

HIST 199, Fall 2009

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Office hours: Mondays, 10-11; Wednesdays, 10-12.

## Freshman Seminar: Soccer and Society in Modern Latin America



### Course description

Soccer –known as *fútbol* in Spanish or *futebol* in Portuguese- is, without doubt, the single most popular sport in the world. In most countries of Latin America it has become the national pastime, the only exceptions being the Caribbean countries of Cuba, Puerto Rico, Dominican Republic, and Venezuela, where baseball occupies that place. This seminar will offer students the opportunity to explore and understand the complexities of Latin American societies using soccer as a cultural and sociological window. At a more general level, it will also allow them to think critically about the social, cultural, and political implications of sports and entertainment in contemporary societies. We will discuss, among other issues, the reasons why soccer captured the imagination of Latin Americans; the relationship between the dissemination of soccer and patterns of cultural, political, and economic change; the connections between soccer and the shaping of national identities in the region; the manipulation of soccer by military regimes in the 1970s; the racial, class, and gender dynamics behind soccer as a practice and a spectacle; the recent appearance of violent soccer fans and their connections with contemporary economic and social trends such as the spread of neo-liberalism and the forces of globalization; and the use of soccer as a marker of identity by Latin American immigrants in the United States.

### Course policies

1. Students are expected to attend lectures consistently. A passing grade will be hard to achieve without regular attendance. Students must also consistently read the assigned materials before the class meetings and actively participate in class discussions.
2. A common form of academic dishonesty, plagiarism, will not be tolerated. Students must become familiar with the University of Oregon rules about this issue. More information will be offered at the appropriate time.
3. An atmosphere of mutual respect, tolerance, and fairness will be enforced by the instructor. Students must behave in ways proper to an academic environment--i.e. no talking, eating, or newspaper reading during lecture. Cell phones, i-pods, and other electronic devices can not be used during class. Laptops are allowed ONLY for note-taking. If a student uses his/her laptop for other purposes during class time (web browsing, chatting, reading e-mail), he/she will be banned from bringing a laptop computer to the classroom.
4. "Incomplete" grades will be granted only in cases of extreme need and only to those students that have an acceptable record of class attendance and have at least a C average in their evaluations. Students that need an "incomplete" grade must make arrangements with the instructor on or before the last week of classes.
5. The University of Oregon has taken steps to try to minimize the impact of the H1N1 influenza pandemic. Please take a few minutes to review the UO's information web page at <http://em.uoregon.edu/h1n1/> and read the "Planning Assumptions and Response" document whose link appears on that page. Consult with the instructor if you have questions or concerns about this issue.

### Course requirements

1. Attendance and participation: 10%. Students are expected to do the readings in advance and come to class prepared to participate in class discussions. The completion and quality of the homework assigned throughout the term will also be taken into account.
2. Midterm exam: 20%.
3. Two written exercises: 10% each. These will be in-class or take-home short exercises based on the course readings. Dates are offered below.
4. Group project: 20%. Students will be divided into groups of 4 or 5 to work on collective projects. The final product will be a 10-page paper and a 15-minute power-point presentation about some aspect of the history of soccer in Latin America. More information will be offered in class.
5. Final exam: 30%

### Course Readings:

The following books will be available for purchase at the UO bookstore. They will also be placed on reserve at Knight Library:

- Rory M. Miller and Liz Crolley (editors), *Football in the Americas: Fútbol, Futebol, Soccer* (London: Institute for the Study of the Americas, 2007).
- Roger Magazine, *Golden and Blue Like My Heart. Masculinity, Youth, and Power Among Soccer Fans in Mexico City* (Tucson: University of Arizona Press, 2007).

In addition, a series of articles and book chapters will be available electronically through blackboard. STUDENTS MUST PRINT ALL OF THEM AND ORGANIZE THEM INTO A READING PACKET DURING THE FIRST WEEK OF CLASSES.

## Schedule of topics and readings

### Week 1: Soccer in Latin America today: An overview

#### Readings:

Rory Miller, "Introduction," in Miller and Crolley, eds. *Football in the Americas*, 1-34.

Eduardo Galeano, "Football, Myth and Reality."

### Week 2: Latin American Soccer in a Globalized World

#### Readings:

Alan Gilbert, "From Dreams to Reality: The Economics and Geography of Football Success," in Miller and Crolley, eds. *Football in the Americas*.

J. Luiz Martins do Melo, "Brazilian Football: Technical Success and Economic Failure," in Miller and Crolley, eds. *Football in the Americas*.

Gideon Rachman, "Beautiful Game, Lousy Business: The Problems of Latin American Football," in Miller and Crolley, eds. *Football in the Americas*.

