroom computers are to be used exclusively for classroom work, not for surfing the internet or messaging friends. Food and drinks are not allowed in the classroom. Please arrive on time and listen respectfully while the instructor, guest lecturer or other students are speaking. Students attending via Zoom should mute their microphones when they are not speaking. No Tottenham Hotspurs, Duke Blue Devils, or Baltimore Ravens apparel permitted, in class or on zoom.

Zoom-recorded lectures: The contents of this course, including lectures and other instructional materials, are copyrighted materials. Students may not share outside the class, including uploading, selling or distributing course content or notes taken during the conduct of the course. Any recording of class sessions is authorized only for the use of students enrolled in this course during their enrollment in this course. Recordings and excerpts of recordings may not be distributed to others.

Grading:

Attendance and Participation	10 points
Discussions (4)	40
Papers (2)	40
Podcast	10
<hr/>	
Total	100 points

Grading Scale:

A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-76
D	60-69
E	0-59

Y Grades: This semester, students have the option of a Y grade for courses in determining their final course grade. The Y grade signifies “satisfactory” completion of the course and is considered to be the equivalent of a C or above. Y grades allow students to earn course credit but do not affect the GPA. Students opting for the Y-grade who do not achieve a “satisfactory” level (70 percent or above) will receive a D or an E, depending on their grades on assignments during the course. Students must notify the instructor of a decision to select the Y grade option before the close of the drop/add period (Jan. 24) and cannot change their selection after the drop/add period.

Assignments

Discussions:

Students will participate in four discussions in the course Canvas site. Students will work from a provided list of questions to write a first essay, and then reply to at least two other students to engage in conversation. The discussions provide the opportunity to practice essay writing, expression of critical thinking, and interaction with ideas presented by others. Students will focus the discussion on topics within the context of the course and the information learned from assigned materials and lecture. Further instructions and a grading rubric are provided in Canvas.

Research Paper on Sport Used for Nonsporting Purpose:

Students will select a research topic within the broad theme of sport used for a nonsporting purpose. The end result will be a 6-8-page paper, and there will be two steps and assignments to turn in along the way. First, students will write a research proposal to be approved by us. The proposal includes a topic description, research question, anticipated challenges, ideas for narrowing of topic and feasibility of execution, working sources list, and is due **Sunday, January 31**. We will pair you with writing partners, determined loosely around paper topics. Drafts of papers (which can be a thesis statement and very developed outline) are due to us, and your writing partner, on **Sunday, February 14**. Final papers are due, via submission in Canvas, on **Sunday, February 28**. Prompts with instructions and grading rubrics will be provided in Canvas.

Magazine-style Article on Sport and Globalization:

Students will select a story within the broad theme of sport and globalization. The end result will be a 1500-2000-word article, and there will be two steps and assignments to turn in along the way. First, students will write a pitch to be approved by us. The pitch includes a topic description, sources, argument, and anticipated challenges, and is due **Sunday, March 7**. We will again pair you with writing partners, determined loosely around topics. Drafts of articles (which can be a very developed outline) are due to us, and your writing partner, on **Sunday, March 14**. Stories are due, via submission in Canvas, on **Sunday, March 28**. Prompts with instructions and grading rubrics will be provided in Canvas.

Group Podcast:

You and your writing partners will also produce a podcast! You will be creating a “This American Life”-style, storytelling podcast, selecting a theme and telling stories that are variations on that theme. This time we want you to focus on athletes, teams, or sporting moments that illustrate themes that transcend borders. Group podcast proposals are due to us by **Sunday, April 4**. Final podcasts are due **Friday, April 23**. Prompts with instructions and grading rubrics will be provided in Canvas.

Collaborations: All in-class and out-of-class assignments must be your own work – from concept to execution, unless some type of collaboration is specified by the instructor. In the group podcast project, not all elements of the assignment will be team-based.

Use of Outside Work: All work, including photos, text, video and other images, submitted for this class must be your original work. You may not submit work done for any other class.

Interacting with the Instructors:

Our purpose is to be a resource for you as you proceed on your intellectual journey as an ASU student. Talking sports – and especially sports and society – is fun! We are happy to answer questions pertaining to the content of the course. If you have questions about assignments or the structure of the course, please consult the syllabus and Canvas before emailing; you may be able to find the answer on your own. We will respond to all email messages within 24 hours.

