



FIFA World Cup: Soccer and Global History

HIS 4100

Instructor: Dr. Rwany Sibaja

MW 11:00am-12:15pm

ABH 240 • Fall 2022



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The 4000-Level Seminar serves as the capstone experience for all history majors. It includes readings and research in faculty specialties. In a seminar setting, students will investigate a broad topic, field, or period in history through intensive reading, research, and writing. Strongly emphasizes the examination and interpretation of primary and secondary sources, definition of a research topic, use of research methodology, and the understanding of issues and problems in research.

The History Department requires all majors to earn a C or higher in HIS 4100 in order to graduate with a degree in history.

PEDAGOGICAL GOALS AND PRACTICES

Application of skills and abilities in research, analysis, and communication. Research methods include:

-  identification, analysis, and use of primary and secondary sources
-  written prospectus
-  outline
-  rough draft
-  revision of rough draft
-  historical narrative
-  Chicago style documentation
-  historiographical essays
-  annotated bibliography
-  oral presentations
-  reading and writing book reviews
-  identification and comparison of different interpretations
-  application of theory
-  use of interdisciplinary methods
-  oral history
-  critiques of classmates' work
-  editing

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Luckily, on the field you can still see, even if only once in a long while, some insolent rascal who sets aside the script and commits the blunder of dribbling past the entire opposing side, the referee and the crowd in the stands, all for the carnal delight of embracing the forbidden adventure of freedom.

– Eduardo Galeano, *Soccer in Sun and Shadow*



About the Course

Former Liverpool F.C. manager Bill Shankly once said: “Some people believe football is a matter of life and death, I am very disappointed with that attitude. I can assure you it is much, much more important than that.” Shankly’s remark is perhaps one of the most famous quotes in the history of the sport, plastered on countless posters and signs.

What is it about soccer–football–*calcio*–*futebol*–*fútbol*, etc ... that excites so many, and stirs irrational passions around the globe?

The “beautiful game” is indeed the world’s most popular sport. The men’s FIFA World Cup is the largest televised/streamed sporting event – viewed by over 2 billion people every four years. This year, the tournament will be held for the first time in the Middle East. The host nation, Qatar, has little history with the sport, but the region’s passion for كرة القدم (kurat alqadam) is unrivaled.

Likewise, women’s soccer has seen enormous growth in Europe and Latin America over the last decade, with an April 2022 match between FC Barcelona vs. Real Madrid drawing the largest crowd since the 1999 women’s FIFA World Cup final at the Rose Bowl in Los Angeles [the all-time–record crowd remains at the (unofficial) 1971 Women’s World Cup in Mexico City]. In our living rooms, EA’s FIFA series remains a top-selling video game and a gateway to the sport for an entire generation. Here, in the United States, more children play soccer than any other sport.

In this Senior Seminar, we will analyze soccer as a field of research. Students will research primary and secondary source materials, discuss sports history scholarship, compile annotated bibliographies of academic literature on the subject, and, ultimately, produce a 20-25 page (not including bibliography nor appendices) research paper on a related topic of your choice. As the capstone course in the history major, HIS 4100 demands the very best of you.

Now, go find a topic around the World Cup that excites you and will guide your research project. Ground yourself in the necessary background information—not just by reading and annotating our course readings, and engaging in class discussions, but also by sharing research leads with classmates. Ultimately, HIS 4100 “FIFA World Cup: Soccer and Global History” is a shared journey *and* a major milestone in your academic career ... so enjoy the process!

[Oh, and we’ll watch some games (i.e. primary source analysis) from Qatar too!]

1

Soccer as a Field of Study

Soccer embodies an array of values around the world. For some, it is a “safe” and healthy game, full of orange slices, minivans, and parents watching on the sidelines from their lawn chairs. For others, it is a matter of life and death. Wear the wrong colors and it may cost you your life. In some societies, the sport is tied to ethnic, religious, class, or racial identities. Soccer can also be an almost-exclusively hyper-masculine social arena. And, in the case of countries like Argentina, it is followed with even more devotion and passion than any organized religion.



We open HIS 4100 with a look at how soccer takes on greater meanings than just play. The readings selected are just a sample of how journalists, sociologists, economists, and others analyze soccer through an academic lens, and then convey their analysis to the general public or colleagues within their field of study. This introductory unit sets the stage for deeper analysis in the run up to Qatar 2022!



