

PSY 391X / SOC 391X: The World Cup in Mind and Society

Fall 2022 - DB 231



Instructor Information

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Office: BC 144

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Office Hours (I should usually be in BC 144 at these times, but will also be available via Zoom in my regular meeting room:

[uportland.zoom.us/j/7284758438](https://portland.zoom.us/j/7284758438)):

Mondays 3:00pm-4:00pm

Thursdays 2:00pm-3:00pm



<https://www.soccerbible.com/news/2019/09/fifa-unveil-qatar-2022-world-cup-emblem/>

<https://cartoonmovement.com/cartoon/fifa-world-cup-qatar>

What is this course about? Here's the official *course description and purpose*: This class will use soccer's World Cup hosted by Qatar during November and December of 2022 to investigate social and psychological phenomena embedded in sports and global spectacle. Students will analyze the attitudes, behaviors, and meanings associated with mega-events to learn about topics including social identity, nationalism, fanaticism, peak performance, development, and sport cultures.

As a broad ideal, the course is also designed to encourage you to use tools and ideas from the social sciences, and from the liberal arts more generally, to engage with thinking fandom - a way of attending to sport and society that empowers your intellectual curiosity and your critical consciousness.

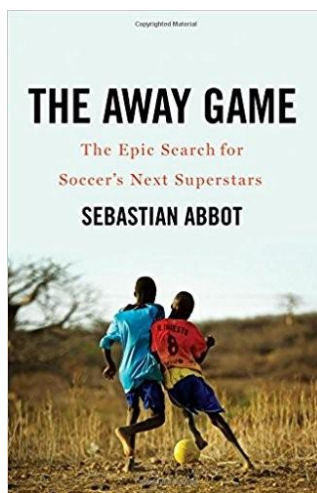
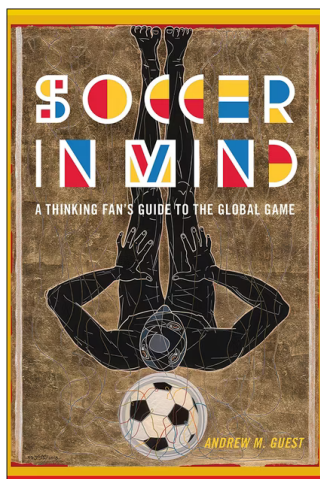
This course can also fulfill a requirement for *the exploration level of the University Core Curriculum*. The idea here is that the University of Portland offers a liberal arts Core Curriculum with a vision of students acquiring knowledge, skills, and values that will prepare you to respond to the needs of the world and its human family. As part of the exploration level in the core, courses invite students to engage with important questions by drawing on multiple disciplines and different ways of knowing. As priorities for this Core class, we will focus on the following two Core Habits and related Core Learning Goals:

- *Global and Historical Consciousness*, with the goal of helping students to “demonstrate a historical and cultural consciousness”
- *Scientific and Quantitative Literacy and Problem Solving*, with the goal of helping students to “use empirical analysis to address human, social, or ecological problems”

If all this works, by the end of the course you should achieve our ***student learning outcomes*** by being able to:

- Identify cultural meanings and practices that intersect with global sport (*related Core Habit: Global and Historical Consciousness*)
- Employ a social scientific lens, along with social science concepts, to evaluate the potential social and psychological impact of soccer, sports, competition, play, and games (*related Core Habit: Scientific and Quantitative Literacy and Problem Solving*)
- Articulate key social and psychological factors involved in elite performance and talent development.
- Use sports, competition, play, and games as ways of illuminating psychological and sociological phenomena.

We’ll also have regular ***readings***, many of which will be research articles and scholarly essays that you can find on our course Moodle site and some of which will come from two ***required books***:



- Guest, A.M. (2022). *Soccer in Mind: A Thinking Fan's Guide to the Global Game*. Rutgers University Press.
- Abbot, S. (2018). *The Away Game: The Epic Search for Soccer's Next Superstars*. W.W. Norton & Company.

Readings may be added or subtracted over the course of the semester, but we’ll generally stick to the below ***course schedule***, with a regular Friday ‘Intellectual Pelada’ where we workshop ideas related to course material for the purposes of developing brief on-line essays about the social science of soccer:

pelada

[peˈlada]

FEMININE NOUN

football game



Pelada is an improvised and generally short game of football. It is still played today wherever there are pieces of open land and even on the streets.

