

Topics in Transnational History: A Global History of Soccer
21:510:462—Spring 2020

Dr. Thomas A. McCabe

Smith 244/Tuesday-Thursday 11:30 AM—12:50 PM

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Office hours: Conklin 326, Tuesday & Thursday, 9:00—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.

Grading:

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| • Participation | 10% |
| • Quizzes | 15% |
| • “Create” Assignment | 15% |
| • Midterm Examination | 30% |
| • Final Essay | 30% |

Attendance and Participation: Class attendance is mandatory. Participation in class is encouraged and it is expected that students will be prepared to participate in class. Students are responsible for all material presented and discussed in class. Two (2) unexcused absences lower your final grade by one-half letter grade. After three (3) absences, it will be reduced a full grade. Any student who misses four or more classes through any combination of excused and unexcused absences will not earn credit in this class.

Such students should withdraw to avoid getting an F. Class absence may be excused in case of illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions.

Policy on Academic Integrity: Rutgers University treats cheating and plagiarism as 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. For more on AI, see: <http://academicintegrity.rutgers.edu/academic-integrity-policy/>

Electronic Device Policy: The use of phones and tablets generally get in the way of paying attention in class, and are often huge distractions. Laptops can be used for note-taking, but it is discouraged. Phones should be turned off prior to class.

Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. In order to receive consideration for reasonable accommodations, a student with a disability must contact ODS, register, have an initial appointment, and provide documentation. Once a student has completed the ODS process (registration, initial appointment, and documentation submitted) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided to the student. The student must give the LOA to each course instructor, followed by a discussion with the instructor. This should be completed as early in the semester as possible as accommodations are not retroactive. Information can be found at ods.rutgers.edu. (973) 353-5375 or ods@newark.rutgers.edu.

Religious Holiday Policy and Accommodations: Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule. Division of Student Affairs is available to verify absences for religious observance, as needed: (973) 353-5063 or DeanofStudents@newark.rutgers.edu.

Counseling Services: Counseling Center Room 101, Blumenthal Hall, (973) 353-5805 or <http://counseling.newark.rutgers.edu/>.

Students with Temporary Conditions/Injuries: Students experiencing a temporary condition or injury that is adversely affecting their ability to fully participate in their courses should submit a request for assistance at: <https://temporaryconditions.rutgers.edu>.

Students Who are Pregnant: The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy: (973) 353-1906 or TitleIX@newark.rutgers.edu.

Gender or Sex-Based Discrimination or Harassment: Students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, should know that help and support are available. To report an incident, contact the Office of Title IX and ADA Compliance: (973) 353-1906 or TitleIX@newark.rutgers.edu. To submit an incident report: tinyurl.com/RUNReportingForm. To speak with a staff member who is confidential and does NOT have a reporting responsibility, contact the Office for Violence Prevention and Victim As-

sistance: (973) 353-1918 or run.vpva@rutgers.edu.

Violence Prevention and Victim Assistance: Rutgers faculty are committed to helping create a safe learning environment for all. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak with a staff member who is confidential and does not have this reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)-353-1918, or at run.vpva@rutgers.edu.

Quizzes & History Labs: There will be several in-class reading quizzes and History Labs during the course of the semester.

Writing Assignments: There will be three (3) writing assignments over the course of the semester. They will be short, ranging from one to four pages in length, and vary in objectives, from document analysis, field report, and final essay. The Writing Center (<http://www.ncas.rutgers.edu/writingcenter>), located in Room 126 of Conklin Hall, offers writing tutoring and writing workshops to all undergraduate students currently enrolled in classes on the Rutgers-Newark campus. Their tutors work to help students become more independent readers and writers capable of responding well to the demands of writing within the university. Please inform your students that The Writing Center is available to them free of charge and encourage them to take advantage of their services to strengthen their reading, writing, and research skills.

Examinations: Both examinations will include a combination of identification of key terms/ideas, primary document assessments, and essays.

