



HISC77: Soccer and the Modern World

Instructor: Dr. Joshua Arthurs

Location: KW140, Mon. 11-1

Office Hours: KW238, Mon. 2-3

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Course Description: Soccer (“football” to most of the world) is the world’s game and serves as a powerful lens through which to examine major questions in modern world history. How did a game that emerged in industrial Britain spread so quickly throughout the globe? How has the sport been appropriated politically and become a venue for contests over class, ethnic and national identity? Why have wars been fought over the outcome of matches? In short, how does soccer explain the modern world?

Assignments:

Midterm and Final Take-Home Exams (57%): There are a midterm (23% of overall grade, **due by noon on Oct. 25th**) and a final (34% of your overall grade, TBA); both are untimed take-home exams to be submitted on Quercus. Students scoring below 70% have option of rewriting the essay portion of the midterm, provided they have submitted the original on time. The rewrite is due within a week of receiving feedback and must be accompanied with a paragraph detailing the revisions made. On Quercus you can also find a detailed explanation of grading criteria.

Quercus Discussion (26%): Every week, I will post discussion prompts related to the lectures and readings. Over the course of the semester, students must post **five responses**. Unless otherwise indicated, these are **due by Sundays at noon**. As these assignments are taken up in class, posts will not be accepted after the start of the class in which they are discussed. You may comment on your peers’ posts for additional points toward that week’s grade. You may also post more than five responses; if you do so, I will count the five highest scores for the semester. Guidelines are available on Quercus.

Participation and Attendance (17%): Students are expected to attend all meetings, with class materials and notes in hand. Be prepared to ask questions and contribute to our discussion. Typically, the first half of class will be devoted to discussion of the material covered in the previous lecture; in the second half, I will provide a lecture introducing a new topic. Participation criteria is available on Quercus.

Your final grade for attendance and participation is calculated as follows: grade for participation minus 4% for each absence. Students are granted one “free” absence that will not count against your attendance grade. So, for example, if you had an 85% for participation and attended all classes, your final participation grade would be 85; if you missed three classes, one would be excused and the other two would reduce your participation mark by 8%, for a final grade of 77%. Keep in mind that you can only be evaluated for participation if you are present in class! Frequent absences can also affect your participation mark.

To promote collaboration and assist students who miss a class meeting, students are invited to upload their lecture notes on Quercus. In so doing, they will earn 1% additional credit per week toward their final participation mark. Notes must be thorough and complete to receive this credit.

Grading Scale: A+ 90+; A 85-89; A- 80-84; B+ 77-79; B 73-76; B- 70-72; C+67-69; C 63-66; C-60-62; D+ 57-59; D 53-56%; D- 50-52; F 0-49.

Late/Missed Assignments: Late assignments will be deducted 2% for every 24 hours that they are late, beginning at the time at which they are due, and including weekends. Normally they will be accepted up to a week after their original due date, though in the case of the final exam this will be determined by the university calendar. If you know that you will be unable to submit an assignment on time, please request an extension prior to the due date.

Course Policies and Expectations:

Communication: As your professor, I am profoundly invested in your learning and success, both in this course and beyond. Whether you are struggling in the course, have unanswered questions, want suggestions for further exploration, or would like to discuss future goals, please reach out and schedule a meeting with me. I will often communicate with the class via your University email account, so please check it regularly. Email is also the best way to contact me. When emailing, please ensure that you are polite and professional; an unpunctuated message with no salutation and emojis will not be answered. I will work hard to get back to you in a timely manner.

Courtesy during Class: It is disruptive to others to arrive late to class or leave early. Please don't do it. If you know that you will need to leave class early, explain the situation to me beforehand and sit near the door so that you can exit as quietly as possible. Please silence all devices that may make noise during class. You may use a laptop for taking notes, but if you are distracting other students with it, I will ask you to leave class.

Academic Integrity: The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences in papers and assignments include using someone else's ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor, making up sources or facts, obtaining or providing unauthorized assistance on any assignment. On tests and exams cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes. Penalties for violations of academic integrity in this course will range from zero for an assignment to an F in the course.

Artificial Intelligence: Students may not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT and other AI writing and coding assistants, for the purpose of completing assignments in this course. This policy is designed to promote your learning and intellectual development.

