In this course, together, we will explore the role of sports in the construction of identities in Latin America. Upper and middle class citizens first embraced organized athletics by the late-nineteenth century. They viewed sporting activities as civilizing tools. Soon, activities like fútbol (soccer) and béisbol (baseball) became popular with the masses. Thus, we will discover how sports shaped gender, class, and national identities from Mexico to the Southern Cone. We will also analyze the imperial origins of sports across Latin America, the connection between politics and sportsmen, and how athletics shaped other forms of mass culture. The course will conclude with a global focus, seeking to understand Latin America’s role in the international sports community.

Primary objective

To trace how multiple forms of identity developed and changed over time across Latin America through the study of sports

Specific objectives for this course

1. To be able to… show how gender, class, race, ethnicity, and other forms of identity – both within particular countries and across Latin America – intersected via sports through a careful analysis of primary and secondary sources
   a. To be able to… think as historians in the analysis of primary and secondary sources, charting changes over time, and placing the development of organized sports within the larger historical context
2. To be able to… identify ways in which sports affected other forms of mass culture (cinema, music), politics, and social movements (likewise, to show how external events affected sports culture)
3. To be able to… generate new perspectives on the complexity and diversity of Latin America through an analysis of popular culture, as well as to highlight similarities with U.S.-Western European cultures

Policies & Requirements

1. Attendance: Because this is a course that involves active participation, both in class and online, if you fail to attend class and participate your grade will certainly decline and reflect the lack of participation.
2. Specific Needs: UMBC is committed to eliminating discriminatory obstacles that disadvantage students based on disability. Student Support Services (SSS) is the UMBC department designated to receive and maintain confidential files of disability-related documentation, certify eligibility for services, determine reasonable accommodations, develop with each student plans for the provision of such accommodations, and serve as a
liaison between faculty members and students regarding disability-related issues. If you have a disability and want to request accommodations, contact SSS in the Math/Psych Bldg., room 213 or at 410-455-2459. SSS will require you to provide appropriate documentation of disability. If you require accommodations for this class, make an appointment to meet with me ASAP to discuss your SSS-approved accommodations.

3. **Medical and Other Excuses**: Every semester, an illness or a family emergency forces someone to miss an assignment. If you find yourself in this situation, fairness to all students in the class requires proper documentation. It would also be in your benefit to speak to the instructor as soon as possible in person, by phone, or by email. Without proper documentation, your excuses cannot be accepted.

4. **Plagiarism and Cheating**: All students are responsible for adhering to a certain standard of behavior when it comes to honesty and avoiding plagiarism. Each individual should adhere to the standards established under the UMBC Academic Conduct Policy so that every class member knows that his or her work is being held to an equal standard. If one student cheats, all students suffer for it (the culprit hurts him/herself by not engaging in real learning).
   a. Please read the **UMBC Academic Conduct Policy** (especially pages 2-3). If you have any questions about what is plagiarism, cheating, or what is expected of you, arrange a time to talk to the instructor. You can also read this excellent overview on plagiarism: [http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml](http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml)
   b. Penalties for academic dishonesty (pages 3-5) are severe, as they should be. These include: failing the assignment, failing the course, suspension, or even expulsion from UMBC. Such actions will follow you on your records.
   c. If I, as the instructor, have a reason to believe you have cheated or plagiarized another person's work (whether another student or a published author), I will discuss the matter with you. If I am not satisfied that no cheating or plagiarism took place, your case will be sent to the Academic Misconduct Reporting Database for review by the Academic Conduct Committee (ACC). If you believe academic misconduct is taking place, please notify me.
   d. Any questions? Make sure to talk to me in my office.

5. **Food, Drink, Tobacco**: Drinks are permissible, but please be mindful of where you place your cups and keep other students in mind. Food and tobacco are prohibited (please take care of your food before class, or store it away for after class).

6. **Tech devices**: Although digital tools are central to the assignments for this class, please refrain from using tablets and laptops for non-coursework during class hours. In other words, **no** social networking and work for other classes during our allotted class hours.
   a. Please silence your mobile devices (cell/smart phones) before class begins.
   b. **Remember**: Anything on your screen that your grandmother would be ashamed to see is inappropriate for class and a significant disrespect for those sitting around you. Don’t disappoint grandma, your instructor, and your classmates.

**Structure of the course / Assignments**

The first aspect of this course you should be aware of is that it is **not** lecture-based. Presentations by the instructor will only take place when they are necessary in order to move group discussions forward. Therefore, read assignments **before** class. Reading ahead of time is essential for constructive conversations we will have in class, as well as online. For participation, the goal is not to speak more (quantity) but rather to provide substantive comments (quality).

