

**FYS 1000 - Spring 2018**  
**Sport and Collective Identity**  
Section 12 • TTh 1:35-3:15pm • Millis 105  
Section 09 • TTh 3:35-5:15pm • Phillips 113



**Instructor:** Dr. Adam L. Winkel

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(WLLC Dept.)

**Office Hours:**  
MW: 3:00-4:30pm;  
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**Course Description**

By identifying as a fan of a particular sports team, an individual enters a community that shares certain values that transcend sportsmanship and games. This course seeks to question the nature of those values and the ways in which they affect individual, collective, and national identities. Students will read texts related to nationalism and community as a way to critically approach the concept of a “nation of fans.” The course will focus especially on professional and national sports teams in the United States and in Spain. Although many American fans may see their sports allegiances as apolitical, this course will explore the politics of sports in Spain in order to encourage students to think critically about sports in a global context. By comparing and contrasting two cultures and their attitudes towards sports, students will gain a critical perspective on something that they may take for granted: their allegiance to a sports franchise. Major units of the course will include critical readings of professional sports in the United States, the role of soccer in Spanish national and regional identity, and the position of soccer in the United States as a reflection of class and familial origin. By the end of the course, the first-year student will be better equipped to ask and answer the big question of how collective identity—as expressed through national and professional sports teams—reflects and informs personal identity.

**Student Learning Outcomes**

1. Students will engage a question of enduring and/or contemporary importance and be able to define and discuss the complexities and implications of the question.
2. Students will identify elements of sport that reflect collective identities.
3. Students will know the opposing sides of the Spanish Civil War and describe their significance in contemporary Spain.
4. Students will compare historical migration by professional sports teams to discuss the effects that these movements have had on civic identity in the United States.

5. Students will interpret sporting traditions as representative of collective values.
6. Students will relate theories of national and collective identity to their own personal allegiances and experiences.
7. Students will contrast different viewpoints on the place of sport as an expression of culture in local and global society.
8. Students will assess the role of sports in creating national identities on a local and global scale.

### **Primary Texts**

- Alexander, Lexi, dir. *Green Street Hooligans*. Warner Home Video, 2006. Film
- Anspaugh, David, dir. *The Miracle Match*. Buena Vista Home Entertainment, 2006. Film.
- Ashton, Timothy J. *Soccer in Spain: Politics, Literature, and Film*. Lanham: The Scarecrow Press, Inc., 2013.
- Buford, Bill. *Among the Thugs*. New York: Vintage Departures, 1993. Print. (Selections)
- Doyle, John. *The World Is a Ball: The Joy, Madness, and Meaning of Soccer*. Emmaus, Pa.: Rodale, 2010. Print.
- Farrelly, Bobby and Peter Farrelly, dirs. *Fever Pitch*. 20th Century Fox Home Entertainment, 2005. Film.
- Foer, Franklin. *How Soccer Explains the World: An Unlikely Theory of Globalization*. New York: Harper Perennial, 2010. Print.
- Gumbrecht, Hans Ulrich. *In Praise of Athletic Beauty*. Cambridge, Mass: Belknap P of Harvard UP, 2006. Print. (Selections)
- Lowe, Sid. *Fear and Loathing in La Liga: Barcelona vs Real Madrid*. New York, NY: Nation Books, 2014. Print.
- Note:** All films will be viewed outside of class.

