

iCOURSE SUMMER II

AFRICANA STUDIES

AFAS HUMS 376: GLOBAL SOCCER --- SUMMER 2022

Sections 102 & 202-- (July 11—August 10)

Instructor: Dr. Yuxuf Abana.

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Zoom Meeting ID: 292-559-6829

Zoom Meeting URL: <https://arizona.zoom.us/j/2925596829>

“A person who won’t read has no advantage over one who can’t read” —Mark Twain

This course is fully taught online. All course lectures, assignments, and final examination will be conducted on D2L. Please make sure you can connect to the D2L site for this online course and familiarize yourself with the D2L format immediately after reading this syllabus. To connect to this course on D2L, you must use the same email address you used to enrol for this course. If you need assistance with the D2L system and site, please schedule an appointment with the D2L office for a tutorial (520-626-6804; d2l@email.arizona.edu; <http://help.D2L.arizona.edu>).

*Note that there will be **no** scheduled live video instruction or Zoom lectures in this course. This is an online only iCourse self-paced class where you will complete assignments by the deadlines on the D2L platform. Of course, there will be Instructor and other instructional assistance through email notifications and announcement board posts. Talk to the Instructor or your College Advisor immediately if you have questions about the course format.*

The campus resource for the resolution of computer problems is the UA 24/7 Tech Support Desk at (520) 626-8324. UA 24/7 is in the Slonaker House at 1027 East 2nd Street.

*****Note that you can check out laptops from the Main Library*****

Course Description

This interdisciplinary course is about the emergence and growing notoriety of soccer in France, the Francophone world, and the rest of the planet. While the British invented “football” (as soccer is known around the world) and professional football, the French were key players in structuring it worldwide. Following in the steps of Pierre de Coubertin who revived the Olympic games at the end of the 19th century, French compatriots Jules Rimet, Robert Guerin, Henri Delaunay, Jacques de Ryswick, Gabriel Hanot, Jacques Goddet, and Jacques Ferran were central figures in the creation of most important soccer institutions as of today: Federation International de Football Association (FIFA) in 1904, the FIFA World Cup Soccer in 1930, the Union of European Football Associations (UEFA) in 1954, the UEFA Coupe d’Europe des Clubs Champions Europeens (Champions League) in 1955, and the Ballon d’Or (Golden Ball Award) in 1956. The course provides a strong foundation in the history and development of soccer in France, the Francophone world, Africa, and as a worldwide global phenomenon through explorations in the following areas: cultural and global studies, philosophy, history, institutions, the arts, and language.

The course presents several important themes that will allow us to understand the popularity and identifications of the populations with soccer worldwide, as well as the human values it represents: olympism, pacifism, imperialism, colonialism, national identities, race, politics, gender, immigration, and globalization.

Course Objectives:

****Assist students to understand some of the major historical and cultural events, movements, texts, and theories in soccer studies. Readings will explore relationships between colonizing western countries (especially France) with their former colonies in Africa, and the Caribbean, and the subsequent rise of “race” and “identity” as important subjects in European/French politics.**

****Empower student understanding of the important historical contexts of football and its genesis as a cultural mediator in the social history of the countries where it first originated.**

****Help students discover the seminal and trailblazing individuals who contributed into making football a historical sports and cultural construct.**

****Enable students understand how and why organization and competition shaped the rise of football as a structured and organized sport.**

****Students will understand the dynamics of capital and its role and influence in the economics of football in the global economy.**

**** Students will gain knowledge of the centrality and reaching influence of football and sports in modern human cultures and interactions.**

****Students will acquire writing skills in developing textual evidence to support claims and assertions on ideas/concepts in texts****

Course Learning Outcomes:

After taking this course:

****Students will demonstrate an intellectual and research interest in global soccer as an overarching global phenomenon.**

****Students will acquire the knowledge and vocabulary with which they can intelligently analyse football culture beyond its typical physical “performance” on the field of play.**

****Students will be equipped with thinking and writing skills to help them research sources in critical and review writing on football and global soccer.**

****Students will gain knowledge of the intersection of football and various constructs of global history such as “national identity”, “race”, “politics”, “gender”, “pacifism”, “imperialism”, and “globalization”.**

****Students will competency in writing critical research essays and gain knowledge of the use of MLA citation protocols in their writing.**

****Students will appreciate the importance of deadlines in instilling discipline in their approach to their academic studies.**

Class Format Descriptions at the U of A

The COVID-19 pandemic has redefined the types of classes offered at the University of Arizona. The University of Arizona offers four types of classes:

- a) **In Person:** Students and instructors attend class in person with enhanced health protections, including wearing face coverings and decreasing classroom density. Review the class details on UAccess to identify the full description of in-person instruction.
- b) **Flex In-Person:** Students participate in a mix of in-person and online modes. For example, you may be in a rotating group that alternates between in-person and online meetings following the weekly class schedule. Or you may participate in lectures online and labs in person. The exact mix of in-person and online will be determined by your Instructor. Review details on UAccess.

