



Topics in Transnational History: A Global History of Soccer

21:510:462/Spring 2018

Dr. Thomas A. McCabe

Englehard Hall 203/Tuesday-Thursday 10:00 A.M.-11:20 A.M.

Email: tommccabe@me.com

Office hours: Conklin 326, Tuesday & Thursday, 9:00 A.M.-9:50 A.M.

COURSE DESCRIPTION: There is no other cultural practice more global than soccer; it is the most popular sport on the face of the planet. From its origins in 19th century England to the present day, the hold that “the global game” has on billions of people is profound. Through their everyday involvement in soccer, people define who they are as well as who they think others are. The economic, political, social and cultural histories of modern societies are incomplete without a thorough account of soccer’s impact. Sepp Herberger, former manager of West Germany, once commented, “The ball is round. The game lasts ninety minutes. This much is fact. Everything else is theory.” In the process of chasing the ball from one corner of the globe to the other, we will explore various explanations and theories for soccer’s global influence. Among other things, the categories of race, class, gender and ethnicity will be our guides. We will also explore New Jersey’s special connections to the game throughout the course.

LEARNING OUTCOMES: In this class, students will learn how to make connections between the past and the present in the context of the most played and watched game on the planet. By interrogating a variety of sources, both primary and secondary ones, they will learn how historical arguments are constructed and how they are put “in conversation with one another.” Through discussion in class as well as class lectures, students will interact with these materials, the instructor, and their peers. In the process, they will practice public speaking skills and learn how to critically assess various arguments. Students will also practice their writing skills in one short paper and a final paper. In both the written assignments and the class discussions, students will develop analytical skills by identifying the course readings’ main themes, supporting arguments, and evidence.

BLACKBOARD: The course syllabus and readings are posted on Blackboard. In lieu of a course packet, each reading assignment is available as a link, or as .pdf file. It is suggested that you purchase a 3-ring binder to organize these readings.

GRADING:

<input type="checkbox"/>	Participation	10%
<input type="checkbox"/>	Quizzes	15%
<input type="checkbox"/>	“Create” Assignment	15%
<input type="checkbox"/>	Midterm Examination	30%
<input type="checkbox"/>	Final Essay	30%

ATTENDANCE: Class attendance is mandatory and it is essential to performing well in this course. Students are responsible for all material presented and discussed in class. Toward the end of each class period, you will be expected to write down a comment or question relevant to the material covered that day. Cards will be collected at the conclusion of class and your attendance grade will be determined by the number of cards handed in by the end of the semester. *The overall course grade is lowered by a half letter for each unexcused absence starting with the third. Students who miss eight (8) or more sessions for any combination of excused and unexcused absences will not earn credit in this course. Such students should withdraw from the class.*

PARTICIPATION: Class attendance and participation in class discussion is mandatory and it is essential to performing well in this course. Students must be prepared to actively participate in class, and lead discussions at certain points during the semester.

ACADEMIC INTEGRITY: Cheating and plagiarism are serious offenses. The standard minimum penalties for students who cheat or plagiarize include failure of the course, disciplinary probation, and a formal warning that further cheating will be grounds for expulsion from the University. All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every major assignment must have your signature under the following phrase: “On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.”

ASSESSMENT: There will be several **unannounced reading quizzes** during the semester. The **mid-term examination** will include a combination of identification of key terms/ideas and essays. A study guide, including possible essay topics, will be handed out a week prior to the examination. See the last page of the syllabus for details on the **“Create” assignment, which is due on March 29th**. The **final essay will be due on the last day of class**, and it must be at least five (5) and no more than seven (7) pages in length, double-spaced. We will discuss the nature of the assignment in class.

