Global Citizens Project, Objectives & associated activities related to self-awareness objectives.

Course Description

In this online class we will analyze the historical role that Sports have had in society. We will focus on the emergence of modern sports and the role they play in the Americas, paying attention to the connection sports have with imperialism, race and gender. We will analyze baseball, soccer, basketball, netball and tennis in order to understand how their evolution over time is connected with relevant historical processes. Students will learn to think historically, which means that you will be able to see how different sports developed over time, and what are the factors that contribute to the way in which the sport was played, and to its meaning. WOH 3206 is certified as a Global Citizens course and may be used to fulfill partial requirements of the Global Citizen Awards upon successful completion of the course (final grade of B or higher).

Course Objectives

This class will introduced students to Global History, and the way in which historians can analyzed events that affected many areas simultaneously, from the end of the nineteenth century to today. Students will also learn to use a comparative historical approach to understand the different effects events have in a local or global context, which is an important skill in developing global citizens. Finally, students will apply this knowledge to analyze their own experiences in the present to determine how local and global developments intersect their lives. Throughout this course we will read and watch materials that will let you know global and cultural systems and issues. We will also apply this knowledge to present time in order to promote a self-awareness with regard to values, beliefs, attitudes, and behaviors related to the development of modern sports.

Learning Outcomes

Upon completion of the course, students will be able to

1. identify the main events that led to the organization of modern sports as a global experience as a global experience through the analysis of soccer, tennis, rugby, baseball, netball, and basketball;

2. analyze historical events and be able to explain how they changed over time and why;

3. compare and contrast the development of modern sports across the Americas;

4. debate about the role that modern sports have historically, and the effect they have had on their lives; and

5. argue the importance of sports in society, and the value that they had in national culture.

6. explore how their worldview is shaped by personal values, identity, cultural rules, and biases through the study of modern sports’ development.

Materials

All the readings, videos introducing each unit and each week’s readings will be available through Canvas. Each week’s readings will also include a presentation explaining the main issues to be analyzed and discussed.

Movies

Basketball:

- Hoop Dreams (1994)
- Doin’ It in the Park (2013)

Baseball:

- 9 Innings to Ground Zero (2004)
- Pelotero (2012)

Soccer:

- The Two Escobars (2010)
- Bend It Like Beckham (2002)
- The other side of Brazil's World Cup (2015)

http://topdocumentaryfilms.com/other-side-brazil-world-cup/
7. **identify and describe major global issues, such as colonialism, imperialism, nationalism, and globalization.**

**Major Topics**

History of Modern Sports, Imperialism, Race and Gender as related to sports, globalization.

**Texbook**

There will be a reader available through CANVAS. All the articles and books' chapters are available in the course's page in a pdf format. Clicking on the link, students can see the whole file, or download it to their computer. Students will need to read and analyze at least two articles for each week. These are some of the readings included:

**Learning Assessments**

1. Students will demonstrate their ability to connect the information discussed in the readings for each section. They will also demonstrate comparative ability to connect events from different areas. This will be done for weekly discussions (answering leading questions), and short and final exams.

2. Students will need to incorporate everything discussed over the semester into the final assignment. The final question will be conceptual, asking students to analyze one sport across different regions (for example, baseball in Cuba and the US).

3. Over the semester, students will complete short answer assignments related to how sports are a reflection of racial, social and gender attitudes in their communities, and how these relate (or not) to their lives. In addition, they will need to reflect on how knowing and analyzing these facts helps them to understand complex social relationships that are important in daily life, work, and personal relationships (regarding race, gender, and social class).

**Evaluation**

**2 Short Exams:** 25 points each (3 pages each min.) **Each exam will have two components.**

The first section will evaluate your acquisition of the knowledge provided by the readings. The second will consist on a short essay that will require that you reflect on the issues introduced in the context of your own values, beliefs, attitudes, and behaviors.

**Weekly Online Discussion:** 10 points

Each week students will need to write a reflection on the week’s readings. Each comment will need to define personal values and beliefs in relationship with the knowledge acquired through the readings and other materials introduced for the given topic.