Weekly assignments will require you to read ahead of time, engage with each other online, and use your understanding of the readings to “de-brief” in class. The role of the instructor is to help students reach their goals, meet the objectives of the class, foster a collaborative learning climate, and serve as a guide as necessary.
Blogs: Students will write a 250-350 word original blog posting that is thoughtful about the reading assignment for the week. Posts should specifically address the question for the week for the group to which you are assigned. In addition, you will respond to TWO classmates' blog postings each week (1 classmate from your group, and on from another discussion group). Each week’s blog post and comments will be worth 3pts (total of 30 pts – see “NOTE” below) with additional points for those students that excelled in the quality of their analysis throughout the semester.

NOTE: Life happens. Not every week is easy to handle. As such, there are 12 weeks of blog postings but you only have to participate in 10 weeks. This means you have 2 weeks you can take off – please notify the instructor ahead of time when you will not blog.

Book Review: Students will choose one book from the suggested reading list to review, following templates provided in class from the American Historical Association. In short, the 550-700-word review should provide a brief background to the topic, a condensed summary of how the book engages with the topic, an explanation of the author’s main argument, particular points in the book (what worked well, where did the book fall flat or seem confusing), and a final assessment of the merits of the book.

• Note: A first draft of the book review can be typed and submitted for peer and instructor review.
• The revised and final version will be posted to the course blog under “Book Review.”

DST project: This project, along with the final exam paper, will develop over the course of the entire semester. The goal of the digital storytelling (DST) project is to provide an audio-visual presentation that deals with one topic related to sports in Latin America (chosen by students) that serves as a summary, extension, or companion to the final exam paper. Assignments will include: an initial story pitch, a script, a storyboard, a list of research sources, a first cut of the video, and a final video product (with short blog post). Details provided in class.

Final exam paper: The final exam paper is a chance for students to show off their mastery of the course readings, topics, and discussions. In particular, students will demonstrate their ability to show how sports shaped identities in Latin America, changed over time, and how we see evidence of the impact of sports on today’s societies. It is highly recommended to submit a rough draft ahead of time for feedback that could improve the final essay.

Grading Summary

• Attendance / Class participation = 15 pts.
• Weekly blog post including (at least) 2 comments to peer responses = 30 pts.
• Book review post = 10 pts.
• Digital storytelling project = 20 pts.
• Final exam paper = 25 pts.

Total=100 pts. (A=100-90 pts./ B=89-80 pts./ C=79-70 pts./ D=69-60 pts./ F = 59 !)
**Course Readings (CR) To Purchase**

   * Read by March 24
   * Read by February 24
   * Reading assignments from this book take place throughout the semester

(For more information on these three books, visit “Course Textbooks” Amazon wish list page)

**Supplemental Reading List for Possible Research Topics**

Schedule of Topics and Readings
(Note: this syllabus is a living document and is subject to change throughout the semester)

Week One (Jan 27-31): Introduction / Sports & Identity in Latin America (Chapell article – in-class reading)

Readings to complete this week (in preparation for Week Two “Passion of the People: Sports and Fandom” discussion):


Writing/ Assignment

• Blog: Check the “Topic Questions” (http://historyofsportslatinamerica.wordpress.com/topic-questions/) on the course website, look for your group’s question, and post by Feb 2.
• Project: Begin thinking about possible topic for DST project.

Week Two (Feb 3-7): Passion of the People: Sports and Fandom / “Pelada” (Video)

Readings (in preparation for Week Three)

• Course Reading (CR): *Football in the Americas: Fútbol, Futebol, Soccer*—pages 1-18 (“Intro”)

Writing/ Assignment

• Blog: Look for your group’s question and post by Feb 9.
• Project: Look at the supplemental reading list for possible “book review” publication to check out from the library (or purchase online). Continue thinking about possible DST project idea by exploring potential sources.

Week Three (Feb 10-14): Early History and Appropriation of Sports in Latin America

Readings (in preparation for Week Four)

• *Football in the Americas: Fútbol, Futebol, Soccer*—pages 126-142 (“¿Arriba Perú! ...Football and Peruvian National Identity”).

Writing/ Assignment

• Blog: Post by Feb 16
• Project: Continue researching sources for your project. 159-172
Week Four (Feb 17-21): Populism, Sports, and Modern State Formation: "Fútbol" (or "Futebol")

Readings (in preparation for Week Five)

- CR: Sugarball by Alan Klein. You’ve had one month to read this book, so be prepared to discuss on Feb 24th.

Writing/ Assignment

- Blog: Post by Feb 23
- Project: Topic for DST project is due by Feb 21. Continue researching your DST project.

Week Five (Feb 24-28): Populism, Sports, and Modern State Formation: "Beisbol"

Readings (in preparation for Week Six)

- (In Sugarball, glance back at chapter 2 about the Trujillo brothers and their interest in baseball)

Writing/ Assignment

- Blog: Post by Mar 2
- Project: Book review rough draft due on Feb 26. Bring three copies to class (2 for classmates and one for instructor).
- Continue research of your DST project. Start your script if you have yet to begin.

Week Six (Mar 3-7): Dictatorships, Military Governments and the Political Uses of Sport: Part One

Readings (in preparation for Week Seven)

Writing/ Assignment
• Blog: Post by Mar 9
• Project: Book review draft of Elsey’s book due by Mar 5. Continue research and script writing for your DST project.