- c) **Live Online:** The Instructor and students are online simultaneously, and your Instructor provides content via Zoom, Panopto or Google in a live online platform.
- d) **iCourse:** In iCourses, Instructor and students are not required to be online simultaneously. Note that the iCourse is not an In-Person, Flex-Person, or Live Online Course. AFAS 376 is an iCourse and students complete their work independently through the D2L platform. (Talk to the Instructor or your College Advisor immediately if you have questions about the course format)

Required Texts_(Books are available in the UA Bookstore in the Student Union)

- 1) It must be stressed that you should buy the editions of the course texts/ readings listed below. There will be no accommodation for those who buy or use different editions of the required texts that do not permit or allow use of MLA conventions in textual citations.
 - 2) If you use kindle or other internet formats of the readings/texts that do not have the appropriate pagination, you will lose points on assignments because of inability to use correct / or appropriate MLA citations. All textual quotations / paraphrases in the course assignments must have appropriate citations in MLA format. All citations / quotations must have page numbers because as part of evaluating and assessing assignments, it is important to determine if these quotations are accurate in terms of their source in a text and wording. Making "Chapter" references will delay the grading of assignments since it takes long to track quotes that only have Chapter and not page numbers as reference.
 - 3) All assignment questions are derived directly from the texts listed below. All responses to assignment questions must cite and attribute all ideas and information in these responses to specific authors and pages in the texts below. You must check with the course instructor before you fill your assignments with authors and texts not listed and required for this course. Be prepared to furnish the course instructor with copies of all secondary texts used in the development of all your assignments in this course.
 - 4) **Note that you will read all the course texts in their entirety to respond to the assignments in the course. There will be no reading of only select chapters and pages.**
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- a) Alegi, Peter. *African Soccerscapes: How a Continent Changed the World's Game*. (Full text in PDF posted on D2L). Athens: Ohio University Press, 2010.
 - b) Dubois, Laurent. *Soccer Empire: The World Cup and the Future of France*. Berkeley: U of California Press, 2010. [ISBN: 978-0-520-26978-1]

- c) Foer, Franklin. ***How Soccer Explains the World: An Unlikely Theory Of Globalization***. New York: HarperCollins, 2010.
[ISBN: 978-0-197805-0]

Grade Points In Each Unit

UNIT 1---Questionnaire on African Soccer.....30 points.
UNIT 2--Questionnaire on *Soccer Empire*-----30 points.
UNIT 3--Final Exam Essay -Critical Review Essay *How Soccer Explains the World*---40 points.

UNITS 1&2: Written Responses to Questionnaire on pages 15—18 of syllabus (the questionnaire is worth 30 points each for each unit.

Students are responsible for **reading all required texts and for responding in writing to all questions of the questionnaires posted in the course syllabus and on D2L. Students will submit their written responses in the Assignments Box/Folder of D2L on the due date (Microsoft Word only, no PDF submissions will be accepted)**. Students are responsible for writing their own original work. The grade on all course assignments will be based on content, length, and quality of responses; spelling and grammar; knowledge of MLA formatting and other rules of usage and correctness; and respect of deadlines.

Unit 3: Final Exam Project--Critical Research Review Essay (40 points)

Students will write one critical research review essay (five pages long) of Franklin Foer's ***How Soccer Explains the World***, 5 pages of text, double-spaced, in a Times New Roman, Cambria or comparable 12-point font. **The critical research book review is due in the Assignments Box on D2L in Microsoft Word only, not PDF.** Absolutely no outside help (including tutors/friends, etc.) is allowed.

Grading and Formatting Guidelines

1. Grading for both questionnaires and the critical research review essay will be based on content, organization, expression, and mechanics (usage). A detailed rubric will be posted on D2L to give you a sense of the expectations required. Nonetheless, be sure to edit carefully, proofread final versions of your assignments thoroughly---checking for punctuation, spelling, and grammatical errors. Double-space all your written questionnaire responses and critical research review essay using the correct form of MLA style of citation in a Times New Roman, Arial, or comparable 12 point-point font. Use one-inch margins, and be sure your name, date, and title of the assignment are at

the top of the first page. Always remember to give your assignment a title (especially the essays), acknowledge all secondary ideas, and have a work(s) cited page.