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Week 1

Monday, August 29th: Watching the World Cup through social science lenses, part I

Wednesday, August 31st: Watching the World Cup through social science lenses, part II

- To read: *Soccer in Mind* Preface and Chapter 1: Lenses — Psychology, Sociology, and the Ways Soccer Explains Us

Friday, September 2nd: (Intellectual) Pelada #1

- Field Notes #1 (to post to a class Moodle forum): Use the social science lenses we've discussed this week to think through how soccer explains Portland? Take one picture, and pull something from the web, that offers insight into the meanings of soccer in the place we all share in common.

Week 2

Monday, September 5th: Fandom, part I

- *Soccer in Mind* Chapter 2: Fans — Losing Your Mind and Finding Your Place

Wednesday, September 7th: Fandom, part II

- Rees, T., Haslam, S. A., Coffee, P., & Lavalley, D. (2015). A social identity approach to sport psychology: Principles, practice, and prospects. *Sports medicine*, 45(8), 1083-1096.
- Ismer, S. (2011). Embodying the nation: football, emotions and the construction of collective identity. *Nationalities Papers*, 39(4), 547-565.

Friday, September 9th: (Intellectual) Pelada #2

- Field Notes #2 (to post to a class Moodle forum): Use our understandings of fandom to construct a case study, based on an interview, or a contemporary fan. Find at least one person to talk with who is quite excited about one of the upcoming World Cups, and learn about why. Write up a brief case study that integrates at least one concept from the week's class material.

Week 3

Monday, September 12th: Players, part I

- *Soccer in Mind* Chapter 4: Players — Talent Development Versus Human Development

Wednesday, September 14th: Players, part II

- Sokolove, M. (2010, June 2). [How a soccer star is made](#). From *The New York Times Magazine*
- Carpenter, L. (2016, June 1). ['It's only working for the white kids'](#): American soccer's diversity problem. From *The Guardian*

- Ford, P. R., Carling, C., Garces, M., Marques, M., Miguel, C., Farrant, A. & Williams, M. (2012). The developmental activities of elite soccer players aged under-16 years from Brazil, England, France, Ghana, Mexico, Portugal and Sweden. *Journal of sports sciences*, 30(15), 1653-1663.

Friday, September 16th: (Intellectual) Pelada #3

- Field Notes #3 (to post to a class Moodle forum): Research a sport talent development system you know or are curious to know (could be a soccer system, but could also be another sport). Write up a brief case study that integrates at least one concept from the week's class material, and unpacks the underlying understanding of human development embedded therein.

Week 4

Monday, September 19th:

- Quiz #1 - review of material from the first three weeks of class

Wednesday, September 21st: Players, part II

- Abbot, S. (2018). *The Away Game*: Prologue through Chapter 3 (to page 62)

Friday, September 23rd:

- No regular class meeting due to the inauguration of UP's new president.

Week 5

Monday, September 26th: Players, part III

- Abbot, S. (2018). *The Away Game*: Chapters 4 - 6 (pages 65 - 124)

Wednesday, September 28th: Players, part IV

- Abbot, S. (2018). *The Away Game*: Chapters 7 - 9 (pages 125 - 192)

Friday, September 30th: (Intellectual) Pelada #4

- Field Notes #4 (to post to a class Moodle forum): Design your own talent development system: if you were a billionaire in charge of a country and really wanted to develop World Cup caliber talent, what would your system look like? Write up a proposal to send to a future World Cup host, and integrate at least two concepts that we've discussed in relation to *The Away Game*.

Week 6

Monday, October 3rd: (No Longer Players), Part I

- Abbot, S. (2018). *The Away Game*: Chapters 10 - Epilogue (pages 195 - 259)

Wednesday, October 5th: (No Longer Players), Part II

- Martin, A. (2017, February 26). [Preparing elite athletes for transition to life after sport should begin in childhood](#).
- Van der Meij, N., Darby, P., & Liston, K. (2017). "The Downfall of a Man is Not the End of His Life": Navigating Involuntary Immobility in Ghanaian Football. *Sociology of Sport Journal*, 34(2), 183-194.
- Brown, G., & Potrac, P. (2009). 'You've not made the grade, son': de-selection and identity disruption in elite level youth football. *Soccer & Society*, 10(2), 143-159.
- Hickey, C., & Roderick, M. (2017). The presentation of possible selves in everyday life: the management of identity among transitioning professional athletes. *Sociology of Sport Journal*, 34(3), 270-280.