Technology Issues and Problem Shooting:

The university provides many resources for you if you encounter technology issues. Visit MyASU for IT support. If there is an issue with the course Canvas site or assigned online media, please alert us to the issue. First, however, delete your browsing history and cookies, and try a different web browser (Chrome, IE, Firefox, Safari). If the issue with Canvas or assigned online media still occurs, please contact us.

Student Accessibility and Inclusive Learning Services:

Students who feel they will need accessibility/disability accommodations in this class but have not registered with the Student Accessibility and Inclusive Learning Services Center (formerly known as the Disability Resource Center) should contact the center immediately. The Downtown Phoenix office is located at the Post Office, Suite 201. The Tempe office is located on the first floor of the Matthews Center Building. Staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc.

Academic Integrity Policy and Plagiarism:

Academic honesty is expected of all students in all examinations, papers, and laboratory work, and academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification, and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>

ASU's Policy on Threatening Behavior:

All incidents and allegations of violent or threatening conduct by an ASU student (whether on or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

ASU's Title IX Policy:

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to

sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>. As mandated reporters, we are obligated to report any information we become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

A Note on Notetaking:

Studies demonstrate that taking notes improves comprehension and retention, performance on assignments, and, therefore, grades. More recent studies suggest that taking notes by hand may improve learning and retention more than digital notetaking. To succeed in this course, I highly recommend taking notes while watching video lectures, reading assigned texts, viewing films, and listening to podcasts.

Some resources:

[DeZure, et al, "Research on Student Notetaking," Center for Research on Teaching and Learning, University of Michigan.](#)

[Michael Friedman, "Notes on Note-taking," Harvard Initiative for Learning and Teaching.](#)

Course Schedule (subject to change):

Unit 1: The Power of Sport: Origins of Modern International Sport

Module 1: Introduction to the World of Sport, January 11 – January 17

Online Reading: Louis Menand, "Glory Days: What we watch when we watch the Olympics," *The New Yorker* July 20, 2012.

Online Reading: Simon Kuper and Stefan Szymanski, *Soccernomics*, pp. 194-202; 307-312

Online Reading: William J. Baker, *Sports in the Western World*, pp. 304-329

Online Reading: Victoria Jackson and Andres Martinez, "Ultimate World Cup"

Module 2: The Soft Power of Sport, January 19 – January 24

Why are nation-states and their rulers addicted to sport as a propagandistic/branding vehicle?

Online Reading: George Flaherty, *Hotel Mexico: Dwelling in the '68 Movement*, CH 4 Gestures of Hospitality

Online Reading: John F Kennedy, "The Soft American," *Sports Illustrated*, December 26, 1960

Online Reading: Nina Kramareva and Jonathan Grix, "'War and Peace' at the 1980 Moscow and 2014 Sochi Olympics: The Role of Hard and Soft Power in Russian Identity," *The International Journal of the History of Sport*, Vol. 35, No. 14, pp. 1407–1427

Podcast: Sport and the Cold War podcast (pick 3), The Wilson Center

Discussion 1 ends Sunday, January 24

Module 3: The Commercial Power of Sport, January 25 – January 31

Why are brands so addicted to sport to sell their goods?

Read: *The Club*, Author's Note, Prologue, Part I

Online Reading: David Conn, *The Fall of the House of FIFA*, pp. 1-8, 43-72

Online Reading: Andrew England and Murad Ahmed, "Why the Gulf States are Betting on Sport," *Financial Times*, 2019

Research Paper proposal due Sunday, January 31

Module 4: The Social Power of Sport, February 1 – February 7

A look at contemporary and historical cases of how sport has served as a catalyst for social change and transformation, from the sporting world's boycott of Apartheid South Africa to today's movement to allow women into Iranian soccer stadiums and onto the pitch.

Read: *The Club*, Parts II and III

Online Reading: Rory Smith and Tariq Panja, "The Erasure of Mesut Ozil," *The New York Times*, October 26, 2020

Online Reading: Maryam Shojaei as told to Aishwarya Kumar, "Iranian women were banned from soccer stadiums for 40 years; Maryam Shojaei fought to fix that," *ESPN*

Online Reading: Adam Hofstetter, "Can Sport Bring World Peace?" *The Atlantic*, January 2010

Film: *Apart* (2018)

Unit 2: The World of Football

Module 5: England's Nifty "Glocal" Trick, February 8 – February 14

How the EPL leveraged its deep local roots to become the world's most globalized domestic sports league.