COURSE MATERIALS:

David Goldblatt, *The Ball Is Round: A Global History of Soccer*

Nick Hornby, *Fever Pitch*

* other assigned readings are in designated folders in Blackboard

TOPICS AND ASSIGNMENTS:

Tu, 1/16 **KICK-OFF! Introduction to the World's Most Popular Game**

Th, 1/18 **Ancient Ball Games to a British Birth**

Goldblatt, *The Ball is Round*, chps 1-3; Galeano, *Soccer in Sun and Shadow*, 1-27.

Tu, 1/23 **Britain's Most Durable Export, Industry and Empire**

Goldblatt, chapters 4-5; Galeano, pp. 27-29.

Th, 1/25 **Global Diffusion of the Global Game I: The Case of Europe**

Phil Ball, Morbo: *The Story of Spanish Football*, pp. 43-70; John Foot, *Calcio: A History of Italian Football*, pp. 1-17.

Tu, 1/30 **Global Diffusion of the Global Game: The Case of Latin America**

Goldblatt, chapter 8; Galeano, pp. 30-34, 52-62.

Th, 2/1 **Global Diffusion of the Global Game: The Case of Africa**

Goldblatt, chapter 12; Peter Alegi, "The White Man's Burden: Football and Empire, 1860s-1919," in *African Soccerescapes*, pp. 1-13.

Tu, 2/6 **Creating Space: New Jersey and the Making of American Soccer**

McCabe, *Soccertown, USA*, excerpts.

Th, 2/8 **Nazis, Fascists, Communists and Soccer in 1930s Europe**

Goldblatt, chapter 7; Ulrich Hesse–Lichtenberger, *TOR! The Story of German Football*, pp. 60-86; Robert Edelman, “Working Men, Spartak Soccer, and the Communist Party, 1900-1945,” *American Historical Review* (December 2002), pp.1441-74.

Tu, 2/13 **Waltz/Tango and Fascism Killed the Coffee House: Soccer Tactics**

Jonathan Wilson, *Inverting the Pyramid: Football Tactics*, chapters 2 and 4.

Th, 2/15 **“A Flag That Rolls” & “Football is War!” – Soccer and World War II**

Goldblatt, chapter 9; Galeano, pp. 17-19, 81-95.

Tu, 2/20 **Faith, Family and Futbol/Futebol: Newark’s Ironbound District**

William Finnegan, “Portugal” in *The Thinking Fan’s Guide*, pp. 87-95, 223-240; Dvoskin, “World Cup in Miniature,” *The New York Times*, [March 23, 2008](#).

Th, 2/22 **Myth-making and *Escape to Victory*: Soccer on the Silver Screen**

James Riordan, “The Match of Death: Kiev, August 1942,” in *Soccer and Society* (Spring 2003), pp. 87-93; Tony Taylor, [“The Game of Death: Playing Soccer with the Nazis;”](#) Galeano, *Soccer in Sun and Shadow*, pp. 34-38.

Tu, 2/27 **Debating Post-War Identities: “National Character Studies” and Soccer**

David Winner, *Brilliant Orange*, pp. 44-66; 85-115; Simon Kuper, *Soccer Against the Enemy*, pp. 4-18; J. Sergio Leite Lopes, “Transformations in National Identity through Football in Brazil,” David Wood, “Arriba Peru! The Role of Football in the Formation of a Peruvian National Culture,” in *Football in the Americas: Futbol, Futebol, Soccer*.

*** In-class small group project on nationhood and soccer.**

Th, 3/1 **The Cold War and the Commercialization of Sport**

Barbara Smit, *Sneaker Wars*, excerpt.

Tu, 3/6 **Soccertown, USA: The Making of a Soccer Documentary**

Th, 3/8 **Midterm Examination**

SPRING BREAK (3/10-3/18)

Tu, 3/20 **Soccer in Sun and Shadow: Samba Soccer in 1960s Latin America**

Goldblatt, chapter 10; Galeano, pp. 38, 41-44, 74-80, 100-106, 132-137.

Th, 3/22 **More Than a Game: Class, Religion and Nationalism in Soccer Rivalries**

Ball, *Morbo*, 17-42, 94-131; Franklin Foer, "How Soccer Explains Islam's Hope," in *How Soccer Explains the World*, pp. 217-234.