Friday, October 7th: (Intellectual) Pelada #5

- Field Notes #5 (to post to a class Moodle forum): What are the particular psychological burdens that come from sport success (and which might relate to success of any sort)? Based on either an interview with someone you know, or a case study drawn from media reports of top athletes (not just limited to soccer players), write up a summary of the key psychological challenges of success.

Week 7

Monday, October 10th: Performances, Part I

- *Soccer in Mind* Chapter 5: Performances — Mental Skills, People Skills, and the Psychology in Soccer

Wednesday, October 12th: Performances, Part II

- Lyttleton (2015) “The Oslo solution?” from *Twelve Yards: The Art and Psychology of the Penalty Kick*
- Wood, G., Jordet, G., & Wilson, M. R. (2015). On winning the “lottery”: psychological preparation for football penalty shoot-outs. *Journal of sports sciences*, 33(17), 1758-1765.
- Jordet, G. (2011, August). Performing under pressure: What can we learn from football penalty shoot-outs?. The British Psychological Society.

Friday, October 14th: (Intellectual) Pelada #6

- Field Notes #6 (to post to a class Moodle forum): What are the psychological skills from sport that are most relevant to any performance endeavor (including doing well on mid-terms in college!)? Write up a self-reflection that offers examples drawn from course material on the psychological skills that seem most relevant to (healthy) peak performance.

Week 8

Monday, October 17th through Friday October 21st: Fall Vacation, No Classes

Week 9

Monday, October 24th: Performances, Part III

- Tod, D. (2014). Psychological skills training. In *Sport Psychology: The Basics* (pp. 138-158). New York: Routledge.

Wednesday, October 26th: Performances, Part IV

- Extra Gear / Blackmer briefs on “Mental Planning”, “Goal Setting”, “Intensity Regulation”, “Self-Awareness”, “Self-Talk”, “Concentration Building”, and/or “Imagery Training”

Friday, October 28th:

- Quiz #2

Week 10

Monday, October 31st: Impacts, Part I

- *Soccer in Mind* Chapter 6: Impacts — Players, Games, and the Greater Good

Wednesday, November 2nd: Impacts Part II

- Mudd (2021) [“Are You a Bad Person for Watching the Olympics?”](#)
- [The Worker’s Cup \(2018\)](#) Documentary film.
- Dorsey 2022 - [Qatar World Cup offers lessons for human rights struggles](#).

Friday, November 4th: (Intellectual) Pelada #7:

- Field Notes #7 (to post to a class Moodle forum): Should we Watch? What are the moral and ethical considerations of hosting a global mega event in a place such as Qatar, and what does that mean to you? Write up a brief position statement for why, knowing all that we know about the problems of global mega-events, we should (or should not) watch.

Week 11

Monday, November 7th: Initiatives, Part I

- *Soccer in Mind* Chapter 7: Initiatives — Soccer for Development and Peace

Wednesday, November 9th: Initiatives, Part II

- Amara, M., & Ishac, W. (2021). Sport and development in Qatar: International and regional dynamics of sport mega-events. In *Sport and Development in Emerging Nations* (pp. 141-153). Routledge.
- Tower, W. (2010, June). Own goal: How homeless soccer explains the world. *Harper's Magazine*.
- Sherry, E. (2010). (Re) engaging marginalized groups through sport: The Homeless World Cup. *International Review for the Sociology of Sport*, 45(1), 59-71.
- Magee, J., & Jeanes, R. (2013). Football's coming home: A critical evaluation of the Homeless World Cup as an intervention to combat social exclusion. *International Review for the Sociology of Sport*, 48(1), 3-19.

Friday, November 11th: (Intellectual) Pelada #8

- Field Notes #8 (to post to a class Moodle forum): Where might we give? Research an organization that uses sport for development and peace, and make a case (using concepts from the week's course material) for why that organization should make a donation. The organization the class finds most compelling will get a donation from Dr. Guest to compensate for any royalties earned through class book purchases!

