

Course Syllabus ↕

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Spring 2021

Professor James Vernon

H190 Soccer. A Global History

Whether you call it soccer, football or fútbol the beautiful game with the round ball is played and watched around the world. This class will explore how and why that came to happen. Along the way it will trace key developments in the game such as the formation of clubs, governing bodies, international tournaments, the development of stadiums, fan culture, violence, media coverage, formations and styles of play, gambling and corruption, as well as the working conditions of players. Although I am a massive fan the point of the class is not to nerd out but to locate these changes in broader historical processes – political, economic, social and cultural - that have transformed the game and made it a global commodity. Broadly speaking the class follows how since the middle of the nineteenth century the game was shaped by the history of capitalism and its alternatives, as well as by the formation of nation states, empires, internationalism, regionalism and globalization. Throughout the way the game was played and watched remained inseparable from our understanding of gender, class, ethnicity, race and religion. Ideally the class will teach you both a lot about the game and about thinking historically and how the world changes over time.

This class satisfies the Historical Studies and International Studies breadth requirements.

Format

1. Lectures

Tuesday and Thursday 11-12.30 <https://berkeley.zoom.us/j/91900960948> ↗

Lectures will be taught remotely in Berkeley real time (10 past the hour) but lectures will be recorded and available for asynchronous viewing on bcourses under the Media Gallery tab. Please try to attend in real time if at all possible so we can build an intellectual community and you can participate in class discussions. Questions can be asked during lectures in the chat space where they will be moderated by the Head GSI.

Please ensure that your *mic is on mute* while I am lecturing and if at all possible please keep your *video stream on*. My plan is to divide class time as follows:-

- 5 minute check-in and admin
- 20 minute lecture
- 5 minute of Q&A
- 20 minute lecture
- 10 minute Q&A and discussion
- 20 minute lecture
- 5 minute Q&A
- 5 minute wrap up

Timelines detailing the chronology of events in lectures will be available on bcourses. Video clips shown in class are also available on my [youtube channel](#) *v*. I tweet summaries of lectures before class, and other class related stuff, with #globalsoccer

2. Sections

Synchronous attendance at discussion sections is mandatory. Your participation in them will be vital to your understanding of the material and your grade!

Assessment

1. 15% for lecture quizzes. There will be a question about each lecture on bcourses that students will need to respond to briefly within 24 hours of class time. These quizzes are intended to test your factual knowledge of the material (ie. who did what, when and where).
2. 20% for discussion section participation. Synchronous attendance in section is compulsory. You will receive 0% if you have more than 3 unexcused absences.
3. 25% for 6 bi-weekly quizzes (counting your best 5 quiz results). These quizzes are designed to assess your grasp of some of the key concepts that the class is organized around (ie. not who did what when and where but what concepts can we use to explain why or how it happened).
4. 40% for *either* take-home final exam or two blog posts.
5. The final exam will consist of prompts for two analytical essays out of a choice of 5, circulated in class on 29 April. Your responses must be uploaded on bcourses by 11am on 13 May. For this exam you are expected to use your notes from lectures, your reading, and any other research you see fit, to answer the questions. How long you spend on the exam is up to you although I would suggest no more than two hours for each response. Your responses should be around 1,000 words, no less than 750 and no more than 1,250 words.
6. Students post two blog posts (20 points each). The first blog post should relate to material covered before 4 March; the second blog relates to material covered after 4 March. Blog posts should be around 750 words each. They should choose a topic of interest from a lecture or their reading and engage in further research so that they can elaborate how something changed (kit, tactics, ownership, fan culture, stadiums, etc), why and how it happened, and what significance it has in terms of the broader history of the game you are learning in the class. Each post should demonstrate some further research, at least **two** scholarly sources must be briefly cited. You are encouraged to use a conversational tone, images, videos, and hyperlinks to pertinent webpages. The first blog must be uploaded to bcourses by 4pm on 9 March, the second by 4pm on 6 May.
7. Late submissions of the blog or final exam will be graded down by 10% each day.
8. All writing assignments (concept quizzes, blogs and final exam) will be graded according to this general rubric:

	A	B	C	D
Conceptual knowledge	Shows strong understanding of analytical concept	Demonstrates familiarity with, but uncertain grasp of, the concept	Uses the concept but does not demonstrate understanding of it	No use of the concept
Historical thinking (argument about change over time - what, when, where and why)	Identifies a clear argument about change and how it can be explained by concept	Demonstrates historical awareness of what happens when and where without developing a coherent argument to explain why	Argument is inconsistent or unclear and does not adequately explain what changes or why	There is no argument, the ideas expressed seem unrelated and unable to explain change
Evidence	Provides detailed and clear evidence of changes both internal and external to the game that supports the argument	Evidence provided is focused exclusively to internal or external changes; some evidence does not support argument	Poor use of evidence: few examples or inaccurate use of factual information. General failure to support argument.	Little or no attempt to provide evidence of any sort from lectures or readings.
Expression	Well written, organized, and expressed: ideas flow logically, clear sentence structures, grammar and spelling	Writing is clear and grammatical but some sentences over-run lack structure	Writing needs clearer organization, and fewer spelling and grammatical errors	Poor expression, sentence structure, spelling and grammar

Instructors

- James Vernon OH: Tuesday, 1.30-3.30pm, Zoom ID [968 712 87061](#) 
jvernon@berkeley.edu, @James11Vernon
- Eva Vaillancourt OH: Friday, 2-3, e_vaillancourt@berkeley.edu
Section 106, Wed, 4-5pm, Zoom ID 611 040 5855
- Emily Hoge OH: Thu 1-2pm, emily_hoge@berkeley.edu
Section 110, Tue 3-4pm, Zoom ID 405 273 4979
Section 107, Wed 3-4pm, Zoom ID 405 273 4979
- Coleman Mahler OH: Thursday 2-3pm, cmahler@berkeley.edu
Section 103, Wed 10-11am, Zoom ID 518 034 7296
Section 108, Wed 2-3pm, Zoom ID 518 034 7296
- Anthony Morreale OH: Wed 2-2.30 and by appt, amorreale22@berkeley.edu
Section 104, Wed 12-1pm, Zoom ID 732 774 2935
Section 105, Wed 1-2pm, Zoom ID 732 774 2935
- Sam Stubblefield OH: M & W 4-5pm, samuel_stubblefield@berkeley.edu
Section 101, Tue 2-3pm, Zoom ID 767 962 4054
Section 102, Tue 5-6pm, Zoom ID 767 962 4054
- Yotam Tsal OH: W 1-2pm, ytsal@berkeley.edu
Section 109, Tue 3-4pm, Zoom ID 665 420 7103

Readings

There is an affordable and readable set text: David Goldblatt, *The Ball is Round: A Global History of Soccer* (US edn., 2008) which is also available digitally with page numbers on Haithi Trust. The textbook should be used as a key foundation for your knowledge alongside the lectures. It is a BIG book but we have identified the most important pages for you to focus on. You are encouraged to read more and to use the index to look up other information that can extend what you learn from lectures. Some lectures are also supported by additional short articles, chapters available online or primary source materials which may also be used as the basis of section discussions.

Useful Web Resources

[Football Scholars](#) ↗

[The Football Collective](#) ↗

[NYU Library Soccer/Football/Fútbol/Calcio](#) ↗

[Soccer Politics – Discussion Forum About the Power of the Global Game](#) ↗

[Football is a Country – blog on the game in Africa, past and present](#) ↗

[Burn It All Down – Feminist Sports Podcast](#) ↗