Tu, 3/27 **Hooliganism at Home and Abroad: The Problem of Violence in Soccer**

Goldblatt, chapter 14; Bill Buford, *Among the Thugs*, excerpt.

Th, 3/29 **Mothers of The Disappeared and Narco Soccer: Soccer in Latin America**

Goldblatt, chapter 17; Galeano, pp. 138-146, 152-157. (Movie: *The Two Escobars*).

* "Create" Assignments due in class.

Tu, 4/3 **Race and Soccer: Apartheid and Multi-Cultural Brazil**

Peter Alegi, *Laduma*, pp. 87-110; Jose Sergio Leite Lopes, "Successes and Contradictions in 'Multiracial' Brazilian Football," in *Entering the Field*, pp. 53-86.

Th, 4/5 **From the Beautiful Team to the Swamps of Jersey: Pele and the Cosmos**

Newsham, *Once in a Lifetime: The Incredible Story of the New York Cosmos*, 95-138.

Tu, 4/10 **A Fan at Fever Pitch: Memoir and Soccer**

Nick Hornby, *Fever Pitch*.

Th, 4/12 **"The Future of Football is Feminine": Women's Soccer**

Dong Jinxia and J. A. Mangan, "Ascending then Descending? Women's Soccer in Modern China," *Soccer and Society*, Vol. 3, Issue 2 (Summer 2002), pp. 1-18; Wangerin, *Soccer in a Football World*, pp. 292-314; Martha Saavedra, "Football Feminine—Development of the African Game," *Soccer and Society*, Vol. 4, Issue 2/3, pp. 225-253.

Tu, 4/17 **The Miracle on High Street: How Soccer Helped Save a Prep School**

McCabe, "The American Pele," *Soccertown, USA*, manuscript in progress.

Th, 4/19 **The World Cup: Brazil—2014, Russia—2018, and Qatar—2022**

Wright Thompson, "[Generation June](#): Why the youth of Brazil are (forever) protesting, and how their anger may consume the World Cup," December 2013; Grant Wahl, "The Two Brazils," *SI.COM*; Ben McGrath, "Samba Soccer," *The New Yorker* (January 13, 2014).

Tu, 4/24 **Word-smithing the Global Game: Writing Workshop**

Th, 4/26 **Final Papers Due and Mini-Presentations**

“CREATE” ASSIGNMENTS

Each student must submit one (1) “CREATE” assignment on XXXXXX. Here are some suggested “CREATE” assignments, but I am always open to ones of your own design as long as we discuss it first.

Reviewing the Global Game: A review of one of the required full-length books or a movie review from the historian’s vantage point is due during the course of the semester. It must be between 3-5 typed pages.

Soccer Culture Vulture: During the course of the semester, attend a soccer-related activity outside the classroom and write-up a 3-5-page “field report.” For example, a student could watch a live game in a café, soccer bar, or “ethnic” sport club, etc. The nature of the assignment is to get your nose out of the books, and get out and experience the “global game”.

“Talking the Game”: Find a subject, craft appropriate questions, interview said subject, produce a transcript and post-interview analysis.

“More Than a Game”: In a regular feature in the acclaimed British soccer magazine, *FourFourTwo*, staff writers detail some of the world’s fiercest rivalries, club and country. After reading at least two such features (called “More Than a Game”), assume the identity of a freelancer looking to break into the world of soccer journalism, and author the newest version of this excellent feature. It must be a rivalry that encapsulates some form of power dynamic (race, class, gender, ethnicity, nationalism, etc.) and it must be 3-5 typed pages.

Archive Hound/Online Museum: Spend time working with online newspapers researching a topic, or help a local social club (i.e. Scots American Club in Kearny or Sport Club Portuguese) with their online museums.

Kicking & Screening: Make a short soccer documentary.