Week 12

Monday, November 14th: Cultures

- *Soccer in Mind* Chapter 3: Cultures — Soccer is Familiar, Soccer is Strange

Wednesday, November 16th: Cultures - Case Studies

- We'll use time this class meeting to set up case studies for the following weeks when the World Cup starts

Friday, November 18th:

- Quiz #3

Week 13

Monday, November 21st: USA vs. Wales — 11:00am kick-off

- Group presentations: Meanings of the Game in ...

Wednesday, November 23rd: Canada vs Belgium — 11:00am kick-off

- Group presentations: Meanings of the Game in ...

Friday, November 25th: Thanksgiving Break (and USA vs England at 11:00am)

Week 14

Monday, November 28th: Portugal vs Uruguay — 11:00am kick-off

- Group presentations: Meanings of the Game in ...

Wednesday, November 30th: Mexico vs Saudi Arabia *and* Poland vs Argentina — 11:00am kick-off

- Group presentations: Meanings of the Game in ...

Friday, December 2nd: Cameroon vs Brazil *and* Serbia vs Switzerland — 11:00am kick-off

- Group presentations: Meanings of the Game in ...

Week 15

Monday, December 5th: Round of 16 teams TBD — 11:00am kick-off

- *Soccer in Mind* Chapter 8: Futures — Toward Thinking Fandom

Wednesday, December 7th:

- Exploring and Learning: How we can use multiple ways of knowing (and habits from the UP Core Curriculum) to be 'thinking fans'

Friday, December 9th: Quarterfinal #4 teams TBD — 11:00am kick-off

- Class wrap-up, along with final paper outlining, drafting, and/or feedback

Finals Week

Thursday, December 15th: World Cup (in Mind and Society) Final (papers due by the time of our exam time slot: 8:00 - 10:00am)

[and, just in case...Sunday, December 18th: World Cup Final]

So, how will all this add up as ***points for your final grade?***

Quizzes (3 at 40 points each)	120 points
Field Notes (7 out of 8 at 20 points each)	140 points
Case Studies	
Presentation (40 points)	40 points
Paper (100 points each)	100 points
Scholarly Engagement & Pelada Contributions	100 points
Total points possible	500 points

Grades will be assigned using a standard scale based on the percentage of total points you earn in the class (93% = A, 90% = A-, 87% = B+, 83% = B, 80% = B-, 77% = C+, 73% = C, 70% = C-, 67% = D+, 63% = D, 60% = D, below 60% = F).

And what are each of these ***evaluation tools*** about?

Quizzes – There will be three quizzes spaced through the first three quarters of the class. Each will include multiple choice questions and short answer question. Questions will cover assigned readings and material covered during course meetings.

Field Notes – Before eight Friday class meetings you will need to engage with various ‘field notes’ tasks in an on-line forum on the course Moodle page. These field notes will ask you to engage in learning activities that integrate course concepts from the relevant weeks, and your write-ups should usually integrate readings for the week’s class meeting. You will only need scores for seven of the eight field notes forums; if you post for all eight, you can drop your lowest score.

Case study papers and presentations – Once the actual World Cup starts, we’ll be applying our social science lenses to the participating countries — doing group presentations and individual papers about ‘meanings of the game in ...’ [which ever country you choose]. You will first work on case studies in groups, culminating in a group presentation during class and an individual paper making a social science argument using course material. The final product will be a *soccer, culture, and society case study* – an analysis of soccer in one of the countries participating in the 2022 World Cup. Students registered for PSY credit should focus more on a psychological analysis, while students registered for SOC credit should focus more on a sociological analysis. More information about these assignments will be provided in class.

Scholarly Engagement and Pelada Participation – A portion of your grade will depend upon your participation in our collegial scholarly community by carefully attending to readings, participating in discussions, focusing

on course topics during course meetings, employing a constructively critical mindset, and attending class in a timely manner. This will be particularly true for the eight Fridays where we are playing with ideas about the game (our 'intellectual peladas') and for the case study presentations - where you will have to prepare for questions and discussion in class. Part of your grade here will depend upon your ability to engage constructively with controversy while drawing on valid evidence.

University Policies and Resources

In-Person Learning During COVID-19

Generally, students are expected to attend all class sessions according to the instructor's direction. **Students who feel unwell** or have a temperature above 100 degrees **should NOT attend class in person. These students should inform their instructor as soon as possible.** Students who must be in isolation due to COVID-19 symptoms or a positive test should also contact their instructor as soon as possible to work out details for keeping up with the course material while in isolation.