2. Beware—if you use a kindle “text” or any other internet formatted version of the course texts without page citations, it could cost you points. All textual citations (whether direct quotes or paraphrase) are required in all the assignments.
3. All writing for course assignments must be double-spaced, not single-spaced.

Late Assignment Policy

- 1) Be reminded that this online course begins July 11 (Summer II 2022) in accordance with the University’s Academic Calendar. There will be no revision of this calendar to accommodate anyone ADDING late to the course. Dates for all the readings and assignment submission deadlines are final.
- 2) All assignments are due on the dates and times listed in this syllabus and the Assignments Box on D2L. **Each late assignment automatically loses four points for each day that it is late (each day is defined as starting with the closure of the assignment folder).** Forgetting the due date of an assignment is no excuse /reason to request extension. Be prepared and constantly look at the schedule of deadlines for course assignments.
- 3) **Do not E-MAIL any late assignments (questionnaire or critical research review essay) to the Course Instructor. If you have a late assignment, email the Instructor and inquire about the protocol on how to make your late submission. The Instructor inbox is daily swamped with mail and there are times when some mail is lost, accidentally deleted.**
- 4) **Not providing a word count = loss of 3 points for each response without a word count.**
 - a) **Not using correct form of MLA citation (both in-text & Work(s) Cited = 3 points.**
 - b) **Re-writing questions in UNIT 2 Questionnaire= loss of 2 points.**
 - c) **Writing in single-spaced format= loss of four points.**

Re-write Policy

- 1) Students may revise one course assignment after Instructor feedback. The conditions that must be met before a student can re-write a graded assignment will be clarified in the assignment feedback. Also, endeavour to meet with or discuss the feedback further with the Instructor / TA before you re-write the assignment.
- 2) You do not qualify for this re-write opportunity if you fail to write and submit this required assignment by the scheduled deadline.

- 3) The re-writes must be completed by August 5th, 2022, at 11:59:00 pm (AZ Time). The Assignment Folder on D2L will re-open on August 5th at 8:00 am and close at 11:59 pm on the same day for re-write submissions. After this date, no requests for a re-write will be accepted.

Student Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/codeofacademicintegrity>

Threatening Behavior

The University seeks to promote a safe environment where students and employees may participate in the educational process without compromising their health, safety, or welfare. The Arizona Board of Regents (ABOR) Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one self. Threatening behavior can harm and disrupt the University, its community, and its families.

Threatening behavior means any statement, communication, conduct, or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker's statement, communication, conduct, or gesture as a serious expression of intent to physically harm. Students are also expected to adhere to the Policy on Threatening Behavior by Students: <http://policy.web.arizona.edu/threatening-behavior-students>

Religious Accommodation Policy

The University of Arizona requires its administrators and faculty to reasonably accommodate the religious needs, observances, and practices of their employees and students upon request. However, classroom or course lessons should not unduly suffer by granting the individual's request. Reasonable accommodations are necessarily determined on an individual basis and depends on the circumstances.

Assignment Formatting Guidelines

Grading for assignments will follow University guidelines, which are based on content, organization, expression, and correctness/usage. There will be one rewrite opportunity in this course, nonetheless, be sure to edit carefully, proofread final versions of your assignments thoroughly---checking for punctuation, spelling, and other grammatical errors. Please type and double-space all your written assignments using MLA citation in a Times New Roman, Cambria, or comparable 12-point font. Use one-inch margins, and be sure your name, date, and title of the assignment are at the top of the first page. Always remember to give your assignment a title, acknowledge all secondary ideas, and have a work(s) cited page. All assignments must be submitted in the appropriate Assignments Folder on D2L.

All writing for this course must be double-spaced, not single-spaced.

Grade grid: **A:** 90—100 points; **B:** 80—89 points; **C:** 70—79 points; **D:** 60—69 points; **E:** 60-0

Incomplete

In accordance with University guidelines, an “I” (Incomplete) will be granted only when the student has an unexpected emergency (documented proof required) and has also completed 75% of the course work by the last day of classes in the semester. See the University policy on Incomplete at <http://www.registrar.arizona.edu/gradepolicy/incomplete.htm>

Time Difference Remember that all times posted for assignments and due dates are in Arizona Time (Arizona Time). To check the current time in your area, look at the website: <http://www.timeanddate.com/worldclock>. The time deadline for all assignments in this course is 11: 59 pm (Arizona Time) and will not be changed or re-scheduled. Do not confuse the time deadline in AFAS / HUMS 376 with other courses you have taken in the past, or you currently take. It is your responsibility to know the appropriate time deadline for this course; always check the D2L calendar, or course syllabus for the due dates and times for your assignments.