If I have reason to believe that an assignment was produced using AI, I will require an in-person meeting with the student to determine the originality of the work. If there is sufficient reason to believe that AI was used, or if the student does not attend the meeting, penalties will range from zero for an assignment to an F in the course.

Plagiarism Detection: Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the

tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation website (<https://uoft.me/pdt-faq>).

Accessibility: Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible: <http://www.utsc.utoronto.ca/ability>. AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 (tel/TTY) or email ability.utsc@utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Religious Accommodations: The University has a commitment concerning accommodation for religious observances. I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. According to University Policy, if you anticipate being absent from class or missing a major course activity (like a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Specific Medical Circumstances: Students who need to miss academic activities due to illness or other reason should submit a [self-declaration form](#) through ACORN. If you become ill and it affects your ability to do your academic work, consult the course instructor right away. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Health and Wellness: Your health and well-being are important to all of us at UTSC. If you feel you are in need of support, the campus has a number of services to assist you. You can find out more about these services at: <https://www.utsc.utoronto.ca/hwc/>

- [Student Mental Health web portal](#)
- [Health and Wellness Peer Support](#)
- [UTSC International Student Centre](#) (UTSC students)
- [Navi](#) - Your mental health wayfinder.
- [Contacts to support you through different types of distress](#) (24/7 Emergency, mental health, academic, financial, housing, sexual assault/safety, equity offices and communities of care on campus).
- [My Student Support Program \(MySSP\)](#) - Confidential mental health counselling by online chat or phone is available from anywhere in the world, 24/7, in multiple languages through.

Schedule

Week I (Sept. 9): Introduction and Early Origins

- Robert W. Malcolmson, *Popular Recreations in English Society 1700-1850* (Cambridge, UK: Cambridge University Press, 1983), 34-40, 89-117.
- David Winner, *Those Feet: A Sensual History of English Soccer* (New York: Overlook Press, 2013), 20-44.

Week II (Sept. 16): Organization and Professionalization

- William J. Baker, “The Making of a Working-Class Football Culture in Victorian England.” *Journal of Social History* 13.2 (1979), 241-251.
- R.W. Lewis, “‘Touched Pitch and Been Shockingly Defiled’: Football, Class, Social Darwinism and Decadence in England, 1880-1914” in J.A. Mangan, ed., *Sport in Europe: Politics, Class, Gender* (London: Frank Cass, 1999), 117-143.
- Colin Veitch, “Play Up! Play Up! And Win the War! Football, the Nation and the First World War, 1914-15.” *Journal of Contemporary History* 20.3 (1985), 363-378.

Week III (Sept. 23): Exporting the Game

- Matthew Taylor, “The Global Spread of Football” in Robert Edelman and Wayne Wilson, eds., *The Oxford Handbook of Sports History* (Oxford: Oxford University Press, 2017), 183-196.
- Udo Merkel, “The Hidden Social and Political History of the German Football Association (DFB), 1900-50.” *Soccer & Society* 1.2 (2000), 167-186. *****Read only through p.175*****
- J.A. Mangan, “The Early Evolution of Modern Sport in Latin America: A Mainly English Middle-Class Inspiration?” in *Sport in Latin American Society: Past and Present* (London: Frank Cass, 2002), 9-42.

Week IV (Sept. 30): The Beautiful Game: Latin America

- Brenda Elsey, “Breaking the Machine: South American Fútbol” in Matthew Gutmann and Jeffrey Lesser, eds., *Global Latin America: Into the Twenty-First Century* (Berkeley: University of California Press, 2016), 131-45.
- José Sergio Leite Lopes, “Class, Ethnicity, and Color in the Making of Brazilian Football.” *Daedalus* 129.2 (2000), 239-270.
- Eduardo Archetti, “In Search of National Identity: Argentinian Football and Europe.” *International Journal of the History of Sport* 12.2 (1995), 201-219.

Week V (Oct. 7): Soccer under the Dictators

- Robert S.C. Gordon and John London, “Italy 1934: Football and Fascism” in Alan Tomlinson and Christopher Young, eds., *National Identity and Global Sports Events: Culture, Politics, and Spectacle in the Olympics and the Football World Cup*. (SUNY Press, 2006), 41-63.
- Udo Merkel, “The Hidden Social and Political History of the German Football Association (DFB), 1900-50.” *Soccer & Society* 1.2 (2000), 167-186. *****Read from p.175 onward*****
- Alejandro Quiroga, “Spanish Fury: Football and National Identities under Franco.” *European History Quarterly* 45.3 (2015), 506-529.