Read: *The Club*, Parts IV and V, Epilogue

Watch: *This is Football*, episode 1

Research Paper draft due Sunday, February 14

Module 6: Europa, Europa, February 15 – February 21

The challenges and opportunities facing football on the continent.

Read: *Futbolera*, Introduction, Chapter 1

Online Reading: Goldblatt, *The Age of Football*, 196-202; 221-224; 249-258

Discussion 2 ends Sunday, February 21

Module 7: The World's Default Sport, February 22 – February 28

The global "supply chain" of world soccer, and the interconnectedness between the game in South America, Africa, Asia, and the European stage.

Read: *Futbolera*, Chapters 2 and 3

Online Reading: Goldblatt, *The Age of Football*, pp. 34-38; 165-176

Research Paper is due Sunday, February 28

Unit 3: America's Schizophrenic Relationship with the World of Football

Module 8: Fortress America, March 1 – March 7

A historical look at how the US nurtured and developed its own sports, and their role in reinforcing a distinct national identity.

Read: *Futbolera*, Chapters 4 and 5, Epilogue

Online Reading: excerpts from David Wangerin, *Soccer in a Football World*; Albert Spalding on the Mills Commission and Doubleday/Cooperstown myth; Michael Oriard, *Reading Football*

Magazine Article proposal due Sunday, March 7

Module 9: Sporting Missionaries, March 8 – March 14

The efforts of baseball, American football, and basketball to win hearts and minds outside the US, and to expand their global market share.

Read: *MJ and the New Global Capitalism*, Preface, Chapters 1 and 2

Online Reading: TBD

Magazine Article draft due Sunday, March 14

Module 10: Basketball in China, March 15 – March 21

The remarkable journey of basketball in China, from early YMCA days to Mao's Cultural Revolution to the Yao Ming-fueled NBA craze.

Read: *MJ and the New Global Capitalism*, Chapters 3 and 4

Online Reading: Louisa Thomas, "The NBA and China and the Myths of Sports Diplomacy," *The New Yorker*

Podcast: The Daily with Jim Yardley on the NBA in China

Discussion 3 ends Sunday, March 21

Module 11: America's Dubious Import, March 22 – March 28

The uneasy early days of soccer in America, and how immigrants and women grew the world's sport in this country.

Read: *MJ and the New Global Capitalism*, Chapters 5 and 6

Online Reading: Michael Messner, "Barbie Girls vs Sea Monsters"; excerpt from Caitlin Murray's *The National Team*

Podcast: Grant Wahl's Sports Illustrated Throwback, the USWNT

Magazine Article is due Sunday, March 28

Unit 4: When Sporting Worlds Collide

Module 12: The Empire Strikes Back, or How America became a dominant soccer power, March 29 – April 4

The unexpected rise of the game in America over the past two decades, as our women's national team became a sensation, our transnational companies invested heavily in the game, and our government decided it was time to clean up FIFA.

Online Reading: TBD

Group Podcast proposal due Sunday, April 4

Module 13: John Henry, City Football Group, and the ‘Multinational-ization’ of Sport, April 5 – April 11

Just like other industries went from being dominated by local and regional players to being dominated by transnationals overseeing national/regional divisions, the operation of sports leagues and teams is also now starting to become a multinational endeavor dominated by transnational players operating in a number of markets.

Online Reading: “The City Football Group: A Special Report,” *The Athletic*; Goldblatt, *Age of Football*, 129-133; 136-140; 266-273; 362-367

Podcast: The Ornstein and Chapman podcast episode on City Football Group

Discussion 4 ends Sunday, April 11

Module 14: From Tokyo 2020 to Los Angeles 2028, April 12 – April 18

An examination of issues/themes that are particular to major competitions in coming years, from the delayed pandemic Olympics to the FIFA World Cup the US will share with Canada and Mexico, and the LA Olympics.