Should the instructor test positive for COVID-19, even without symptoms, the course will be temporarily conducted remotely. Should the instructor be unable to teach for an extended period of time, the respective department or unit will find a substitute to continue the course.

Following current guidance from our county and state health authorities, face coverings are highly recommended in the classroom and all indoor spaces. As we move through the semester, however, classroom rules and procedures may change. All students and instructors must follow any University-wide COVID-19 rules and procedures that might be in place at any given time during the semester for classrooms, labs, and all common areas of academic buildings. Such rules and procedures may include required face coverings, suggested distancing protocols and directions, and limitations on eating and drinking in the classroom, among other things. **Failure to follow any of the COVID-19 classroom rules in place at the time could result in a student's removal from the course and/or a report filed with the Office of Student Conduct.**

University of Portland's Code of Academic Integrity

Academic integrity is openness and honesty in all scholarly endeavors. The University of Portland is a scholarly community dedicated to the discovery, investigation, and dissemination of truth, and to the development of the whole person. Membership in this community is a privilege, requiring each person to practice academic integrity at its highest level, while expecting and promoting the same in others. Breaches of academic integrity will not be tolerated and will be addressed by the community with all due gravity.

Assessment Disclosure Statement

Student work products for this course may be used by the University for educational quality assurance purposes.

Accessibility Statement

The University of Portland endeavors to make its courses and services fully accessible to all students. Students are encouraged to discuss with their instructors what might be most helpful in enabling them to meet the learning goals of the course. Students who experience a disability are also encouraged to use the services of the Office for Accessible Education Services (AES), located in the Shepard Academic Resource Center (503-943-8985). If you have an AES Accommodation Plan, you should make an appointment to meet with your faculty member to discuss how to implement your plan in this class. Requests for alternate location for exams and/or extended exam time should, where possible, be made two weeks in advance of an exam, and **must** be made at least one week in advance of an exam. Also, if applicable, you should meet with your faculty member to discuss emergency medical information or how best to ensure your safe evacuation from the building in case of fire or other emergency.

Mental Health Statement

As a college student, you may sometimes experience problems with your mental health that interfere with academic experiences and negatively impact daily life. If you or someone you know experiences mental health challenges at UP, please contact the University of Portland [Health and Counseling Center](#) in Orrico Hall (down the hill from Franz Hall and near Mehling Hall) at 503-943-7134 or hcc@up.edu. Their services are free and confidential, and if necessary they can provide same day appointments. In addition, phone counseling is available by calling 503-943-7134 and pressing 3. The University of Portland Campus Safety Department (503-943-4444) also has personnel trained to respond

sensitively to mental health emergencies at all hours. Remember that getting help is a smart and courageous thing to do – for yourself, for those you care about, and for those who care about you.

Non-Violence Statement

The University of Portland is committed to fostering a community free from all forms of violence in which all members feel safe and respected. Violence of any kind, and in particular acts of power-based personal violence, are inconsistent with our mission. Together, we take a stand against violence. Join us in learning more about campus and community resources, UP's prevention strategy, and reporting options on the [Green Dot website](#), www.up.edu/greendot or the [Title IX website](#), www.up.edu/titleix.

Ethics of Information

The University of Portland is a community dedicated to the investigation and discovery of processes for thinking ethically and encouraging the development of ethical reasoning in the formation of the whole person. Using information ethically, as an element in open and honest scholarly endeavors, involves moral reasoning to determine the right way to access, create, distribute, and employ information including: considerations of intellectual property rights, fair use, information bias, censorship, and privacy. More information can be found in the Clark Library's guide to the [Ethical Use of Information](#) at libguides.up.edu/ethicaluse.

The Learning Commons

Students can get academic assistance through Learning Commons tutoring services and workshops. The Co-Pilot peer tutoring program provides students with opportunities to work with other students to get help in writing, math, group projects, and other courses. Schedule an appointment to meet with a Co-Pilot (tutor) by visiting the [Learning Commons website](#) (www.up.edu/learningcommons). Students can also meet with a Co-Pilot during drop-in hours. Check the Learning Commons website or drop by the Learning Commons in BC 163 Monday – Friday from 9:00 a.m. – 5:00 p.m. to learn more about their services. Find a tutor at the Learning Commons to get support on your academic journey.