Marcela Mora y Araujo, "Round Pegs in Square Holes? The Adaptation of South American Players to the Premiership," in Miller and Crolley eds. *Football in the Americas*.

### Week 3: Movie and discussion: “Maradona. The Hand of God”

#### Reading:

Eduardo Archetti, “‘And Give Joy to my Heart’: Ideology and Emotions in the Argentine Cult of Maradona,” in Gary Armstrong and Richard Giulianotti, eds. *Entering the Field. New Perspectives on World Football* (Oxford, Berg, 1997).

In-class written exercise # 1. Question will be distributed in class.

### Week 4: Soccer Players as Cultural Icons

#### Readings:

José Sergio Leite Lopes, “‘The People’s Joy Vanishes’: Considerations on the Death of a Soccer Player,” *Journal of Latin American Anthropology*, 4, 2, 2000.

Tony Mason, “The Reign of Pelé,” in *Passion of the People? Football in South America* (Verso, 1995), pp. 77-95.

Nicolás Salazar-Sutil, “Maradona Inc. Performance politics off the pitch,” *International Journal of Cultural Studies*, 11, 4, 2008, 441-458.

### Week 5: Soccer, National Style, and the Question of Identity

#### Readings:

David Wood, “Arriba Peru! The Role of Football in the Formation of a Peruvian National Culture,” in Miller and Crolley, eds. *Football in the Americas*.

Pablo Alabarces, “Football Fans and the Argentine Crisis of 2001-02: The Crisis, the World Cup and the Destiny of the Patria,” in Miller and Crolley, eds. *Football in the Americas*.

J. Sergio Leite Lopes, “Transformations in National Identity through Football in Brazil: Lessons from Two Historical Defeats,” in Miller and Crolley, eds., *Football in the Americas*.

Tiago Maranhao, “Apollonians and Dionisyans: The Role of Football in Gilberto Freyre’s Vision of Brazilian People,” *Soccer & Society*, 8, 4, October 2007.

## Week 6: Soccer Rivalries, Social Identities, and Violence

Midterm exam: November 3

### Readings:

Chris Gaffney, "Stadiums and society in twenty-first century Buenos Aires," *Soccer and Society*, 10, 2, March 2009.

Carlos Lozada, "Not Just a Game: Soccer as the Argentines play it," *The Free Library*, 20 December 2002.

Aldo Panfichi and Jorge Thieroldt, "Barras bravas: representation and crowd violence in Peruvian football," in Eric Dunning et al. eds., *Fighting fans. Football hooliganism as a world phenomenon*, Dublin, 2002, pp. 143-157.

Joao Fernando Rech Wachelke, "Brazilian fans' social representations on soccer," *International Journal of Sport Science*, IV, 13, 2008, pp. 1-19.

## Week 7: Soccer and Politics: From Populism to Military Dictatorships

### Readings:

Keith Brewster, "Patriotic Pastimes: The Role of Sport in Post-Revolutionary Mexico," *The International Journal of the History of Sport*, 22, 2, 2005, pp. 139-157.

Vic Duke and Liz Crolley, "Fútbol, Politicians and the People: Populism and Politics in Argentina," in J.A. Mangan and LaMartine P. DaCosta, eds. *Sport in Latin American society: past and present* (London: F. Cass, 2002).

Joseph L. Arbena, "Generals and Goles: assessing the connection between the military and soccer in Argentina," *International Journal of the History of Sport* 7 (1990), 120-130.

Eduardo 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* (Albany: SUNY Press, 2006), pp. 133-148.

## Week 8: Soccer Fans and Masculinity

Reading:

Roger Magazine, *Golden and Blue Like My Heart. Masculinity, Youth, and Power Among Soccer Fans in Mexico City* (Tucson: University of Arizona Press, 2007).

Second written exercise.

## Week 9: Soccer and the Latino diaspora

Juan Javier Pescador, “¡Vamos Taximaroa! Mexican/Chicano Soccer Associations and Transnational/Translocal Communities, 1967–2002,” *Latino Studies*, Volume 2, Number 3, December 2004.

Juan Javier Pescador, “Los Heroes del Domingo: Soccer, Borders, and Social Spaces in Great Lakes Mexican Communities, 1940-1970,” in *Mexican Americans and Sports: a Reader on Athletics and Barrio Life*, edited by Jorge Iber and Samuel O. Regalado (College Station: Texas A&M University Press, 2007).

Nov. 27: Thanksgiving holiday. No class.

## Week 10: Group Presentations

FINAL EXAM: Wednesday, December 9, 8:00 am.