### **Additional Reading List**

- Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso, 2006. Print. (Selections)
- Coulter, Ann. "America's Favorite National Pastime: Hating Soccer." Ann Coulter. N.p., 25 June 2014. Web. 27 Aug. 2014.
- . "Soccer: Part Deux." Ann Coulter. N.p., 2 July 2014. Web. 27 Aug. 2014.
- Kuper, Simon. *Soccer Against the Enemy: How the World's Most Popular Sport Starts and Stops Wars, Fuels Revolutions, and Keeps Dictators in Power*. New York, N.Y.: Nation Books, 2006. Print. (Selections)
- Kuper, Simon, and Stefan Szymanski. *Soccernomics: Why England Loses, Why Spain, Germany, and Brazil Win, and Why the US, Japan, Australia, Turkey—and Even Iraq—Are Destined to Become the Kings of the World's Most Popular Sport*. Nation Books, 2012. Print. (Selections)
- Nixon II, Howard L. "Gender and Sport." *Sport in a Changing World*. New York, Routledge, 2016. 63-71. Print.
- Pliny the Younger. "Fanatical Fans (Letters 9.6)." *As the Romans Did: A Source Book in Roman Social History*. Ed. Jo-Ann Shelton. New York: Oxford UP, 1988. 341-42. Print.
- Renan, Ernest. "What is a Nation?" *Becoming National: A Reader*. Ed. Geoff Eley and Ronald Grigor Suny. New York and Oxford: Oxford UP, 1996. 41-55. Print.
- Rosalsky, Greg. "Why America Doesn't Love Soccer (Yet)." Audio blog post. Freakonomics Radio Podcast, 12 June 2014. Web. 8 January 2017.

Seinfeld, Jerry. "Rooting for Laundry." Late Show with David Letterman. CBS, 1994. Television.

**Selected additional readings will be available on Blackboard.**

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### **Evaluation**

A. Class Participation and Preparation	10%
B. Reading Quizzes	10%
C. Written Exercises (3)	30%
D. Unit Exams (3)	30%
E. Final Project	20%

#### **A. Class Participation and Preparation (10%)**

Regular attendance and active participation are important to the student's success in this course. Participation refers to your ability to engage attentively in classroom activities. Evidence of willingness to participate and of having prepared for class is extremely important. Although it is difficult to transcend subjective factors in evaluating class participation, there are several explicit criteria. They include:

1. preparedness
2. the subsequent ability to make valuable contributions to the course. In turn, valuable contributions are, among others,
  - a. volunteering relevant information
  - b. asking questions whose answer benefit the group at large
  - c. the ability to provide intelligent answers to the teacher's and peers' questions
  - d. the ability to engage in productive group and pair work
  - e. the contribution of relevant personal experiences and observations

Please note that coming to class in itself is not considered evidence of good class participation, rather it is a prerequisite. Class participation is calculated into the final grade for this course. Absence therefore affects the final participation grade.

Due to the interactive nature of the course and out of courtesy for all present, **all electronic devices must be silenced and put away before entering the classroom.** Any student using a device during class will be asked to leave the classroom and may be marked absent for the period.

**Pay attention. Ask questions. Respect the class.**

**B. Reading Quizzes (10%):** Approximately once a week, for a total of ten (10) times, the professor will give an unannounced reading comprehension exercise. These will be quizzes or brief writing exercises (worth 10 points each) that will stem from text and the comprehension questions assigned for each reading. **You may not make up any reading quiz that you miss due to absence from class. At the end of the semester, your lowest quiz grade will be dropped from your final quiz average.**

**C. Written Exercises (30%):** Students will write three (3) critical papers (of at least 500 words) in order to develop, practice, and demonstrate critical analysis and interpretation. You will be graded based on the quality and depth of thought, overall length of the essay, grammar and organization. All written work must be typed and double spaced. Specific guidelines for each assignment will be given during the semester.

**1. Team Relocation Paper.** Students will research news articles or historical sources related to a professional sports team in the United States that has relocated during its history (e.g., Brooklyn-to-Los Angeles Dodgers) in order to understand the effects that this relocation has had on both the origin and destination cities and fan bases. Students will then write a creative paper from the perspective of different people whom this move affected. (Student Learning Outcomes: 1, 4, 5)

**2. HPU Panther Nation.** Students will attend two HPU basketball games (**Women's Basketball vs. Winthrop on Tuesday, 13 February (7:00pm), and Men's Basketball vs. Longwood on Thursday, 22 February (7:00pm).** See alternate dates if necessary.). During the games, students will observe the fans in the stadium and then write an analysis of the type of fans that our basketball teams attract and of the differences between both sets of fans. (Student Learning Outcomes: 1, 5, 8)

**3. Big Questions Essay.** Students will answer the Big Questions Essay prompt in order to define and discuss how collective identity—as expressed through national and professional sports teams—reflects and informs personal identity. (Student Learning Outcomes: 1, 2, 5, 6, 7, 8)

**\*\*\*Late policy for Written Exercises:** Essays are due on the assigned dates. **I will accept late papers up to one week (2 classes) after the due date.** Each late class period will result in a reduction of your grade by one letter grade. After one week, your grade will be a zero (0) for that assignment. **Note:** Holidays do not count as class days.