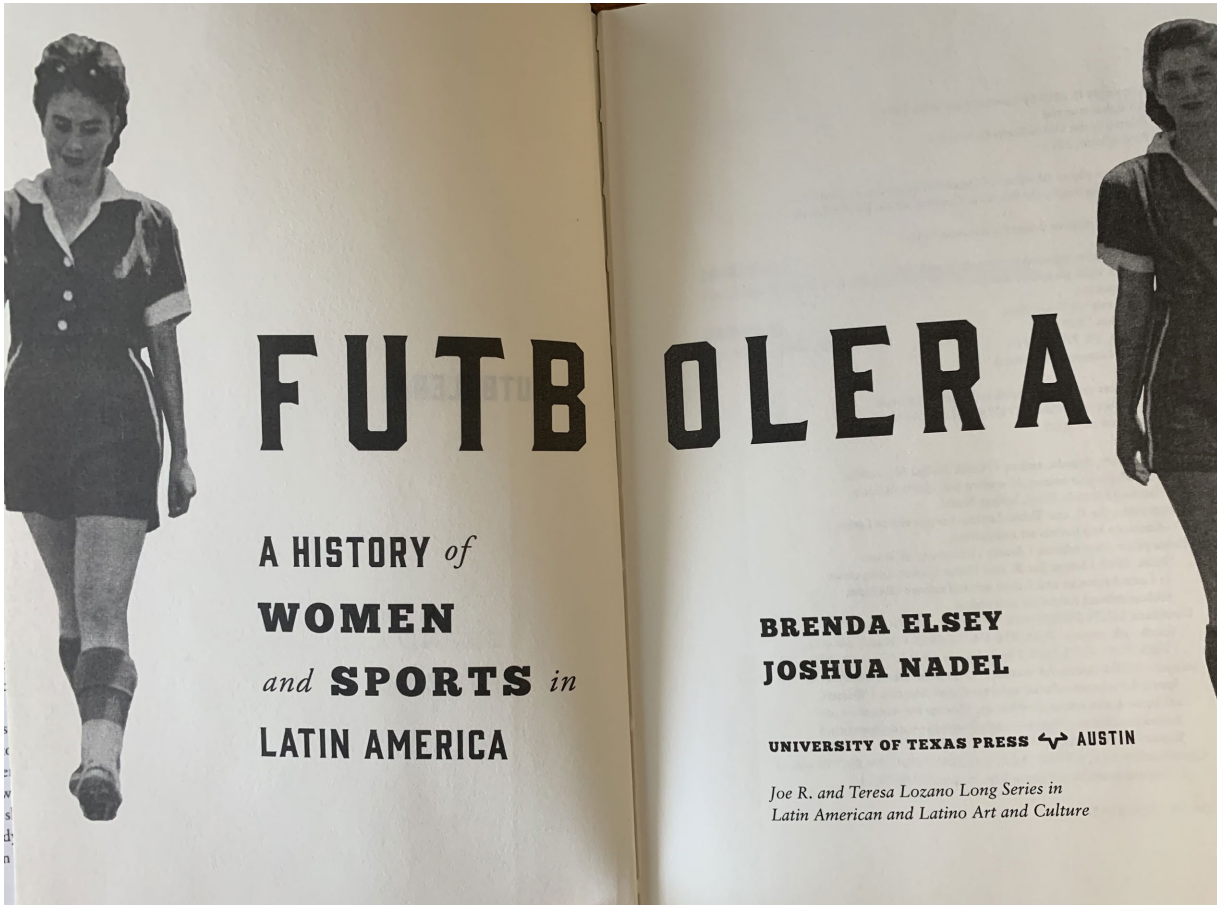
Online Reading: TBD

Module 15: Conclusion: Can Sport Save Globalization? April 19 – April 23

Online Reading: Simon Kuper and Stefan Szymanski, *Soccernomics*, pp. 376-390

Group Podcast is due Friday, April 23

From: [Victoria Jackson](#)
To: [Marissa Timmerman](#)
Subject: Re: general topics labels application forms for HST/MCO/TGM 494: sport and globalization
Date: Monday, February 22, 2021 1:21:39 PM



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Michael Jordan
and the
New
Global Capitalism

Walter LaFeber



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New York • London

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THE CLUB

HOW THE ENGLISH PREMIER LEAGUE
BECAME THE WILDEST, RICHEST,
MOST DISRUPTIVE FORCE IN SPORTS

**JOSHUA ROBINSON
AND JONATHAN CLEGG**

Houghton Mifflin Harcourt
BOSTON NEW YORK
2018

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Marissa Timmerman

From: Victoria Jackson <vljackso@asu.edu>
Sent: Wednesday, February 24, 2021 2:04 PM
To: Marissa Timmerman
Subject: Fwd: Letter of Support for General Studies Designations for HST/MCO/TGM 494: Sport and Globalization

Hi Marissa,

Below you will find the note of support from Roy Nelson, Associate Dean of Thunderbird Undergraduate Programs in Thunderbird.

Thank you!