**Requirements:**

- Your entries should not consist merely in general opinions, feelings, or loose comments about the readings. The journals need to show that you were reading all the material, and
reflecting on the main ideas expressed by the different authors we will use this semester. This part of your assignment has to do with your intellectual engagement with the material, and this is what’s important to me in assigning grades. In addition, I need to see in your journal your personal interaction with the material, connections that were important to you about the readings, if you learned something new that is relevant to other courses you are taking, etc. In this sense, you are free to experiment with your ideas. I encourage exploring your thoughts in all directions, without being concerned about the rigid format of a paper. I will not determine your content as long as your journal provides a rich and insightful development of your own ideas. You should consider the following guidelines:

- Do not only write about whether you liked the material or not. If you decide to write about this, you need to explain, and with good reasoning, the cause of your judgment.

- At the end of your journal I want you to write a final entry evaluating your progress in the class. You can feel free to write an honest evaluation. I guaranteed you would not be punished for its content.

Group Activity: Students will be organized in groups at the beginning of the semester. Each group will complete the weekly discussions and the final project together. The entries will be individual, but the outcome will be collective. The grade will depend on the quality of the thread produced every week and on the final project students will turn in.

Assignment: students will need to pick one of the different sports analyzed over the semester (soccer, baseball, tennis, netball, basketball). After agreeing on a sport, students will write individual entries to complete different tasks.

1. **On the first week they will need to discuss what changes in the selected sport they would make, either/and in the rules or in the governance of the international association. They need to make suggestions and explain why based on how these suggestions are related to personal values and beliefs.** For example: “I will eliminate sex segregation in soccer allowing co-ed teams. I believe that the current situation enforces sex discrimination, and values that oppose our current system of believes, since it implies the inferiority of women and that men and women cannot compete together.” (10 points)

2. **In the second week students will discuss which of the suggestions is better suited to transform society’s present values and beliefs.** Students also can choose to analyze how the selected topic is the best in terms of continuing enforcing current values and beliefs. (10 points)

3. **During the final week students will write an individual essay on what they learned in terms of how sports can challenge or/enforce current values and beliefs.** They will also need to write a final suggestion of what they would change in a sport of their choosing paying attention to the knowledge acquired over the semester (20 points)
NOTE: Since the submission system does not allow to upload files larger than 2MB, I cut several pages describing class policies, and information that can be useful to students.
Weekly Plan

Video: Introduction to the Course

Module 1: Modern Sports

Video: Introduction to Module 1

Week 1:

Presentation 1

Readings

The Origins of Modern Sports and its meaning


Presentation 2

Week 2:

Sports and Ethics: Performance Enhancers and the Culture of Honor


**Week 3:**


* Highlighted readings are the ones you will need to incorporate in your weekly discussion for this week. They are not mentioned in the presentations. This assignments will reflect your ability to grasp the concepts introduced in the module.
Video: Introduction to Module 2

Module 2: Sports, Imperialism and Colonialism

Presentation 3

Week 4:


Week 5:


Sports and Imperialism in the US:


Week 6:


**Presentation 4**

**Week 7:**


**Week 8:**


**Week 9:**


* Highlighted readings are the ones you will need to incorporate in your weekly discussion for this week. They are not mentioned in the presentations. These assignments will reflect your ability to grasp the concepts introduced in the module.
Presentation 5

Week 10:


* Highlighted readings are the ones you will need to incorporate in your weekly discussion for this week. They are not mentioned in the presentations. These assignments will reflect your ability to grasp the concepts introduced in the module.

Week 11:


http://www.nytimes.com/interactive/2014/06/15/sports/worldcup/how-we-play.html?_r=0


Video: Introduction to Module 3

Module 3: Race, Gender and Sexuality

Presentation 6

Week 12:


Week 13:


Presentation 7


Week 14:

Presentation 8

Knijnik, Jorge. “Gendered Barriers to Brazilian Female Football: Twentieth Century Legacies.”


* Highlighted readings are the ones you will need to incorporate in your weekly discussion for this week. They are not mentioned in the presentations. These assignments will reflect your ability to grasp the concepts introduced in the module.

Week 15:

**Presentation 9**


* During weeks 13 to 15 students will not complete the weekly discussions. All the work will be devoted to the group project. Students will turn in their final essay at the assigned day in final’s week.