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*

Course Topics and Reading Assignments:

- Tu, Jan 21 **KICK-OFF! Introduction to the World's Most Popular Game**
- Th, Jan 23 **Ancient Ball Games to a British Birth**

Goldblatt, *The Ball is Round*, chapters 1-3; Galeano, *Soccer in Sun and Shadow*, 1-27.
- Tu, Jan 27 **Britain's Most Durable Export, Industry and Empire**

Goldblatt, chapters 4-5; Galeano, pp. 27-29.
- Th, Jan 30 **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, Feb 4 **Global Diffusion of the Global Game: The Case of Latin America**

Goldblatt, chapter 8; Galeano, pp. 30-34, 52-62.
- Th, Feb 6 **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 Soccerscapes*, pp. 1-13.
- Tu, Feb 11 **Creating Space: New Jersey and the Making of American Soccer**

McCabe, "Cooper's Block: America's First Soccer Neighborhood," *Soccer & Society* (Spring 2017), 18:2-3, 320-329.
- Th, Feb 13 **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, Feb 18 **Waltz/Tango and Fascism Killed the Coffee House: Soccer Tactics**

Jonathan Wilson, *Inverting the Pyramid: Football Tactics*, chapters 2 and 4.
- Th, Feb 20 **"Football is War!" – Soccer and World War II**

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

- Tu, Feb 25 **Faith, Family and Futbol/Futebol: Newark's Ironbound District**
- Dwoskin, "World Cup in Miniature," *The New York Times*, [March 23, 2008](#); Newark's Ironbound: Where Futebol Lives," *Newark Star-Ledger*, April 1, 2019.
- Th, Feb 27 **Myth-making and *Escape to Victory*: Soccer on the Silver Screen**
- Riordan, "Match of Death: Kiev, August 1942," in *Soccer and Society* (Spring 2003), 87-93; Tony Taylor, "[The Game of Death: Playing Soccer with the Nazis](#);" Galeano, *Soccer in Sun and Shadow*, pp. 34-38.
- Tu, Mar 3 **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, Mar 5 **The Cold War and the Commercialization of Sport**
- Barbara Smit, *Sneaker Wars*, excerpt.
- Tu, Mar 10 **Examination #1**
- Th, Mar 12 **Soccertown, USA: The Making of a Soccer Documentary**
- SPRING BREAK**
- Tu, Mar 24 **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, Mar 26 **More Than a Game: Class, Religion and Nationalism**
- Vaczi, "The Spanish Fury": A Political Geography of Soccer in Spain," *International Review for the Sociology of Sport*, 50 (2), pp. 196-210; Foer, "How Soccer Explains Islam's Hope," in *How Soccer Explains the World*, pp. 217-234.
- Tu, Mar 31 **Hooliganism at Home and Abroad: Violence in Soccer**
- Goldblatt, chapter 14; Bill Buford, *Among the Thugs*, excerpt; David Conn, "Hillsborough Disaster," *The Guardian*, April 26, 2016

- Th, Apr 2 **Mothers of The Disappeared and Narco Soccer**
- Goldblatt, chapter 17; Galeano, pp. 138-146, 152-157. (Movie: *The Two Escobars*).
- Tu, Apr 7 **Race and Soccer: Apartheid and Multi-Cultural Brazil**
- Alegi, *Laduma*, pp. 87-110; Jose Sergio Leite Lopes, "Successes and Contradictions in 'Multiracial' Brazilian Football," in *Entering the Field*, pp. 53-86.
- Th, Apr 9 **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, Apr 14 **A Fan at Fever Pitch: Memoir and Soccer**
- Nick Hornby, *Fever Pitch*.
- Th, Apr 16 **"The Future of Football is Feminine": Women's Soccer**
- Dong Jinxia and J. A. Mangan, "Women's Soccer in Modern China," *Soccer and Society* (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, Apr 21 **Miracle on High Street: How Soccer Helped Save a Prep School**
- McCabe, "The American Pele," *Soccertown, USA*, manuscript in progress.
- Th, Apr 23 **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* (Jan. 2014).
- Tu, Apr 28 **Word-smithing the Global Game: Writing Workshop**
- Th, Apr 30 **Papers Due and Mini-Presentations**

“CREATE” ASSIGNMENTS

Each student must submit one (1) “CREATE” assignment. 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.