Football as Global History

Semester I: T 10:00-11:00am; W 10:00-11:00am; plus 1 weekly tutorial
Lecturer: Keith Rathbone, keith.rathbone@mq.edu.au
Professors Office Hours: By Appointment

COURSE DESCRIPTION

In all its codes, football comes as close to a universal human experience as any other activity. The reach of football dwarfs all major religions and political empires. This course will explore the ways that Australian Rules Football, Rugby League, Rugby Union, and Soccer were shaped by and have helped shape global political, social, and cultural history. These sports emerged in the private schools of upper class England, and spread across the globe following patterns of trade, colonization, and war. As soon as it appeared, these games became enmeshed in debates about race, class, ethnicity, gender, and political and social economy. Their continued salience today provides a rich field for historical inquiry.

In this class, we will approach the study of all the football codes through a close reading of a variety of texts, including books and articles. Students will also analyze primary sources, engage with the best secondary literature, and produce original research papers. A series of scaffolded assignments will lead to the paper written on a relevant football topic of each student’s choice.

COURSE OBJECTIVES

By the end of this course students will:

1.) Discover interesting primary and secondary sources and utilize sophisticated analytical methods in order to better understand them.

2.) Read cutting-edge historical research, grapple with the arguments of the authors, and situate their readings within a historiographic debate.

3.) Weigh evidence, use that evidence to formulate sound historical arguments, and persuasively present those arguments.

4.) Communicate their arguments in writing and in discussion. Written work will be grammatically correct, feature a clear and compelling thesis, and be based on primary and secondary evidence.
REQUIRED AND SUGGESTED TEXTS

All required course readings will be available on iLearn. Students are suggested to acquire a copy of David Goldblatt’s *A Global History of Soccer*.

ASSIGNMENTS & EXPECTATIONS

Participation - 10%
Weekly Submissions – 10%
Project Proposal – 5%
Annotated Bibliography – 10%
Primary or Secondary Source Analysis – 15%
In-class presentation – 15%
Final Research Project – 35%

Participation:

Students must attend at least 70% of tutorials to pass this course.

Students are expected to participate in and lead tutorial discussions throughout the semester. They should come to seminars prepared to share their ideas about the readings and questions that these may have raised, as well as resources relating to the readings that they have discovered.

The aim of this task is to assess your oral and written communication skills and your ability to work with others.

Report on readings:

Students must complete at least 70% of reading reports to pass this course.

Students are expected to respond to the readings on iLearn. Student responses should not be more than 200-300 words long (i.e. usually one page in total for each tutorial). Each response should explain:

1. What is the reading about?

2. What is the argument presented about this topic? (i.e. How does the historian explain the cause, effects or consequences, or significance of the topic? What evidence and reasoning support this argument?)

3. Propose two questions for class consideration.

Reports on the readings will be checked weekly by me or your group leader for that week.
The aim of this task is to ensure that students have done the weekly readings and come to tutorials adequately prepared to participate in class discussions. It will also enable me to check that students have understood the readings and the topics.

**Project Proposal:**
This constitutes Part 1 of the Research Project

Word length: approximately 500 words, excluding bibliography

See the iLearn site for marking rubrics.

Students must design a research essay question focusing on any aspect of football history

Submit a research project proposal including the following information:

1. The essay question you have designed. This must be a specific historical question.

2. One page (double spaced with adequate margins for marking) providing short answers to the following questions:

   What is my topic about?

   Who are the some important historians or sources related to this question?

   Are there other themes or issues I need to understand in order to explore this topic properly?

**FAQ:** Will I have to write my research essay based exactly on my research proposal?

Answer: If your interest has changed by the time you start work on your research essay and you want to write about a different topic, you may do so. HOWEVER, be aware that you may be disadvantaging yourself in comparison to other students since you will not have the feedback provided after the project proposal. If you need help, get in contact with me!

**Annotated bibliography:**
This constitutes Part 2 of the Research Project.

In the Annotated Bibliography, students will generate a bibliography of at least five secondary sources that supports their research project. The goal of this assignment is to develop students' ability to conduct research and analyze source material. Students should list these titles and also include a descriptive paragraph for each that appraises the source. Each annotation should address the theme of the work, the authority of the author, and comment on the audience.

**Primary OR Secondary Source Analysis:**
For this assignment, students can choose to do **either** a primary or a secondary source analysis.
If you opt for a Primary Source Analysis (2-3 pages), you will examine a primary source of your choosing. The primary source should be related to your final paper topic. Proper provenance is crucial.

The goal of this assignment is to develop students' ability to analyze a given primary historical document critically, contextualize it, comparing what we can and cannot tell from it, and interpret it to respond to a historical question.

If you opt for a Secondary Source Analysis (2-3 pages), students must examine a monograph of their choosing. This monograph should be related to their final paper topic.

The goal of this assignment is to develop students' ability to evaluate a given piece of historical scholarship. Students should briefly summarize the text, explain its major arguments, analyze the strength of its claims and their implications, and create an argument for this text will fit within your larger historiographic paper.

