

University of Mississippi
Sally McDonnell Barksdale Honors College
& Croft Institute for International Studies

INST 316: Soccer Madness - From Brazil to the World

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Office Hours: **T, 1:30-3pm, W 10-11am, and by appt.**

Spring Semester 2013
M, W, 3:30-4:45 pm
Honors 107

COURSE DESCRIPTION

Soccer is no longer just a sport – it's a global cultural phenomenon. In most of the world, rooting for one country's soccer team is a matter of national pride – and that's true not just for men, but also a rapidly growing number of female soccer fans (especially of the younger generation). The course proposes to explore this phenomenon, for which anthropologists have coined the term 'soccer madness'.

The course will use Brazil, host of the 2014 World Cup, as its main case study. Fueled by consistent on-the-field success over the last sixty years, Brazilians of all ages and both sexes root for their national team, the *seleção*, with a passion that borders on obsession. The first part of the course will be devoted to understanding Brazil's soccer madness in its historical context. How did soccer become closely tied to national identity? Why did military governments promote soccer madness? When, why, and how did Brazilians come to believe that their team deserves to win every World Cup? The second part of the course explores soccer madness in Brazil today from an interdisciplinary social science perspective. What does it mean for a very unequal nation that all Brazilians, from the slum dweller to high-rise apartment owner, root for the national team? What does hosting the 2014 World Cup mean for Brazil and Brazilians?

In the third part of the course, students will pursue a project that applies what they learned about soccer madness in Brazil to studying soccer culture in another 'developing' country. The format for the final research product is a simple website that uses text, images, audio and video (if possible). These individual student websites will then be combined into a class website on global soccer madness!

LEARNING OBJECTIVES

Students will gain an understanding of the place of soccer in Brazilian society in the mid-20th century. By placing soccer in the context of recent economic, social, and political transformations, both at a national and a global scale, students will develop the ability to analyze the impact of globalization through the lens of soccer as a social phenomenon. Students will apply the analytical tools and critical thinking they developed in their study of Brazil to undertake an independent investigation of soccer culture in another country.

The assignments in the class will strengthen core skills such as summarizing text, structuring an argument, and presenting research both orally and in writing. In completing the final research product, a website on soccer culture in their country of choice, students will learn to present research that meets standards of scholarly rigor in a public forum using available web tools (e.g., Google Sites). Students will also learn to break down the research process into manageable steps, and they will learn to provide and react to peer review.

PREREQUISITES

There are no prerequisites. All course materials are in English.

GRADING

1) Short Assignments on Readings	15 %
2) Long Essay	15 %
3) Midterm Exam	15 %
4) Participation	15 %
5) Oral Presentations	10 %
6) Final Research Product (Website)	30 %

For the final grade, 93 to 100% are an A, 90 to 92% an A-, 87 to 89% a B+, 83 to 86% a B, 80 to 82% a B-, 77 to 79 % a C+, 73 to 76% a C, 70 to 72% a C-, 60 to 69% a D, and less than 60% an F. International studies majors should take note that no grade lower than "C" may be counted towards the major.

COURSE POLICIES

Short Assignments: These assignments will be the basis of class discussion.

- 1) Short Essay on Mason, *Passion of the People*, 1-60 (topic set by instructor). Due January 30.
- 2) Analytical summary of chapter from Goldblatt, *The Ball is Round*. Due in student's assigned week.
- 3) Short Essay on Globalization and the Business of Soccer (topic set by instructor). Due March 6.

Long Essay: Students will write a long essay on the themes the course covers in the first six weeks. The instructor will hand out questions/topics. This essay has to have a minimum of 2100 words, not counting any footnotes or the works cited page. The preferred formatting for the essay is 12-font, double-spaced, with one-inch margins on all four sides. Due Friday, March 1.

Midterm Exam: A midterm will be given on Wednesday, March 27. The exam covers the material from the first eight weeks of the course. It will include essays and identifications.