**D. Unit Exams (30%).** There will be three (3) unit exams. These exams will be based on the content of assigned readings, class discussions, material covered in class and on how the student can apply specific reading techniques to new material. (Student Learning Outcomes: All)

**E. Final Project (20%).** The final group project is a creative collaboration in which groups of students will review and synthesize the concepts of collective and individual identity studied during the semester in order to create an original sports franchise. Students will present their franchise to their classmates and will explain their design by using concepts of collective identity that we have studied during the semester. Each group must submit a **1-2-page summary** of their project to the professor on the day of the presentation (10% of project grade). (Student Learning Outcomes: 1, 2, 5, 6, 8)

### Special Events

Please note the following class events on the calendar. These events are linked to our class discussions and assignments and are required events. Please feel free to invite friends from outside of class to attend with you.

**Game Days.** We will attend the following sporting events. They are all tied to the “HPU Panther Nation” writing assignment and class discussion.

- **HPU Women’s Basketball** vs. Winthrop. Tuesday, 13 February, 7:00pm.
- **HPU Men’s Basketball** vs. Longwood. Thursday, 22 February, 7:00pm.

If you are not able to attend the games with the class, you may attend one or both of the following **alternate games** on your own:

- **HPU Women’s Basketball** vs. Charleston Southern. Tuesday, 20 February, 7:00pm
- **HPU Men’s Basketball** vs. Gardner-Webb. Sunday, 18 February, 2:00pm

### Course Policies

#### **Grading Scale:**

97-100	A+	94-96.99	A	90-93.99	A-
87-89.99	B+	84-86.99	B	80-83.99	B-
77-79.99	C+	74-76.99	C	70-73.99	C-
67-69.99	D+	64-66.99	D	60-64.99	D- Below 60 F

**Grading Criteria:** The Department of World Languages, Literatures, and Cultures follows the University grading criteria system as found in the *High Point University Undergraduate Bulletin* and as outlined below:

**A= (superior/outstanding)** is the highest grade earned; it is reserved for those students whose work is of a markedly outstanding quality in all the different components of the course.

**B= (excellent/very good)** is the grade earned for work which, while not notably superior, is clearly above average in all the different components of the course.

**C= (average)** is the grade earned for satisfactory work in all or almost all component of the course. It is the work done by the average student.

**D= (inferior/below average)** is the grade for work which, while not altogether satisfactory, is good enough to receive credit for the course.

**F= (failure)** is the grade earned for failure and indicates that no credit can be received for the course except by repetition. The student failed the majority of the course components.

**Attendance Policy:** The Department of World Languages, Literatures, and Cultures does not distinguish between excused and unexcused absences. **Any student who accumulates two (2) absences for any reason will be placed on attendance probation. Any student who accumulates two (2) absences after being put on probation may be dropped from the course.** Students who must miss class because of required university activities (such as participation on an inter-varsity sport team) should notify the instructor prior to the absence and make any necessary arrangements for work missed. There are normally no make-up quizzes/exams. Unjustified failure to take a quiz or exam may result in a grade of “0” for that quiz or test. If the test/quiz was missed due to extreme circumstances the instructor will discuss with the student alternate means of assessment. Work is due when

stipulated in the syllabus. Assigned work will not be accepted late, except in cases of documented illness or personal emergency.

**Academic Honesty.** All academic work, written or otherwise, submitted by students is expected to be the result of their own thought, research or self-expression. The instructor supports and will enforce the student honor code in every aspect of student evaluations. Every High Point Student is honor-bound to refrain from cheating, collusion, and plagiarism. Besides, students are honor-bound to confront violations of the University Honor Code if they observe them.