Victoria

----- Forwarded message -----

From: **Roy Nelson** <Roy.Nelson@thunderbird.asu.edu>
Date: Wed, Feb 24, 2021 at 1:54 PM
Subject: Letter of Support for General Studies Designations for HST/MCO/TGM 494: Sport and Globalization
To: Victoria Jackson <vljackso@asu.edu>, Andres Martinez <Andres.M@asu.edu>
Cc: Roy Nelson <Roy.Nelson@thunderbird.asu.edu>

Dear Professors Jackson and Martinez:

I've reviewed your syllabus for your course, HST/MCO/TGM 494: Sport and Globalization. You are both highly qualified experts in this area. The course provides students with a deep understanding of important historical and social trends that have important implications for the global economy and the global business environment. That's why I wanted this course to be cross-listed with Thunderbird School of Global Management.

I support your application for the course to be given General Studies designation for the G, SB, H, and HU requirements.

Sincerely yours,

Roy

Roy C. Nelson, Ph.D.
Associate Professor
Associate Dean of [Thunderbird Undergraduate Programs](#)
Thunderbird School of Global Management
Office: +1.602.543-6323 | Cell: +1.602.373.6758
E-mail: roy.nelson@asu.edu



--

Victoria L. Jackson, Ph.D.
Sports Historian and Clinical Assistant Professor
School of Historical, Philosophical, and Religious Studies
Arizona State University
Victoria.Jackson@asu.edu
(480)313-2922
Go Devils!

Marissa Timmerman

From: Victoria Jackson <vljackso@asu.edu>
Sent: Wednesday, February 24, 2021 5:41 PM
To: Marissa Timmerman
Subject: Fwd: letter of support for general topics applications for HST/MCO/TGM 494: sport and globalization
Attachments: image001.png

Hi Marissa,

Please see below, from Brett Kurland in Cronkite.

Thanks!

----- Forwarded message -----

From: Brett Kurland <bkurland@asu.edu>
Date: Wed, Feb 24, 2021 at 4:48 PM
Subject: Re: letter of support for general topics applications for HST/MCO/TGM 494: sport and globalization
To: Victoria Jackson <vljackso@asu.edu>

Victoria,

You can go ahead and submit! My understanding is the curriculum department will automatically e-mail the dean for a formal letter of support.

Best,
Brett

Brett Kurland

Director, Strategic Initiatives and Sports Programs

Director, Cronkite News – Phoenix Sports Bureau

Professor of Practice

Faculty Honors Advisor

Honors Faculty

Walter Cronkite School of

Journalism and Mass Communication

Arizona State University

Home of Arizona PBS

555 N. Central Ave., Phoenix, AZ 85004

phone: [602-496-5134](tel:602-496-5134) | email: bkurland@asu.edu

On Wed, Feb 24, 2021 at 2:11 PM Victoria Jackson <vljackso@asu.edu> wrote:
Awesome. Thank you, Brett!

On Wed, Feb 24, 2021 at 2:10 PM Brett Kurland <bkurland@asu.edu> wrote:
Thank you Victoria! Let me double check with the rest of our leadership team and I will get back to you as soon as I can.

Brett Kurland

Director, Strategic Initiatives and Sports Programs

Director, Cronkite News – Phoenix Sports Bureau

Professor of Practice

Honors Faculty

Walter Cronkite School of

Journalism and Mass Communication

Arizona State University

Home of Arizona PBS

555 N. Central Ave., Phoenix, AZ 85004

phone: [602-496-5134](tel:602-496-5134) | email: bkurland@asu.edu

On Wed, Feb 24, 2021 at 1:08 PM Victoria Jackson <vljackso@asu.edu> wrote:
Hi Brett,

Following up-- I just learned from Marissa in SHPRS that a simple email message including a brief note of support of our 4 labels applications will suffice. Do you think this is something you could do today or soon?

If it helps, the course syllabus is attached.

Thank you!

Victoria

On Tue, Feb 23, 2021 at 6:27 PM Victoria Jackson <vljackso@asu.edu> wrote:
Hi Brett,

We have completed the forms to apply for general topics G, H, HU, and SB for sport and globalization. Since this is a shared course, in order for each section of the course to have the labels, we need letters of support from unit directors. Marissa Timmerman in SHPRS shared the information below.

The below notation indicates a letter of support will be required from each chair/director.

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

If you could help with this letter, we would very much appreciate it, and then we will be ready to submit the applications. Thank you!

Victoria

--

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(480)313-2922
Go Devils!

--

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