(NOTE: There will be no make-up quizzes or exams other than in cases of medical emergencies *documented with a doctor's note.*)

Participation: This is a discussion-based class that will require solid class preparation and active student participation to be successful. You do have to contribute regularly to class discussion!! Simply being in class does not earn you participation credit.

Oral Presentation(s): Over the course, students will be asked to present summaries and research findings to the class. The effectiveness of these oral presentations will be assessed as part of your grade. Looking ahead to your professional future, it is important that you work on your oral presentation skills: you should speak loud and clear, you should be to the point, you should avoid informal language, and you should avoid the use of "ahems", "you knows", "likes", or other filler language.

Research Product: As final research product, students will create a website on the soccer culture of a country that they choose in consultation with the instructor. For both intellectual and practical reason, students will not be allowed to work on a 'traditional' European soccer nation: the lessons from the Brazilian case are more easily applicable to 'developing' countries, and there would simply be too much material on national soccer cultures in Europe.

In the spirit of experiential learning, I would encourage you to identify members of the community (university or beyond) from 'your' chosen country to learn about the importance of soccer for national identity, whether it is by conducting interviews and/or watching games together. Students will also be expected to use conventional sources (books, articles, newspaper and magazine articles) as well as less-conventional sources (e.g., YouTube, Blogs, other online sources). All students, and international studies majors in particular, are strongly encouraged to choose a country that allows them to use their foreign language skills.

The final website has to be ready to go online, which means it has to be internally functional (links have to work), properly formatted (text and visuals), and fully documented with footnotes or research notes wherever appropriate. The standards for the information on this website will be the same as if you had written a research paper, only that the information is presented in a different format. We will use Google Sites to create the websites.

Attendance Policy: Student participation is essential and class attendance required. In keeping with the general attendance policy for honors courses, students with more than two *unexcused* absences will lose half a letter grade for each additional *unexcused* absence. Students with more than six *unexcused* absences will receive an automatic F for the class. Absences due to *documented* emergencies will be considered *excused* (i.e., do not count towards these thresholds).

Academic Integrity: Academic integrity is essential to all the values upon which the university is founded. Croft and Honors students must therefore embody academic honesty in all aspects of their work. A student with a documented case of plagiarism or academic cheating in an honors course will face the possibility of receiving the grade of F for the course and being dismissed from the program. Specific consequences of such behavior will be determined by the individual faculty member and the administration.

READINGS

All books are available on reserve at the Williams Library. Readings marked with “*” in the schedule are available on BlackBoard. ***Print out*** these readings and ***bring the printouts to class*** as basis for discussion. (To reduce paper consumption, use the double-sided print function available both at Croft and Honors College printers.)

You are expected to complete assigned readings ***before*** the respective class period and come to class prepared to discuss them.

Required Books

Alex Bellos, *Futebol: The Brazilian Way*. New York: Bloomsbury, 2002.

Tony Mason, *Passion of the People? Football in South America* (Critical Studies in Latin American & Iberian Culture). London: Verso, 1994.

Recommended Books

David Goldblatt, *The Ball is Round: A Global History of Soccer*. New York: Riverhead Trade, 2008.

Simon Kuper and **Stefan Szymanski**, *Soccernomics: Why England loses, Why Germany and Brazil win, and Why the U.S., Japan, Australia, Turkey – and even Iraq – are destined to become the Kings of the World's Most Popular Sport*. New York: Nation Books, 2009. (Second edition 2011)

The SCHEDULE is subject to change. Class topics may be switched, readings may be added or substituted, and assignments may change. Any changes will be announced in class.

COURSE SCHEDULE

W 1/23 **Introduction**

Paul Hoynigen-Huene, "Why is Football so Fascinating", chapter 1 of Ted Richards., ed., *Soccer and Philosophy: Beautiful Thoughts on the Beautiful Game*, pp. 7-22.

Background

M 1/28 **The Political and Social History of Brazil**

"Brazil: An Awakening Giant", in T. Skidmore, P. H. Smith and J. N. Green, *Modern Latin America*, pp. 306-348. *

W 1/30 **The Origins of Soccer in South America**

Tony Mason, *The Passion of the People: Football in South America*, pp. 1-60 (chapters 1-4).