E-mail Policy

- 1) In an online course, email is the exclusive medium of communication between the teaching team and you. Any changes in course policies, or assignments will be communicated to the class through email. Therefore, it is important you check your email every day, so you do not miss any class announcements.
- 2) Members of the teaching team will initiate communication with you only through your University of Arizona e-mail account. If you do not check this e-mail account at least

once a day, make sure you forward messages from this account to the one you check daily. Not reading e-mail correspondence from any member of the teaching team is no excuse for not complying with the subject of the correspondence.

- 3) Be formal and professional in your correspondence and e-mail exchanges with members of the teaching team (Professor and Teaching Assistants/Graders) and your course mates. There will be no response to any rude or disrespectful e-mail to any member of the teaching team.
- 4) In your e-mail correspondence with any member of the teaching team, please always include your Course Number (**AFAS 376**) and **Section (#)**. This information could be in the subject field, body of your e-mail, or below your signature line. Your professor and other members of the teaching team are responsible for more than one course and certainly, more than one section of this course. So, it is very important that you include both your Course Number and Section in your e-mail. **Any of your e-mail without your Course Number and Section will not get the expected prompt response.**
- 5) For answers regarding questions on your grades on assignments, contact the course TA/Grader (if there is one listed for the course). You may e-mail the Instructor if you need additional assistance with your questions.
- 6) Before you e-mail any member of the teaching team, take a few minutes, and go through the Course Syllabus again and make sure that the issue or question you are e-mailing about is not already addressed. For issues already addressed in the Course Syllabus (e.g. assignment deadlines, etc.), we may not respond to your e-mail or we may simply refer you to the document. Make the effort to look for answers to your questions in course documents, e-mail notifications sent to the class or posted on D2L before you e-mail for assistance.
- 7) Members of the teaching team will respond to your e-mail within 48 hours (absolutely no e-mail correspondence on Saturdays and Sundays, weekends, and nights). All mail received after 4 pm on Friday will have a response by noon on the following Monday. **Desist from e-mailing us at night.** If you find the expected response not forthcoming in the 48 -hour time span, double-check your sent e-mail to make sure you included your course information (Course Number and Section) and that the issue is not addressed in the course syllabus.
- 8) Do not wait till the eve of an assignment deadline to e-mail the teaching team regarding “confusion” about the terms and demands of the assignment. Always strive to work ahead. Budget your time wisely. Seek clarification about the expectations of course assignments ahead of deadlines. Do not wait till only a day or hours before an assignment is due to e-mail the Teaching Team about “problems” or “confusion” with the requirements of an assignment.

Online Documentation Guide

The Purdue Online Writing Lab (OWL) has excellent resources on academic writing and citations practices for both MLA and APA styles. I recommend using this site to help with citation for essay assignments for this course: <http://owl.english.purdue.edu/owl/>

Remember: Only MLA citation is required for this course.

Plagiarism

Plagiarism is using someone's work as if it were yours. For example, whenever you borrow a *phrase, sentence, paragraph*—or even an *idea* stated in your words---from secondary source (book, article, TV show, website, or talk) without giving credit to that source, you have plagiarized. Plagiarism means stealing. You may not realize it, but certain practices lead others to conclude that someone's work is your own. Here are some of these practices:

- 1) Using someone's exact words and not putting quotation marks around them, which means the reader has no way of understanding that this is not the work of the author.
- 2) Using someone's work and not referencing the source.
- 3) Close paraphrasing (same order of sentences, same order of paragraphs, same order of sections), with merely a word substituted here and there. This indicates that the work is still really someone else's. The intellectual work of re-thinking the meaning wasn't done. This is true even if the source is given.
- 4) Cut 'N Paste: Using parts of several people's work, which some think is original-Not! The sum of sentences from other authors doesn't make the combination original. Plagiarism will not be tolerated in this course. If you have any doubt about your essay, please check with the instructor. Source: <http://www.thinkquest.org>
- 5) The University Libraries have some excellent tips for avoiding plagiarism, available at <http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>
- 6) **If you have taken this course (AFAS / HUMS 376) before in a previous semester and did not complete it, you cannot resubmit any of the assignments you did in that past semester for this current semester's offering of the course. Also, if you are retaking the course to improve the grade from your past study in the course, you cannot repeat or resubmit the assignments in that semester for a new grade. Instead, you will do different assignments for this semester. You must see the Course Instructor**

at once (in the first week of the course, July 11th —July 13th) if this applies to you. Self-plagiarism is not permitted in this course.