READINGS



Foer, Franklin. *How Soccer Explains the World: An Unlikely Theory of Globalization*. Reprint Edition. New York: Harper Perennial, 2010. Prologue & Chps 1-3 [\[Aug 29 & 31\]](#)



Foer, *How Soccer Explains the World*. Chps 5-7 [\[Sep 7\]](#)



Brannagan, Paul Michael, and Danyel Reiche. *Qatar and the 2022 FIFA World Cup: Politics, Controversy, Change*. Cham, Switzerland: Palgrave Macmillan, 2022. Chps 1-2, 4 [\[Sep 12-14\]](#)

2

Race, Empire, and National Identity



What does it mean to be “French”? Can *futebol* truly help us understand *brasildade* (Brazilian identity)? Intellectuals, journalists, and historians have all tried to unpack *brasildade* and Frenchness through the “beautiful game.” Their analyses are crucial to understanding how soccer can shape racial and national identity. Their studies position soccer at the center of an ongoing process of state formation and empire building.

This unit takes two case studies—Brazil and France—to examine how soccer has been central to the construction of national identity. In the former, Afro-Brazilian players have been crucial to the development of *futebol* and the “*jogo bonito*,” but at times that same black identity became a scapegoat for failure. In the latter, heated political debates swirled around the ethnic, racial, and religious diversity in the French national team ahead of the 1998 World Cup, hosted by France. Namely, the presence of black and Muslim players challenged notions of a white, European nation ... until Marseille-native Zinedine Zidane, of Algerian immigrant parents, scored two headers against Brazil to secure France’s first-ever World Cup trophy, and on home soil! These two stories provide a gateway to explore how soccer shapes and redefines national identity.



READINGS



Bolsmann, Chris, and Dilwyn Porter. *English Gentlemen and World Soccer: Corinthians, Amateurism and the Global Game*. New York: Routledge, 2020. Chp 3 [\[Sep 19\]](#)



Elsy, Brenda. “‘Because We Have Nothing’: The 1962 World Cup and Cold War Politics in Chile.” *Soccer Diplomacy: International Relations and Football since 1914*. Heather L. Dichter, ed. Lexington: The University Press of Kentucky, 2020. [\[Sep 21\]](#)



Foer, *How Soccer Explains the World*. Chps. 8-10 [\[Sep 26\]](#)



Filho, Mario. *The Black Man in Brazilian Soccer*. Trans. Jack A. Draper III. New York: Routledge, 2020. Pgs. 308-330 [\[Sep 28\]](#)



Dubois, Laurent. *Soccer Empire: The World Cup and the Future of France*. Berkeley: University of California Press, 2010. ALL [\[Oct 3 & 5\]](#)



Kittleson, Roger. *The Country of Football: Soccer and the Making of Modern Brazil*. Berkeley: University of California Press, 2014. ALL [\[Oct 3 & 5\]](#)

3

Myth making, Heroes, Villains, and Fandom

Fandom is a funny thing. One person's hero is another's odious villain. Examples abound, whether it's Uruguay's Luis Suárez, Argentina's Diego Maradona, Portugal's Cristiano Ronaldo, or historic teams of past World Cups, some figures or teams are praised and hated to an intense degree.

It's no surprise that the "beautiful game" incites passions around the world—often at unhealthy levels. Club or national team identities are often intertwined with ethnic, racial, religious, and class identities, and rivalries bring out abusive behaviors. Sometimes contradictions occur, but worse violence ensues. In this unit, we will look at how myths are created, when soccer fandom goes too far, and the significance of particular players in upholding or challenging existing narratives. We will examine questions such as: "Are there true heroes and villains in world soccer?", "How does a game consisting of one ball and twenty-two players take on socio-political-economic significance—sometimes to a violent degree?", and "Who is left out in the myth making of the sport?".



READINGS



Foer, *How Soccer Explains the World*. Chps. 4 [\[Oct 10\]](#)



Galeano, Eduardo. *Soccer in Sun and Shadow*. New York: Bold Type Books, 2013. Select pages. [\[Oct 10\]](#)



Nadel, Joshua H. *Fútbol!: Why Soccer Matters in Latin America*. Gainesville: University Press of Florida, 2014. Chp 2 [\[Oct 12\]](#)



Choose TWO to read and lead a discussion on Oct 19 (all files in WP Dashboard - Media): 1930 WC and photography; 1966 & Eusebio; 1982 Italian NT; ARG, WC, and Identity Politics; Women's Football in Brazil; L.A. Soccer; Female Coaches in GER; [CR7's Last Dance](#) at ManU

4

Futboleras: Women Who Changed Soccer



Women have played soccer from the beginning of the twentieth century. Yet, for most people, their impression is that women only began playing the sport at a professional level over the last few decades.