**Students with Disabilities:** Students who require classroom accommodations due to a diagnosed disability must submit the appropriate documentation to the **Disability Support Office located on the 4th floor of Smith Library** or by contacting Birshari Cox, Director of Disability Support Services, at [bcox@highpoint.edu](mailto:bcox@highpoint.edu). A student's request for accommodations should be made at the beginning of each semester/course. **Please note that accommodations are not retroactive.**

### **Writing Center**

The Writing Center provides writing assistance for students at any level of study – from freshman to graduate – at any stage in the writing process, from invention through revision. The Writing Center staff will be available in a variety of locations around campus during various hours throughout the day, Monday through Friday. Go to <https://highpoint.mywconline.com/> to make an appointment. Appointments can only be made through the online portal. Appointments will be available starting January 16, 2018 for the Spring 2018 semester.

Writing Center tutors do not proofread or edit students' papers for them, but they do work with students to help them develop strategies for improving their writing in light of their respective assignments, instructors, and writing styles. For more information, contact Writing Center Director, Dr. Leah Schweitzer at [lschweit@highpoint.edu](mailto:lschweit@highpoint.edu) or 336-841-9106.

## **Course Content**

### **Unit I - Rooting for Laundry: Individual and Collective**

This unit will focus on how an individual becomes part of a collective unit when he/she declares him/herself a fan of a particular sports team. We will read theoretical texts on nationalism and symbolism to question how fans can be considered a “nation” that transcends geographical boundaries. We will consider professional sports teams in the United States so that students may relate their own allegiances to these theories and consider how they may situate themselves within one or more of these so-called “nations.”

### **Unit II - Fear and Loathing: Professional Sport and Politics in Spain**

In this unit, students will transfer the theories of nationalism from Unit I to real political examples in Spain. This unit will begin with an introduction to Spanish history, geography, and politics, so that students may become familiar with questions of nationalism and regionalism within the modern Spanish state. Afterwards, we will study the intense rivalry that exists between the two most successful professional soccer clubs in Spain—FC Barcelona and Real Madrid CF—as an expression of the political tensions that exist between the federal Spanish state and its staunchly independent regions.

### **Unit III - Football vs. Football: Sport and National Identity**

After considering how professional sports teams can be tied to collective identity (Units I and II), the course will shift its focus from professional teams to national sports teams, (i.e., those that represent their nations in international competitions such as the World Cup). The unit will especially focus on support of the United States Men’s and Women’s National Soccer Teams in order to reveal how supporting a national team is not always “politically correct” (i.e., not accepted by all parties across the political spectrum). In the United States, the notion of soccer as “un-American” reveals a political and social division that may not have been as evident when the students were studying professional allegiances in Unit I. We will also question the disparity in support for men’s and women’s sports, for which soccer may be an exception. The course ends with a practical reflection on the concepts that we have studied throughout the semester and an application of those concepts as they create their own sports franchise.

## Course Calendar

The accompanying course schedule provides a basic outline for the course activities. The instructor may vary the schedule occasionally if circumstances call for it.

JANUARY			
1	Tuesday	9 January	<b>First Day of Classes</b> Course Introduction
	Thursday	11 January	<b>Unit I - Rooting for Laundry: Individual and Collective</b> Seinfeld, Jerry. "Rooting for Laundry." Pliny the Younger. "Fanatical Fans (Letters 9.6)." Moore, Wes. <i>The Work</i> .
2	Tuesday	16 January	<b>What is a Team?</b> The symbolism of sport: team uniforms
	Thursday	18 January	<b>What is a Team?</b> The symbolism of sport: team logos
3	Tuesday	23 January	<b>What is a Fan?</b> Gulbrecht, <i>In Praise of Athletic Beauty</i> (selections)
	Thursday	25 January	<b>What is a Fan?</b> Gulbrecht, <i>In Praise of Athletic Beauty</i> (selections)
4	Tuesday	30 January	<b>Essay 1: Team Relocation Paper</b> <b>What is a Nation?</b> Renan, "What is a Nation?"
	<b>FEBRUARY</b>		
	Thursday	1 February	<b>What is a Nation?</b> Anderson, "Introduction"; Smith, "Nationalism"
5	Tuesday	6 February	<b>Hooligans.</b> Bill Buford, <i>Among the Thugs</i> . (selections)
	Thursday	8 February	<b>Hooligans. Film:</b> <i>Green Street Hooligans</i>
6	Tuesday	13 February	<b>Red Sox "Nation"</b> <b>Film:</b> <i>Fever Pitch</i>
	Tuesday	13 February	<b>Game Day: Women's Basketball vs. Winthrop, 7:00pm</b>
	Thursday	15 February	<b>Unit I Exam</b>
	Sunday	18 February	<b>[Alternate Game Day: Men's Basketball vs. Gardner-Webb, 2:00pm]</b>