Special Needs and Accommodations

Students who need special accommodation or services should contact the Disability Resources Center, 1224 East Lowell Street, Tucson, AZ 85721, (520) 621-3268; FAX (520) 621-9423; email: uadrc@email.arizona.edu, <http://drc.arizona.edu>. You must register and request

that the DRC send the instructor official notification of your accommodations needs as soon as possible. Please plan to meet with the instructor by appointment of during office hours to discuss accommodations and how the instructor's course requirements and activities may impact your ability to fully participate. The need for accommodation must be documented by the appropriate office.

Accessibility and Accommodations

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodation.

Honors Contract

This course is also available to fulfil Honors Contract obligations at the University of Arizona. In addition to completing all regular required assignments in the course syllabus, students wishing to complete an Honors Contract in this class will be responsible for the following additional assignment:

Write a critical research review essay on these three books (available in the UA Main Library):

- a) ***Football in America*** by Rory Miller.
 - b) ***Soccer*** by Georges Schwartz.
 - c) ***Golazo: The Beautiful Game From The Aztecs To The World Cup: The Complete History Of How Soccer Shaped Latin America*** by Andreas Campomar.
- (The above texts and many others are available in the Main Library)

Your critical research review essay on each text will be six pages long. You will use the instructions for the writing of the critical research review essay in Unit 3 to develop this assignment for the Honors Contract.

If after reading the requirements above, and you decide that you want to pursue this opportunity you must fill out and sign an Honors Contract Form available at the Honors College: <http://www.honors.arizona.edu/>

After filling out and signing the form, take it to Miss Leonora Escobar, Curriculum Specialist, in the Learning Services Building, #232, (1512 East First Street). Miss Escobar will sign it and you will take it to Honors College for final approval. If you have any questions on where to get the Form, please contact Dr. Laura Berry at berry@email.arizona.edu

Note that the form must be filled and approved within the first week of the summer session.

Confidentiality of Student Records.

Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that governs the rights and institutional responsibilities with respect to student records. FERPA is a federal law designed to protect the privacy of a student's educational records. More details on what FERPA is about and specifics of what constitutes an Education record can be accessed at : <http://www.registrar.arizona.edu/ferpa/default.htm>. If you have any questions regarding any of the information provided on this site, please contact the University of Arizona Office of the Registrar via email at: REG-reghelp@email.arizona.edu

Africana Studies Program

The Africana Studies Program at the University of Arizona prepares future leaders of a global and diverse economy from North and Latin America to Africa and Europe. It offers an interdisciplinary major, a minor in hip-hop cultures, and a variety of internships and study abroad opportunities. This program embraces new technologies in college learning and is a leader in online offerings in digital humanities.

Our faculty encompasses diverse academic backgrounds producing fertile and exciting interdisciplinary dynamic evident in both our teaching and research. We encourage students from all backgrounds to join us in investigating the historical and contemporary experiences of Africana peoples and how gender, class, race, and other constructs shape them.

To learn more about the Africana Studies Program, visit <http://africana.arizona.edu>

Information on career possibilities with an Africana Studies degree: http://africana.arizona.edu/sites/africana.arizona.edu/files/major_possibilities.pdf

Why you should major or double major in Africana Studies: http://africana.arizona.edu/sites/africana.arizona.edu/files/wiy_major.pdf

THE READINGS

- 1) How do you read for this course? I must stress that to write good essays/responses/reviews in college, you must learn how to read effectively and critically. According to Professor Richard Jewell (University of Minnesota) the method of ***critical reading*** is the effective way to read academic texts. Jewell

explains critical reading as ***careful, thorough, thoughtful***, and ***active*** reading. *Avoid quick or negative reading.* Approach the text with interest and curiosity. Think of the knowledge you are about to gain in the text and its pages:

- a) Be an ***active reader***: Think about the information on the page. Mark **new ideas, dates, names of personalities, events, places**, etc, in the chapters as you read. Do not merely highlight these elements on the pages of the chapters. ***Write*** your ***personal notes*** and ***comments*** on what you ***think*** about the information in the chapters you have read. What did you learn about the subject or topic in the chapter? What questions do you have about the subject or topic? Have you understood the chapter's development of the subject? Can you write a summary of the chapter (in four or five sentences)?
 - b) Ask yourself if you have any important agreements or disagreements with what you have read.
- 2) **The assignments for this course are designed to foster independent study. There will be no daily/weekly lessons on the course texts/readings. Instead, you are encouraged to plan your own daily/weekly reading schedule and strive to work daily toward fulfilment of the unit assignment for each deadline.**
 - 3) There will be regular notifications/reminder on the writing pointers needed for the development of the questionnaires/critical research review essay.
 - 4) Read Course Syllabus carefully.
 - 5) Read the Student Orientation on Use of D2L (posted course site on D2L).
 - 6) You will read all the course texts in their entirety, not selected chapters or pages.