In this unit, we will explore the long history of women's football—from the glory days of the Dick, Kerr ladies team in England in the 1920s, to the adventurous *futboleras* of the 1950s, to the (unofficial) Women's World Cup in Mexico in 1971—which set record crowds that still stand today, to the impact of Title IX on collegiate soccer in the U.S., and to the modern-era of FIFA World Cup and Olympic tournaments. We will discover the pioneers, the trailblazers, and icons that not only played soccer at the highest levels but also used their position to advance women's rights and push for greater equality within the sport. And let's get ready for Australia/New Zealand 2023!



READINGS

-  Elsey, Brenda, and Joshua Nadel. *Futbolera: A History of Women and Sports in Latin America*. Austin: University of Texas Press, 2020. ALL. [\[Oct 24-26\]](#)
-  Williams, Jean. *The History of Women's Football*. Havertown, PA: Pen and Sword History, 2022. Chp. 2 [\[Oct 31\]](#)
-  Murray, Caitlin. *National Team: The Inside Story of the Women Who Changed Soccer*. New York: Harry N. Abrams, 2019. Chps. 4-5 & 21 [\[Nov 2\]](#)
-  Bunk, Brian D. *From Football to Soccer: The Early History of the Beautiful Game in the United States*. Urbana: University of Illinois Press, 2021. Chps 6-7 [\[Nov 2\]](#)



- [\[Nov 7 & 9\]](#) Individual Conferences, Individual Work - no class meetings
- [\[Nov 14 & 16\]](#) Presentations - Revised Drafts
- [\[Nov 21, 28, 30 & Dec 5\]](#) Lab; Primary Source Analysis (2022 World Cup); Course Wrap-up



OFFICE HOURS

In-person: MW 8:30-9:30am;
12:15-12:45pm (or Zoom by
appointment)

OFFICE LOCATION

Anne Belk Hall 220

CONTACT INFO

Email: sibajaro@appstate.edu

Phone: 828.262.8476

Zoom ID: [https://
appstate.zoom.us/j/4651190141](https://appstate.zoom.us/j/4651190141)

Your Instructor

My name is Rwan Sibaja (Ph.D. George Mason University), and I am an Associate Professor and Director of the History Education program. I joined the Department of History at Appalachian State University in 2015. Before coming to Boone, I began my career teaching 9-12 Spanish and History in NC (and coaching girls soccer), then serving as the K-12 Social Studies Program Manager at Winston-Salem/Forsyth County Schools, and later completing a two-year postdoctoral fellowship at the University of Maryland, Baltimore County. I received my undergraduate degree in History from Elon College (now University) as an NC Teaching Fellow, and my M.A. in History from UNC-Greensboro.

My research focuses on the cultural history of Latin America, primarily in the areas of sports and leisure. I am working on a book project that looks at the formation and reimagining of national identity and class identities in Argentine soccer. My next research project will examine the role of sports and leisure in shaping civic identity in Costa Rica's main cities. Beyond sports, other research areas include digital history, history teaching, and the Scholarship of Teaching and Learning. For more, see: rwanysibaja.com

As a Costa Rican-American, the World Cup and passion for the sport runs deep in our family. Beyond the US and Costa Rican national teams, I will also cheer on Argentina after many years of conducting research in Buenos Aires. At the club level, I support Atlanta United in Major League Soccer, our local team, Appalachian FC, and L.D. Alajuelense in the Costa Rican first division.

My passions vary, but they usually come back to coffee and *fútbol*. I live in Deep Gap with my wife (an ESL teacher at Ashe County Schools), my son (an avid runner at Watauga HS), and a dog named Django. Our daughter is away from home, enjoying her freshman year in college in New Jersey.

Course Structure

GRADING

HIS 4100—FIFA World Cup: Soccer & Global History—follows the standard grading scale used at Appalachian State University (A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F). However, students must earn a “C” or higher to meet the Senior Seminar requirement in the major. As a result, earning a “C-,” “D+,” “D,” or “D-” will require a student to retake HIS 4100—even if these are considered passing grades.