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Week VI (Oct. 21): The Colonial and Postcolonial Game

- Paul Dimeo, “Football and Politics in Bengal: Colonialism, Nationalism, Communalism.” *Soccer & Society* 2.2 (2001), 57-74.
- Paul Darby, “Football and Identity Politics in Ghana” in Alan Bairner, John Kelly and Jung Woo Lee, eds., *Routledge Handbook of Sport and Politics* (London: Routledge, 2016), 137–49.
- Paul Darby, “The New Scramble for Africa: African Football Labour Migration to Europe” in J.A. Mangan, ed., *Europe, Sport, World: Shaping Global Societies* (London: Frank Cass, 2001), 217-244.
- **MIDTERM DUE BY NOON ON OCT 25**

READING WEEK OCT. 28-NOV. 1

Week VII (Nov. 4): FIFA and The World Cup

- Eduardo P. Archetti, “Argentina 1978: Military Nationalism, Football Essentialism, and Moral Ambivalence” in Alan Tomlinson and Christopher Young, eds., *National Identity and Global Sports Events: Culture, Politics, and Spectacle in the Olympics and the Football World Cup*. (SUNY Press, 2006), 133-147.
- Nathalie Hyde-Clarke, Rune Ottosen and Toby Miller, “Nation-Building and the FIFA World Cup, South Africa 2010” in T. Chari et al., eds., *African Football, Identity Politics and Global Media Narratives* (Palgrave MacMillan, 2014), 15-28.
- Sam Knight, “At Qatar’s World Cup, Where Politics and Pleasure Collide.” *The New Yorker*, December 3, 2022.

Week VIII (Nov. 11): North American Exceptionalism?

- Andrei Markovits, “The Other ‘American Exceptionalism’: Why There is No Soccer in the United States.” *Praxis International* 8.2 (1988), 120-150 (you can skip 130-135).
- Stephen Fielding, “Ethnicity as an Exercise in Sport: European Immigrants, Soccer Fandom, and the Making of Canadian Multiculturalism, 1945–1979.” *The International Journal of the History of Sport* 34, no. 10 (2017): 970–91.
- Andrei Markovits and Lars Rensmann. *Gaming the World: How Sports Are Reshaping Global Politics and Culture*. Princeton: Princeton University Press, 2018, 107-147.

Week IX (Nov. 18): The Women’s Game

- Jean Williams, “Football and Feminism” in Rob Steen, Jed Novick and Huw Richards, eds., *The Cambridge Companion to Football* (Cambridge University Press, 2013), 181-194.
- Rachel Allison, *Kicking Center: Gender and the Selling of Women’s Professional Soccer* (Rutgers University Press, 2018), 25-48.
- Fan Hong and J.A. Mangan, “Will the ‘Iron Roses’ Bloom Forever? Women’s Football in China: Changes and Challenges” in Fan Hong and J.A. Mangan, eds., *Soccer, Women, Sexual Liberation: Kicking Off a New Era* (Frank Cass, 2004), 47-66.

Week X (Nov. 25): Fan Identities

- Cornell Sandvoss, *A Game of Two Halves: Football, Television and Globalization* (Routledge, 2003), 27-43.
- Matthew Guschwan, “Riot in the Curve: Soccer Fans in Twenty-First Century Italy.” *Soccer & Society* 8.2/3 (2007), 250-266.

- Richard Giulianotti and Michael Gerrard, “Cruel Britannia: Glasgow Rangers, Scotland and ‘Hot’ Football Rivalries,” in Gary Armstrong and Richard Giulianotti, eds., *Fear and Loathing in World Football* (Berg, 2001), 23-42.

Week XI (Dec. 2): The Global Game

- Peter Berlin, “Money, Money, Money: The English Premier League” in Rob Steen, Jed Novick, and Huw Richards, eds., *The Cambridge Companion to Football* (Cambridge, UK: Cambridge University Press, 2013), 121-135.
- Laurent Dubois, *Soccer Empire: The World Cup and the Future of France* (University of California Press, 2010), 154-176.
- Cornell Sandvoss, *A Game of Two Halves: Football, Television and Globalization* (Routledge, 2003), 67-102.

Week XII (Dec. 3 – makeup class for Thanksgiving): Concluding Discussion

FINAL TAKE-HOME EXAM TBA