

# CCS 325: The Global Game: Soccer and the Politics of Sport



Professor Melissa M. Forbis

Monday & Wednesday

11:00 – 12:20 pm

152 Lt. Engineering Bldg



## Contact Information:

### Office:

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E-mail is the best way to  
reach me.

### Office Hours:

Monday 1-2pm

Wednesday 9:30-10:30am

By appointment

## + Required Books

Goldblatt, David. 2006.  
*The Ball Is Round: A  
Global History of Soccer.*  
New York: Riverhead  
Books.

All other readings will  
be on the course  
Blackboard site.

## Course Description

Soccer – better known as football outside of the United States – is the single most popular sport in the world. This seminar will explore the complexities of globalization using soccer as a cultural and anthropological window, and more generally, direct students to think critically about the political implications of sport in contemporary societies. The course explores the ways sports constitute and disrupt social understandings of nation, race, gender, and sexuality within specific national contexts and across borders.

We will consider the impact of sports “beyond the playing field.” Topics include: the political economy of competitive sports; the connections between soccer and the shaping of national and migrant identities; the manipulation of soccer by the state in Latin America; the race, gender, and sexual dynamics behind soccer as a practice and a spectacle; the creation of “violent” soccer fans; and the place of soccer in movements for social justice.



## Course Requirements

- 1. Attendance:** Regular attendance in class is required. You are allowed three absences of any kind. More than three absences will lower your grade by one letter.
- 2. Course Participation Exercises:** You are expected to attend and participate in this course, and should **have copies of your texts and readings** in order to facilitate our discussion. I will assign short in-class writing assignments, group exercises, pop quizzes, and homework. If you are absent, you cannot receive credit for this work.
- 3. Media Analysis Portfolio:** Each student will complete a portfolio (min. 5-pages) analyzing key concepts of the course materials as they relate to images in the media. Due March 11.
- 4. Fieldwork Assignment:** Each student will attend a soccer match or watch a televised match in public and write about the experience as it relates to key concepts in class. Due: April 17.
- 5. Research Project:** Each student will complete a short case study paper ( min. 5-pages) on a topic related to soccer and globalization. Due: May 14.



### Grading Breakdown:

1. Class Participation Exercises (30%)
2. Fieldwork Assignment (20%)
3. Media Portfolio (20%)
4. Research Project (30%)

### Grade Scale:

A 94-100, A- 90-93, B+ 87-89, B 84-86, B- 80-83, C+ 77-79,  
C 74-76, C- 70-73, D+ 67-69, D 60-66, F 0-59



## Calendar

## Readings and Assignments

Note: Schedule Subject to Revision



### *Week 1 – Introduction to Course and Concepts*

**January 28**

Introduction to the Course - Why Study Sport?

Review of Syllabus

**January 30 – *What is Globalization?***

Inda and Rosaldo, *The Anthropology of Globalization: A Reader*, Introduction

### *Week 2 – The Rise of the Global Game*

**February 4**

Giulianotti & Robertson, *Globalization and Football*, Ch. 1

**February 6**

Goldblatt, Chs. 2, 4

### *Week 3 – The Rise of the Global Game cont.*

**February 11**

Goldblatt, Chs. 5, 6, 7

**February 13**

Galeano, Selections from *Soccer in Sun and Shadow*

### *Week 4 – Football and the State*

**February 18**

Goldblatt Ch. 9

Film Clips from “Football and Fascism”

**February 20**

Goldblatt Ch. 13



***Week 5 – Latin America: Football, State Power and International Politics*****February 25**

Goldblatt, Ch. 15

**February 27**

Film: The Two Escobars (2010)

***Week 6 – More than Just Rivals*****March 4**Foer, *How Soccer Explains the World*, Ch. 2

Batuman, “Life among Istanbul’s soccer fanatics”

Clips from Celtic-Rangers Old Firm documentary

**March 6**Ball, selections from *Morbo*

Film: El Clasico: More than a Game (2011)

***Week 7 – Race and National Identity*****March 11**Dubois, *Soccer and Empire. The World Cup and the Future of France* Chs. 5, 6, 7**March 13**

Article Packet on Racism in Soccer

**Due: Media Portfolio*****Week 8 – Spring Break*****March 18 and 20****No Class*****Week 9 – Sport and Identity: US Exceptionalism and Migration*****March 25**Markovits & Hellerman, *Offside! Soccer and American Exceptionalism*, Chs. 2, 3

FILM: Once in a Lifetime: The Extraordinary Story of the New York Cosmos

**March 27**

Pescador, “¡Vamos Taximaroa! Mexican/Chicano Soccer Associations and Transnational/Translocal Communities, 1967–2002”

***Week 10 – Masculinity, Belonging and Violence*****April 1**Magazine, *Golden and Blue Like My Heart. Masculinity, Youth, and Power Among Soccer Fans in Mexico City*, Ch. 4**April 3**

Article Packet on Homophobia in Sports

## Help & Resources

### Feeling lost or overwhelmed?

#### 1. Make an appointment with me

You are welcome to email me, or make an appointment to meet during my office hours. Many questions and issues can be easily resolved this way.