Week Seven (Mar 10-14): Finding/ Constructing National Identity in Olympic Sports

Readings (in preparation for Week Eight)
• CR: Citizens and Sportsmen: Fútbol & Politics in 20th-Century Chile by Brenda Elsey. You’ve had two months to read this book, so be prepared to discuss on March 24.

Writing/ Assignment
• Project: Sources for your DST project due by Mar 12. Continue working on your script as well.

······· Spring Break (Mar 16-23) ·······

Week Eight (Mar 24-28): Dictatorships, Military Governments and the Political Uses of Sport: Part Two (Chile); Workers, Activism, and Ethnicity – Book Analysis of “Citizens and Sportsmen: Fútbol & Politics in 20th-Century Chile” by Brenda Elsey

Readings (in preparation for Week Nine)
• Football in the Americas: Fútbol, Futebol, Soccer. Pages 112-125 (“Football Fandom and Identity in Mexico”)
• Football in the Americas: Fútbol, Futebol, Soccer. Pages 143-157 (“Identity and Rivalry…Barras Bravas in Peru”)

Writing/ Assignment
• Blog: Post by March 30.
• Project: Finalize your script for the DST project. Script due by April 4.

Week Nine (Mar 31- Apr 4): Fandom / Fan Violence

Readings
• Downey, Greg. “Domesticating an Urban Menace: Reforming Capoeira as a Brazilian

Writing/ Assignment
• Blog: None (time to catch our breath before the stretch run).
• Project: Continue working on your storyboards for the DST project.

Week Ten (Apr 7-11): Capoeira & Boxing / Film: “The Two Escobars” (No class on April 11)

Readings (in preparation for Week Eleven)

Group A

Group B

Writing/ Assignment
• Blog: Post by Apr 13
  • Extra Credit: You can write a 2nd blog post this week under the category “extra credit” by writing a 200-300-word review of The Two Escobars. Due by April 11.
  • Project: Storyboards (which includes script) due by April 16. If you have yet to do so, begin collecting images and sounds for your DST project.

Week Eleven (Apr 14-18): U.S.-Latin American Relationship in Sports

Readings (in preparation for Week Twelve)
• Football in the Americas: Fútbol, Futebol, Soccer: Pages 253-268 (“Round Pegs in Square Holes? South American players in the Premiership”)

Writing/ Assignment
• Blog: Post by Apr 20
• Project: Continue editing your DST project.
Week Twelve (Apr 21-25): The Foreign Lens Towards the "Latin" Game

Readings (in preparation for Week Thirteen)

• **CR:** *Football in the Americas: Fútbol, Futebol, Soccer*—pages 75-93 (“Transformations in National Identity through Football in Brazil”).


• Selected in-class readings on Heleno de Freitas, Manaus Stadium, and Pelé.

Writing/ Assignment

• Blog: Post by Apr 27

• Project: Continue working on DST video – first cut deadline is fast approaching!


Readings

• None.

Writing/ Assignment

• Blog: Choose 5 classmates videos to analyze and post comments. You should include 2 strengths to their project (what works well), 1 area to improve, and 1 question for the DST creator.
  • **DUE BY:** Tuesday April 29.

• Project: Send link of you first cut of the DST project to the instructor by email. **DUE BY:** April 30. (**NOTE:** The last day to post final DST projects will be **May 12**)

Week Fourteen (May 5-9): In-class screening of final DST projects / course survey

Readings

• None.

Writing/ Assignment

• Blog: None

• Project: Last day for posting DST projects is May 12. Those who are ready on May 5th are encouraged to present that day.
Final Exam Essay

- Final Exam instruction will be presented on May 9 (students are encouraged to submit rough draft of final exam at an early date for feedback)

NOTE: May 22 at 12pm noon is the last day to turn in the take-home essay of the final exam essay. It should be emailed to the instructor at rsibaja@umbc.edu.

Week Fifteen (May 12-16): Final Projects / Final Exam

- May 12: Screening of final DST projects finishes today.
  - May 14 (Study Day)
- May 15-21: Students turn in final exam essay. (May 22 at noon is the absolute deadline)

---------------------------------------------------------------------------------------------------

Extra Credit Opportunity (3pts. of final grade)

*Roads & Kingdoms* is one example of the growing trend of long-form journalism. Its contributors cover a variety of topics, one of which is sports (especially soccer in this World Cup year through a series entitled “The Far Post”).

For those in need of a makeup grade for a missed weekly blog post, or an extra 3 pts. for your final grade, your assignment is as follows:

**Before May 1:** select one sports-related article from *Roads & Kingdoms* (does not need to be Latin-American specific, just about sports) and write a reflective piece (min.= 500 words–max.=1,000 words) that:

- a) states the main point of the article (1-2 sentences)
- b) explains why you chose the article
- c) reflects on the most salient, or important, part of the article
- d) ties the article to an aspect/theme/topic of HIST 355-02.