A. SPECIFIC INSTRUCTIONS ON WRITING COURSE ASSIGNMENTS (QUESTIONNAIRE IN UNITS 1 & 2).

1. The assignments in UNITS 1 & 2 are designed to enhance your skills in close and independent reading, and critical writing/thinking.
2. You will respond to the questions in UNITS 1 & 2 very thoroughly. You will use direct quotes/textual evidence from the texts to support whatever arguments/claims/assertions you make in your responses to the questions.
3. **Each response to each question in UNITS 1 & 2 should be, at least, 400 words long (except for question #1 in UNIT 2 which should be 1200 words)** and in complete grammatically correct sentences. (Shorter responses could lower your scores). Provide a word count at the end of each individual response and Work(s) Cited listing of the text used at the end of the assignment.
4. Provide appropriate parenthetical citations for all primary and secondary quotations or illustrations using the correct forms of the MLA style of citation.

5. The overall emphasis in the content of your responses should be your own insights/thoughts on the readings. Show/develop your analytics skills instead of filling pages with long/excessive quotations merely to make up the required length of the response. (See information on how to introduce / analyse quotations in the *Writing Resources Folder* on D2L)
6. Make sure you follow the rules of correct grammar and usage, and all other rules of Standard English you have studied in college.
7. Make sure your responses do not overlap. Do not repeat the same response for multiple questions, even if questions *appear* to warrant the repetition of an idea in a response developed elsewhere. Strive for originality in your responses.
8. **Do not rewrite the questions with your responses.** List only the question number against the response. **You will automatically lose 2 points in the assignment in the assignment if you do so.** Provide, at least, two spaces between completed responses. Remember all assignments for this course must be submitted in Microsoft Word Format, **not** in PDF. **PDF submissions will not be accepted.**
9. If you make multiple submissions of the same assignment, you must clearly indicate which assignment you want graded. In the absence of any such instruction from you, the submission with the latest time/date will be graded.
10. All assignments must be developed in sequence and follow the order in which they appear in the syllabus and on the D2L calendar. If you submit the wrong assignment for a unit, any do over of that unit assignment will lose 50% of the points for the unit.
11. **The writing format for all course assignments, questionnaires, and final exam essay, must be double-spaced, not single-spaced.**

(UNIT 1- July 11—July 21)—SOCCER AND THE CONJOINED HISTORIES OF EUROPE AND AFRICA

A) About This Unit.

****Reading and study of Peter Alegi's text will enable students understand important historical contexts of football and its genesis as a cultural mediator in the conjoined histories of Europe and Africa****

A) Objectives:

****Students will discover who the seminal and trail-blazing individuals are in making football a historical construct in the social and political relationships that developed between Europeans and Africans in the 19th and 20th centuries****

****Students will understand how and why organizations and competitions shaped the rise of football as a structured and organized sport in colonial history****

****Students will discover the intersection of sports, national identity, and football in Africa****

****Know influential personalities in the history of African football****

****Students will acquire critical writing and thinking skills****

B) Reading

Alegi, Peter. *African Soccerscapes: How a Continent Changed the World's Game*. Athens: University of Ohio Press, 2010. (Chapter Excerpts posted on D2L)

UNIT 1 QUESTIONNAIRE

1. What does the term "The Whiteman's Burden" mean in Peter Alegi's use of the term in the opening chapter of *African Soccerscapes*? Referring to three specific examples of textual evidence in Chapter One of *African Soccerscapes* analyse and explain why Alegi's use of the term helps you to understand the early history of the introduction of football by European colonialists into Africa between the 1860s and 1919.
2. What is the meaning of the notion of "The Africanization of Football" in the history of football in Africa? Analyse and explain three specific and distinct examples of textual evidence in Chapter Two of *African Soccerscapes* that help clarify the notion of "The Africanization of Football" in the chapter. How and why do your choice of examples in the chapter encourage the idea that football can have an "Africanized" trait or quality.
3. Referring to textual evidence in Chapter Three in *African Soccerscapes* detail and explain the significance of the role of Nnamdi Azikiwe in the politics of football in colonial Nigeria (West Africa). What specific contributions did he make to the development of football in colonial and post independent Nigeria? (Do not merely list

items. Explain the specific areas of his contributions / role that aided the organization of football and national identity in Nigeria).