#### 2. Meet with your classmates

Often other members of class can help you understand a concept or explain an assignment.

#### 3. Get to know the Reference Desk

Librarians are experts in helping you use the library's resources effectively.

#### 4. Use the Writing Center

The Writing Center is a free resource for any stage of the writing process, aimed at helping you improve your writing skills. It's located in Humanities 2009, (631) 632-7405.

#### 5. Academic and Transfer Advising Services

In the case of more serious issues, you should make an appointment with Academic and Transfer Advising Services, E-2360 Melville Library, (631) 632-7082.

<b>Week 11 – <i>The Rise of the Women's Game</i></b>
<b>April 8</b> Longman, <i>The Girls of Summer</i> , Selected Chapters
<b>April 10</b> Articles Packet on Women's World Cup Film Clips: Offside (2006) & Bend it Like Beckham (2002)
<b>Week 12 – <i>The Big Business of Global Football</i></b>
<b>April 15</b> Giulianotti & Robertson, <i>Globalization and Football</i> , Ch. 3
<b>April 17</b> Goldblatt Ch. 17, 18, 19
<b>Due: Fieldwork Assignment</b>
<b>Week 13 – <i>The Changing Face of African Soccer</i></b>
<b>April 22</b> Alegi, <i>African Soccerscapes</i> , Chs. 5 & 6
<b>May 24</b> Pelak, "Women and gender in South African soccer: a brief history"
<b>Week 14 - <i>The Global Game</i></b>
<b>April 29</b> Film: "Pelada" (Dir: Boughen et. al. 2010)
<b>May 1</b> Turnbull, Raab and Satterlee, selections from <i>The Global Game: Writers on Soccer</i>
<b>Week 15 – <i>Football and Social Justice</i></b>
<b>May 6</b> Kuhn, "Alternative Football Culture" Selections from <i>Freedom through Football</i> Film clips
<b>May 8 LAST CLASS DAY!</b> Final Reflections
<b>Final Exam Period – May 14</b>
<b>DUE: Final Research Project</b>



## EVENTS

Sporting Matters: Sexualities, Gender, and  
Race in the 21st Century  
March 26 Jennifer Doyle Lecture  
April 25 Dave Zirin and Symposium

There are hundreds of sports and soccer-specific blogs and online resources. Here are a few to start!

### Football is Coming Home:

<http://www.footballiscominghome.info>  
Has a long list of links to other blogs and news sources.

### Football Scholars Forum:

<http://scholars.footy-forum.net/>

### Edge of Sports:

<http://www.edgeofsports.com/>

### From a Left Wing:

<http://fromaleftwing.blogspot.com/>

## Course Policies AKA the really important details!

Classroom respect: All cell phones must be silenced and out of reach. You are not allowed to use a laptop in class unless you are granted permission. **Two points will be deducted from your total grade for each infraction.** Chronic lateness will result in points being deducted at the instructor's discretion. Use the bathroom and conduct any other business you have before and after class.

Attendance: Regular attendance in class is required. You are allowed three absences of any kind. More than three absences will lower your grade by one letter. Plan wisely!

Blackboard: Course readings and communication will be conducted through the university Blackboard site and it is your responsibility to make sure that you can access the site.

Required writing format: All writing for the course must be double-spaced and use size 12 fonts (for example, Times, Times New Roman or Palatino) with 1" margins and a standard form of citation. Unless you are versed in using another style, please follow the Chicago Manual of Style (available at the library and online). Pages must be **numbered and stapled** or I will deduct points.

Late or missing work: Emergency situations with **written documentation** will be excused. Late or missing work without a documented excuse will be marked down 10% for each day late up to 7 days. On the 7<sup>th</sup> day, late work will convert to zero (0) points. **I do not accept e-mailed assignments—no exceptions.**

**Academic Dishonesty and Plagiarism**

Collaboration and group work is encouraged in this course, but I expect the work that you turn in to be your own. Academic dishonesty includes the act of borrowing ideas from others (classmates, books, journal articles, websites, etc.) and claiming them as your own. Credit for ideas you find elsewhere must be given in your work, and the source must be cited. Copying information from websites, without using quotation or providing proper citation is also plagiarism. You should familiarize yourself with the University's policies on academic conduct, which can be found at <http://www.stonybrook.edu/uaa/academicjudiciary/>.

**Accommodations for Students with Disabilities**

Stony Brook University will make reasonable accommodations for students with documented disabilities. If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact Disability Support Services at (631) 632-6748 or <http://studentaffairs.stonybrook.edu/dss/>. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential. Any student with a documented disability needing academic adjustments or accommodations is requested to speak with the instructor during the first two weeks of class. All discussions will remain confidential.

**Critical Incident Management:** Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn.

## HOW TO DO WELL IN THIS COURSE

Approach it...

- with an open mind
  - with a willingness to read
    - with a willingness to ask questions
      - with *critical thought*