7	Tuesday	20 February	<b>Unit II - Fear and Loathing: Professional Sport and Politics in Spain</b> The Invention of Spain - Nationalism and Regionalism Ashton, Ch. 1 "Background to Spain's State of Autonomies," and Ch. 2 "Tensions Flair"
	Tuesday	20 February	<b>[Alternate Game Day: Women's Basketball vs. Charleston Southern, 7:00pm]</b>
	Thursday	22 February	<b>Sport and ideology: The Spanish Civil War and Postwar</b> Ashton, Ch. 4 "The Opiate of the Masses," London, "The Ideology and Practice of Sport."
	Thursday	22 February	<b>Game Day: Men's Basketball vs. Longwood, 7:00pm</b>
8	Tuesday	27 February	<b>Barcelona vs. Madrid.</b> <i>Fear and Loathing in La Liga. 1-2.</i>
	<b>MARCH</b>		
	Thursday	1 March	<b>Essay 2: HPU Panther Nation</b> <b>Barcelona vs. Madrid.</b> <i>Fear and Loathing in La Liga. Fear and Loathing in La Liga. 5-5.</i>
		<b>5-9 March</b>	<b>ACADEMIC HOLIDAY (NO CLASSES)</b>
9	Tuesday	13 March	<b>Barcelona vs. Madrid.</b> <i>Fear and Loathing in La Liga. 11-13.</i>
	Thursday	15 March	<b>Barcelona vs. Madrid.</b> <i>Fear and Loathing in La Liga. Ch. 19 "The Ballboy and the Translator"</i>
10	Tuesday	20 March	<b>Barcelona vs. Madrid.</b> Catalonia vs. Spain today.
	Thursday	22 March	<b>Unit II Exam</b>
11	Tuesday	27 March	<b>Unit III - Football vs. Football: Sport and National Identity</b> Kuper, Simon and Stefan Szymanski. <i>Soccernomics</i> , Chapter 19, "Made in Amsterdam"
	Thursday	29 March	International Tournaments. Doyle, <i>The World is a Ball</i> (Selections)
<b>APRIL</b>			
12	Tuesday	3 April	Kuper, Simon and Stefan Szymanski. <i>Soccernomics</i> , Chapter 11, "Football versus Football"
	Thursday	5 April	Team USA: Watching Landon Donovan's Goal <b>Film:</b> <i>The Miracle Match</i>

13	Tuesday	10 April	<b>Essay 3: Big Questions Essay</b> <b>The American Culture Wars:</b> <i>How Soccer Explains the World</i> . Ch. 10 “How Soccer Explains the American Culture Wars”; Doyle, <i>The World is a Ball</i> (Selections)
	Thursday	12 April	<b>The American Culture Wars:</b> Editorializing Soccer
14	Tuesday	17 April	<b>Gender and Sport:</b> Women’s Sports
	Thursday	19 April	<b>Gender and Sport:</b> The Women’s World Cup
15	Tuesday	24 April	<b>Last Day of Classes</b> <b>Final Project Presentation:</b> Your New Favorite Team
<b>EXAMS</b>			
	Monday	30 April	<b><u>Final Exam</u> - Section 12 (TTh 1:35). 4:00-7:00pm</b>
	Tuesday	1 May	<b><u>Final Exam</u> - Section 09 (TTh 3:35). 4:00-7:00pm</b>