4. How did football become a human rights issue and used a tool of resistance in the anti-Apartheid struggle in South Africa? In what specific ways was football made into this potent weapon to bring about political change in South Africa? (See Chapters Three and Four in *African Soccerscapes*).
5. Peter Alegi, in Chapter Four of *African Soccerscapes*, develops and discusses the evolution and development of organized football in Africa between 1957—1988. Referring to two instances of textual evidence author uses in Chapter Four, assess the significance of these attempts to structure and elevate African football to competitive levels.
6. Referring to textual evidence in Chapter Five of *African Soccerscapes* discuss the value and importance of immigration in the impact of African footballers at all levels of Europe's football leagues. (Do not merely list or itemize names of footballers and where they played in Europe. Discuss their contribution / significance in the clubs / leagues in which they played)

(Due date: Thursday, July 21 at 11:59 pm Arizona Time)

(UNIT 2: July 22---August 3)-FRANCE AND THE POLITICS OF SOCCER IN THE FRANCOPHONE WORLD

A) About This Unit

**** Reading and study of Laurent Dubois's text will expose students to several theories of football and history in the specific context of France's relationship with its former colonies in Africa and the Caribbean and the subsequent rise of "race" and "identity" as important subjects in modern France****

B) Objectives:

****Students will read and study how the history of French colonialism played a decisive role in shaping the game and politics of soccer in modern day France****

****Students will understand the ways in which “race” and national “identity” forge new social and political new discourses because of France’s football culture****

****Students will discover the interrelationship between football and global politics****

C) Reading:

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

Note Well: The course text (*Soccer Empire: The World Cup and The Future of France*) will be the primary and exclusive source of the ideas and information in the development of the responses to the questions in this unit. Use of newspaper articles, journals, web sites, etc, not listed on the required book list will not earn you any credit.

The Instructor will demand scanned copies of secondary sources used in all the course assignments. This is to enable an accurate and fair evaluation of the material used in the assignment.

D) The Assignment: UNIT 2 QUESTIONNAIRE

1. Who were/are the following men and which role(s) did they play / do they play in the history of France according to Dubois?

(Question #1 will also exceed the required 400 words for questions 2--5 because of the need to develop detail on the six personalities; (1200 words is the recommended length). Do not merely summarize what Dubois’s text says about these six personalities. Instead, use the information Dubois develops about them to argue and explain the distinctive role they played in French soccer and the significant contributions Dubois thinks they made Do not bunch your response in a one essay type structure. Develop each personality individually by placing the alphabet against his name.

- a) Gabriel Hanot
- b) Rachid Mekloufi
- c) Jules Rimet

- d) Marius Tresor
- e) Lilian Thuram
- f) Zinedine Zidane

2. What are the many connections between the former French colonies (and most particularly Caribbean France), soccer, identity, and France according to Dubois? (Be sure to state which specific Caribbean countries and the nature of “identity” implied in Dubois’s study).
3. What are *banlieue* neighborhoods in France? What does Dubois recount about them in various chapters of the book? (In your response, you must define and explain what the word *banlieue* means, and what they are notable form in the history of France’s football culture).
4. Discuss and explain Dubois’ concept of “La France Metissee” (Read Chapter 7 closely).
5. In *Soccer Empire*, Laurent Dubois attempts to use the history of soccer to examine the history of empire. Referring to analysing textual evidence from Dubois’s text to what extent does a cultural object like sport allow us to see aspects of colonial and post-colonial history that other approaches do not?

(Due date: Wednesday, August 3 at 11:59 pm Arizona Time)

UNIT 3—FINAL EXAM ASSIGNMENT --- CRITICAL RESEARCH REVIEW ESSAY

(UNIT 3 -August 3---August 10th)

A) Reading: Foer, Franklin *How Soccer Explains the World: An Unlikely Theory of Globalization*.

You will write a five-page substantive critical research review essay of the course text in UNIT 3. (See a sample critical review essay posted on D2L; however, the problem with that sample review essay is that it does not use the MLA style of citation. Beware of copying that citation style. You will use the MLA style of citation in UNIT 3).

B) About this Unit:

Reading *How Soccer Explains the World* will enable students gain knowledge of the centrality and reaching influence of sports in modern human cultures and interactions.

C) Objectives:

**** Students will understand the role sports plays in the culture and politics in the world today****

**** Students will be exposed to the underlying dynamics of capital and its use of sports to heighten social dynamics on a global scale****

****Students will acquire significant thinking and writing skills in learning how to frame and develop research sources in critical review writing on global soccer****

D) The Assignment: Writing a Critical Research Review Essay

Remember a critical research review essay is not a **summary** or a book **report**. A critical research review is a reaction paper in which you point out the **strengths** and **weaknesses** of the author's development of the text's theme and what you think is its central hypothesis. It also allows you to place the book against studies by other authors on the subject and must lead to conclusions that give the reader the range of diverse and informed positions about football and its global reach.