***** SHORT ESSAY 1 DUE *****

The Rise of Brazil as a Soccer Nation

M 2/4 **The 1930s, World War II, and the Rise of South American Soccer**

"The Road to El Dorado: Latin American Football, 1935-1954", chapter 8 of David Goldblatt, *The Ball is Round: A Global History of Soccer*, pp. 263-296. *

W 2/6 **The Postwar Years: Industrialization, Urbanization, and Nationalism**

Martin T. Katzman, "Urbanization since 1945", in *Social Change in Brazil, 1945-1985: The Incomplete Transition*, ed. by Edmar L. Bacha and Herbert S. Klein, pp. 99-139.*

M 2/11 **Brazil Tops the World**

1) "The Reign of Pelé", chapter 6 of Mason, *The Passion of the People*, pp. 77-95.

2) "Demons and Angels: Latin American Football, 1955-1974", chapter 10 of David Goldblatt, *The Ball is Round: A Global History of Soccer*, pp. 357-395.*

W 2/13 **Soccer under Military Rule**

"Military Manoeuvres: Football under the Latin American Generals, 1974-1990", chapter 15 of David Goldblatt, *The Ball is Round: A Global History of Soccer*, pp. 606-648. *

M 2/18 **The Rise of *Futebol* and Brazilian Modernity**

1) Video (in class): "Brazil", episode 3 of *History of Soccer: The Beautiful Game*, 2003.

2) Marcos Natali, "The Realm of the Possible: Remembering Brazilian Futebol", *Soccer & Society* 8:2/3 (April/July 2007), pp. 267-282.

***** Students submit one-page Topic Proposal for Final Research Product: choice of country, half-page rationale, brief list of sources *****

Soccer and National Identity

W 2/20 **Soccer's Political Significance**

- 1) Janet Lever, "Sport in a Fractured Society: Brazil under Military Rule," chapter 5 of in Joseph L. Arbena, ed., *Sport and Society in Latin America: Diffusion, Dependency, and the Rise of Mass Culture*, pp. 85-96.
- 2) Matthew Shirts, "Sócrates, Corinthians, and Questions of Democracy and Citizenship," chapter 6 of Arbena, ed., *Sport and Society in Latin America*, 97-112.
- 3) "Socratic Dialogue," chapter 15 of Alex Bellos, *Futebol: Soccer the Brazilian Way*, pp. 357-371.

M 2/25 **The Memory of Defeat**

- 1) "The Fateful Final", chapter 3 of Alex Bellos, *Futebol: Soccer the Brazilian Way*, pp. 43-76.
- 2) José Sergio Leite Lopes, "Transformations of National Identity through Football in Brazil: Lessons from Two Historical Defeats", chapter 4 of Rory Miller and Liz Crolley, eds., *Football in the Americas: Fútbol, Futebol, Soccer*, pp. 75-93. *

W 2/27 **Race and Soccer in Brazil**

- 1) Tiago Maranhão, "Apollonians and Dionysians: The Role of Football in Gilberto Freyre's Vision of Brazilian People," *Soccer & Society* 8:4 (Oct. 2007), pp. 510-523. *
- 2) José Sergio Leite Lopes, "Class, Ethnicity, and Color in the Making of Brazilian Football", *Daedalus* 129:2 (Spring 2000), pp. 239-270. *

F 3/1 *** **DUE DATE for LONG ESSAY** *** (submit in paper and electronically)

Soccer in the Age of Globalization

M 3/4 **Globalizing the Game**

- 1) "The World Turned Upside Down: João Havelange, FIFA, and the Transformation of Global Football," chapter 13 of David Goldblatt, *The Ball is Round: A Global History of Soccer*, pp.513-541. *
- 2) Marcos Alvito, "Our Piece of the Pie: Brazilian Football and Globalization," *Soccer & Society* 8:4 (Oct. 2007), 524-544. *

W 3/6 **The Business of Soccer in a Globalizing World**

- 1) Alan Gilbert, "From Dreams to Reality: The Economics and Geography of Football Success," chapter 3 of Miller and Crolley, eds., *Football in the Americas*, pp. 53-72.
- 2) Gideon Rachman, "Beautiful Game, Lousy Business: The Problems of Latin American Football," chapter 9 of Miller and Crolley, eds., *Football in the Americas*, pp. 161-173.
- 3) Luiz Martins de Melo, "Brazilian Football: Technical Success and Economic Failure," chapter 11 of Miller and Crolley, eds., *Football in the Americas*, pp. 193-208.