GRADE DESCRIPTORS

- **A/A-** Superior Work
- **B+ to B-** Above-Average Work (Some Room for Improvement)
- **C+ to C** Acceptable Work (Room for Improvement) • History majors must receive a “C” or higher to fulfill HIS 4100 reqs.
- **C- to D** Below Average Work (Significant Room for Improvement) • This is a passing grade but will require you to re-take HIS 4100 to fulfill department reqs.
- **F** Unacceptable Work

► In the event of a return to COVID policies at ASU: please keep up to date with the latest university updates on grading and course policy modifications by visiting the ASU Registrar’s Covid Updates page.

ASSIGNMENTS

Assignment	First Draft	Final Draft	Points
Final Paper	15	30	45
Paper Items: annotated bibliography, research plans, lists of primary & secondary sources, thesis	√	√ (revised if needed)	15
Book Review	X	√	15
Research Presentation	X	√	5
Contributor Posts	X	√ (4 posts, 3pts. each)	12
Zotero Notes	X	√ (4 entries, 2 pts. each)	8
* Participation (class discussion, attendance)	X	√ (up tp 26 class mtgs.)	–
TOTAL			100

* We will meet twice on most weeks; some sessions will be optional (not required) as time for lab work and support. If you miss more than three (3) required class meetings, you must meet with the instructor via an individual conference to discuss your progress in the Senior Seminar. Deductions from your final grade will begin to occur *after* three absences (– 2 pts. off your final grade, beginning with your 4th absence)

Course Objectives

PRIMARY

To effectively communicate research findings [on a topic related to the middle class] to a general audience through textual and/or other means, adhering to the standards in the field of history.

SECONDARY

1. Participants should be able to...consider historical thinking skills (how historians approach their research - from initial to final stages)
2. Participants should be able to...think critically about how technology shapes our access to and interpretations of the past
3. Participants should be able to...identify specific tools for researching, produce, and communicating their research topic
4. Participants should be able to...develop their identity as historians

Assigned Textbooks & Readings



Dubois, Laurent. *Soccer Empire: The World Cup and the Future of France*. Berkeley: University of California Press, 2010.



Elsely, Brenda, and Joshua Nadel. *Futbolera: A History of Women and Sports in Latin America*. Austin: University of Texas Press, 2020. [[ASU Bookstore link](#)]



Foer, Franklin. *How Soccer Explains the World: An Unlikely Theory of Globalization*. Reprint Edition. New York: Harper Perennial, 2010. [Available via ASU Bookstore, plus [e-copy via JSTOR](#)]



Kittleson, Roger. *The Country of Football: Soccer and the Making of Modern Brazil*. Berkeley: University of California Press, 2014.

- All assigned textbooks will be on course reserve at ASU's Anne Belk Library, and listed at the [ASU Bookstore's Adoption page](#).
- Course textbooks & other books for possible research projects are accessible via the [HIS 4100 \(FIFA World Cup\) Amazon list](#)
- Other course readings will be set aside at the library on course reserve, or available through online databases.

For “go to” books on writing theses and papers in the field of history, see:

- Rampolla, Mary Lynn. *A Pocket Guide to Writing In History*, 10th ed. Boston: Bedford/St. Martin's, 2020. [[link](#)]
- Turabian, Kate. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 9th ed. Chicago: University of Chicago Press, 2018. [[link](#)]

Policies

COVID-19

Please check the ASU COVID page for the latest updates: <https://www.appstate.edu/go/coronavirus/>
Even as university policies adjust to circumstances, please be respectful of others who may have concerns about transmission.

PARTICIPATION

HIS 4100 is your capstone history course. Because this is a small class, with a fair amount of work and shared discussion, arriving on time is essential. It is disrespectful to show up while someone else is speaking, or disturbing their train of thought. Please extend the same courtesy to others that you would expect when you are the one speaking.

The course is a marriage of a seminar and lab format, which means that attending each class is crucial to everyone's success. We will meet twice a week early in the semester, and then move to a more irregular schedule (a mix of once or twice a week). Plan to spend 6-8 hours each week on your class research and writing assignments.

** See Attendance disclaimer below the table on Course Structure >> Attendance*

TECHNOLOGY

Students are encouraged to bring their own laptop and/or tablet to class when possible. Remember: computing devices are to be used for course work and the tasks at hand only. Your screen is visible to others; please do not let your screen become a distraction.