The specific five- page critical research review essay you will write on the text in unit 4 **must** develop and contain the following **four** elements below:

1. a) Who is Franklin Foer? What is his background (e.g sports professional, analyst, academic, etc)? In which century / time do he live? Why do you think the author's experiences and educational / professional credentials in the century and time they live in qualify them to write on the book's subject? Why so? Do you detect any biases that help or undermine the validity of Foer's development of the themes in the book? You must justify any assertions or claims you make in developing your responses with research evidence.
- b) What is Foer's hypothesis or point of view on the topic of the book? What specific statement or phrase or assertion, for you, highlights his hypothesis or point of view? You must provide and underline this statement in his book in your essay with the appropriate textual citation.
- 2) What **four** major pieces of evidence, etc, does Foer use to develop the theme or hypothesis in his book? It is important to evaluate and reflect on the evidence used by the authors (evidence in the book for UNIT 3 include studies

of countries, personalities, clubs / competitions, national and ethnic traditions, dates, contested politics, etc.). Does the use of evidence help explain, support, clarify, any assertions or claims that the author makes on the subject and culture of football / sports in the book and why? Do not merely applaud / dismiss any evidence in the book without justification and sound reasoning. Simply liking or disliking a particular type of evidence does not make a book's assertions or claims on its subject/theme/hypothesis strong or weak. You must demonstrate you have a stronger argument of your own judgements beyond mere *opinion*.

- 3) a) What are your objections / contrary views on any of the author's principal claims and assertions on the book's theme/subject? Your objections should go beyond mere generalizations and must be supported with alternative evidence from **one** of the texts you read in UNITS 1 & 2 that you will analyse in your essay. (This is where you demonstrate your research skills). You will at this stage in your review reflect about football and its global reach in any one text from the previous two units. You must introduce and cite this book in the development of the UNIT 3 essay. It is important you justify your use of this book. You must explain how and why this text's views and use of *evidence* are **similar** or **different** from Foer's *How Soccer Explains the World*.
- b) Determine if there is any conflict in information or conclusion between the authors of the two books you are writing your review on. You must explain your reasons. What is the specific nature of the conflict and where do we see this in ***How Soccer Explains the World*** and **one** of the texts in UNITS 1 or 2 (not both).
- c) You end your critical research review with a persuasive conclusion that argues ***How Soccer Explains the World*** impact on you as a college scholar. You must state and explain your reasons for this impact. How has ***How Soccer Explains the World*** changed or influenced any ideas you had about football / sports and their global reach. You must explain your conclusion with **three** well-defined reasons.
- d) (Note: Pointers #2 and #3 are the "heart" of any critical research review essay. These areas must be well developed. Avoid the temptation to fill your essay with overwhelming biographical details on the author to the exclusion of the central

arguments and propositions underlying his treat of the themes in his book. Pointer #1 should constitute only 5% of the essay. Pointers #2, #3, should be 80% of the essay. Pointer #4 should be about 15% of the essay.

- 4) Provide your essay with a title that defines your stance on the subject.
- 5) Remember you are writing an essay, not a questionnaire. That means the UNIT 3 assignment must be a holistic development of thought and ideas with an introduction, a body of needed paragraphs, and a conclusion. UNIT 3 should not be organized and structured like the itemized responses like the UNITS 1 and 2 Questionnaire assignments. See the sample critical research review essay on D2L.

(Due Date: Wednesday, August 10th at 11:59 pm Arizona Time)

****Note Well****

- 1) **NOTE THAT FRIDAY, JULY 15th IS THE LAST DAY TO DROP THIS COURSE FOR A TUITION REFUND.**
- 2) **Please note that the information in the course syllabus, other than grade and assignment deadlines, is subject to changes/revisions to accommodate new tasks designed to clarify or enhance understanding of course objectives. However, you will be notified in advance of these changes.**
- 3) **The U of A Main Library has excellent computer stations that you may use to complete your course assignments. Also, the Main Library offers laptop borrowing services.**
- 4) **Read and study the syllabus closely to ensure that you do not miss items or tasks required in the fulfilment of your obligations in this summer course.**
- 5) **The Instructor will demand scanned copies of all secondary sources used in the course assignments. This is to enable accurate and fair evaluation of the sources used in your assignment.**