*** **SHORT ESSAY 2 DUE** ***

*** **MARCH 11-15 - SPRING BREAK** ***

M 3/18 *** **In-class Student Reports on Topic for Final Research Product** ***

Each student gives a five-minute presentation, explaining their choice of country, the aspects of soccer culture they hope to focus on for that country, and the sources they expect to use.

Soccer as Popular Culture

W 3/20 **Fans - History and Sociology**

- 1) "Passion of the People?", chapter 7 of Mason, *Passion of the People*, pp. 96-118.
- 2) Antonio Aidar and Rogan Taylor, "Monkeys and Mosquitoes: Research into the Fans of Brazilian Club *Internacional*", chapter 13 of Miller and Crolley, eds., *Football in the Americas*, pp. 218-237.

M 3/25 **Fan Cultures, Popular Culture**

- 1) "Carnival with a Twist," chapter 6 of Alex Bellos, *Futebol: Soccer the Brazilian Way*, pp. 121-145.
- 2) "Frogs and Miracles", chapter 9 of Alex Bellos, *Futebol: Soccer the Brazilian Way*, pp. 184-224.

W 3/27 *** **MIDTERM EXAM** ***

Soccer as a Global Game

M 4/1 **Soccer and Happiness**

- 1) "The Country that Loves Soccer Most," chapter 9 of Simon Kuper and Stefan Szymanski, *Soccernomics: Why England Loses, Why Germany and Brazil Win, [...]*, pp. 181-202.
- 2) "Happiness: Why hosting a World Cup is Good for You," chapter 12 of Kuper and Szymanski, *Soccernomics*, pp. 235-252.

W 4/3 **Wealth, Poverty, and the Future Map of Global Soccer**

- 1) "The Curse of Poverty: Why Poor Countries are Poor at Sports," chapter 13 of Kuper and Szymanski, *Soccernomics*, pp. 255-273.
- 2) "Core to Periphery: The Future Map of Global Soccer", chapter 15 Kuper and Szymanski, *Soccernomics*, pp. 291-306.

M 4/8 *** **In-class Student Reports on Ongoing Research for Final Research Product** ***

Each student gives a five-minute presentation, reporting on the concrete progress they have made in their research, but also focusing on challenges that remain for the successful completion of the research product.

The Impact of Soccer in the 'Periphery'

W 4/10 **The World Cup comes to Africa**

Scarlett Cornellissen, "More than a Sporting Chance? Appraising the Sport for Development Legacy of the 2010 FIFA World Cup," *Third World Quarterly* 32:3 (2011), pp. 503-529.

M 4/15 **Conflict and Peace through Soccer**

Henry Olesugun Majaro-Majesty, "Ethnicity, Conflict and Peace-Building: Effects of European Football Support in Nigeria," *Soccer & Society* 12:2 (March 2011), pp. 201-211.

W 4/17 **Gender and Soccer**

Wolfram Manzenreiter, "Football in the Reconstruction of the Gender Order in Japan," *Soccer & Society* 9:2 (April 2008), pp. 244-258.

Presenting the Research

Each student will take 15 minutes to present her or his (preliminary) website module, focused on both content and the logic of the organization and presentation of the textual and audio-visual material.

M 4/22 **Student Presentations: Part I**

W 4/24 **Student Presentations: Part II**

M 4/29 **Student Presentations: Part III**

W 5/1 **The Grand Finale**

***** Final Project (Website Module) Due on MONDAY, May 6 *****