If your phone is your only computing device, let the instructor know immediately. Regardless, please silence mobile computing alerts and ringers before class begins. And no texting in class (it's rude and you cannot be present in two distinct conversations).

LEARNING SPACE (ANNE BELK HALL 240)

Per History Department guidelines, drinks are permissible in ABH 240, but only if covered. Please be mindful of where you place your cups in relation to technology and other class participants. Food and tobacco are prohibited.

LEARNING COMMUNITY

Being a member of a professional and academic learning community requires one to understand, accept, and model an important set of community ground rules, which will be in effect throughout our entire semester together. Each of us is expected to uphold these common ground rules.

Discussions

- Respect each other as co-learners and colleagues
- Listen to varying perspectives ... especially those that challenge your own assumptions
- Be thoughtful and measured during class discussions (synchronous & asynchronous; oral & written; formal & informal)
- Help others to become successful

The Department of History at Appalachian State University is committed to supporting our students and fostering an environment that is free of bias, discrimination, and harassment, in the classroom and in the broader university community. We are a faculty that strives to model reflection, advocacy, and care for the community in order to work toward an equitable, democratic, and sustainable society. We value your participation in this process.

If you feel that our courses, programs, or department fall short of this commitment, we encourage you to engage in dialogue with your instructor and/or other program faculty. Please visit <https://edc.appstate.edu/equity-issues> for information related to Appalachian State University's Title IX and <http://academicaffairs.appstate.edu/syllabi> for the most up-to-date policies on students with special needs, academic integrity, religious observances, and student engagement with courses.

Student Needs

MEDICAL AND OTHER ISSUES

Every semester, an illness or a family emergency forces someone to miss an assignment or even class day. If you find yourself in this situation, speak to the instructor as soon as possible in person, by phone, or by email. Without an effort to communicate, missed assignments should be evaluated as such by both instructor and class participant (this may include class participation).

SPECIAL NEEDS / DISABILITY RESOURCES

Appalachian State University is committed to providing an inclusive experience, accessible learning environments and equal opportunity to individuals with disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Individuals needing reasonable accommodations should contact the Office of Disability Resources (828.262.3056 or odr.appstate.edu).

All students are encouraged to make use of the University Writing Center. Consultants can help with the unique needs of these students, including clarity, organization, grammar and spelling, formatting and the theory and practice of documenting outside resources. Consultants can also help students better understand assignment guidelines. To make an appointment, call 828-262-3144 or visit the website (writingcenter.appstate.edu) for current hours and additional information and resources.

FOOD INSECURITY

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, 324 Plemmons Student Union, for a list of resources and support.

The Mountaineer Food Hub and Free Store is a free resource with pantry and personal care items, located in the Office of Sustainability on the bottom floor of East Hall. There are also other campus pantries in the following locations: Belk Library, Broyhill School of Music (Room 226), Everyone Eats Food Pantry (Leon Levine Health Sciences- Room 542G), Garwood Hall (Room 231), MS Shook Health Services (Miles Annas Bldg), Rankin Science West (Room 327), Reich College of Education (James Center), Student Access (DD Dougherty), Walker Hall (Room 230), and Wellness and Prevention Services (next to the App State Post Office).

Notify your professor if you are comfortable in doing so, which can assist you with finding the resources you may need. For more information, [Click Here](#).

SUPPORT DURING RESEARCH

Senior Seminar is inherently a community environment. This class is designed for students to learn and work alongside other history majors. At just twelve course participants, this is not a class where you can hide. You will learn to rely upon others for help and support when you need it, step up and contribute regularly, and grow as a historian with your peers.

We have two choices, then: feel overwhelmed by the research and paper writing process, or work together to reach our goals and showcase the culmination of your history training. I hope we will choose the latter and make HIS 4100 a memorable experience for all!

If you need additional support, there are several ways you can communicate with me. Email is the quickest and best way (sibajaro@appstate.edu); I should respond to your inquiries within 24 hours Mon-Fri. If I don't reply in this time frame, please contact me again as a follow-up. My office is located in Anne Belk 220 (knock on the 2nd door). Also, our library liaison is [Breanne Crumpton](#); contact her if you need research support at: crumptonbe@appstate.edu

Finally ... you may also use the conference space outside my office - when open - if you need a quiet place to work.