In-class Presentation:
Your in-class presentation will be based on the topic that you choose for your review article. You will be expected to deliver a polished and concise overview of the topic in the allotted time frame (time dependent on number of students in tutorial.)

Your presentation should generally follow the outline of your paper and should include a brief introduction that provides the audience with a frame of reference, a main body of the presentation, and a strong conclusion. Your goal is to engage the audience effectively and to get your argument and evidence across to the audience. To do that, they need to be able to focus on the history and not be distracted from your message by graphics that are needlessly complex or difficult to decipher.

You may choose to use visuals to better convey your argument and sources. These visuals can be either paper hard copies or digital. Although there are a number of excellent presentation programs available, I recommend that you use Power Point.

Make sure that you spend an adequate amount of time in planning your presentation. Once you have completed your slides, practice your presentation repeatedly. If possible, test your slides on screen to make sure that your presentation works. The aim of this assignment is to develop students’ abilities to present their work orally. Presentations are graded on their educational content, their interactivity, and most importantly their creativity.

Final Essay:
Essay question: self-designed from Assignment 1 - your research project proposal. See iLearn site for marking rubrics.
In this assignments, students will write a 9-10 page history of a major football event, a football association, a football federation/league or other football related thing of their choosing. You can choose to write about the highs and lows, championships won and lost, promotions and relegations, star players and *bête noires*, however, you should not forget that a history of football means more than the 11 players on the field and encompasses coaches, front and back offices, fans, and even whole nations. The best papers will link the history of the event/club/federation/etc with issues related to the themes of the course, including the formation of social classes, the spread of sports through colonization and commerce, sporting associations and political violence, and/or globalization.

The aim of this task is to assess your research, analytical and synthesis skills as well as your understanding and interpretation of the historiography of one particular topic. It also assesses your ability to organize and communicate this information effectively in the formal of a formal, grammatically-correct, jargon-free, properly-referenced history essay.

**SCHEDULE**

**Sports History**
Week 1 – Why study sports history?
Lecture 1 – “What is sports history”
Lecture 2 – “Football’s origins”

Reading: C.L.R. James *Beyond a Boundary*, pg 20-46; AND David Goldblatt, *The Ball is Round*, "Forward," pg ix-xii; "Introduction," pg xiii-0

Assignments: **Report on Readings**

**Football and Identity Formation**
Week 2 – Pre-modern Ball Games and the Invention of Football
Lecture 1 – “The Pre-Modern Origins of Ball Games”
Lecture 2 – “The Invention of Soccer”


Assignments: **Report on Reading**

Week 3 – Early Australian Football
Lecture 1 – “Working Class Sports in Metropole and Colony”
Lecture 2 – “The Making of Australian Rules Football”

93 AND Charles Little, “‘What a Freak-Show They Made!’ Women’s Rugby League in 1920s Sydney,” *Football Studies*, 4: 25-40

Assignments: **Report on Reading**  
**Proposals**

**Week 4 – Gender and Sport around World War I**  
Lecture 1 – “Gender and identity in sports”  
Lecture 2 – “Soccer in the trenches and soccer in the home front”


Assignments: **Report on Reading**

**Week 5 – Football’s First Age of Globalization**  
Lecture 1 – “Immigration and sports”  
Lecture 2 – “Football in Europe in the 1930s”


Assignments: **Report on Reading**

**Football and Biopolitics**  
**Week 6 – Football and Biopolitics**  
Lecture 1 – “Sports and State Biopolitics”  
Lecture 2 – “The 1936 Berlin Olympic”


Assignments: **Report on Reading**

**Week 7 – Football Codes under Occupation**  
Lecture 1 – “Football under Occupation”  
Lecture 2 – “Sport and Resistance to the State”

Assignments: **Report on Reading**  
**Annotated Bibliography**

**Session Recess**

**Football and Decolonization**  
**Week 8 – Football in the Colonial World**  
Lecture 1 – “The Role of Football in the Colonies”  
Lecture 2 – “African Urbanity and Sport”


Assignments: **Report on Reading**  
**Primary or Secondary Source Analysis**

**Week 9 – Football, Decolonization, and Migration**  
Lecture 1 – “Football and Migration”  
Lecture 2 – “Football and Migration II”


Assignments: **Report on Reading**

**Contemporary Football Issues:**  
**Week 10 – Neoliberal Football**  
Lecture 1 – “The Economics of Modern Football”  
Lecture 2 – “Neoliberalism and Stadium Construction”


Assignments: **Report on Reading**

**Week 11 – Challenges to Sports’ Neoliberal Framework**  
Lecture 1 – “Hooliganism”  
Lecture 2 – “Racism in French Football”

Assignments: **Report on Reading**

**Week 12 – Gender and Race in Contemporary Australian Sports**
Lecture 1 – “Gender and Sex in Australian Sport”
Lecture 2 – “Gender and Sex in Australian Sport II”


Assignments: **Report on Reading**

  **In-class presentation**

**Week 13 – The Future of Football**
Lecture 1 – “Football in the Arab World”
Lecture 2 – “The Future of Football”


Assignments: **Report on Reading**

  **In-class presentation**

**FINAL PAPER DUE: June 8th, 11:59PM**