



University of  
New Haven

## *Sport & Culture in Contemporary Argentina*

### SECTION I: Course Overview

**Course Code:** CUL351EZE

**Subject Area(s):** Cultural Studies

**Prerequisites:** See Below

**Language of Instruction:** English

**Total Contact Hours:** 45

**Recommended Credits:** 3

### COURSE DESCRIPTION

This course explores the intersections of history, sociology and culture through sports, more specifically, through Argentina's sport par excellence, soccer, and its myriad repercussions for culture, politics, and society. After first establishing an academic framework for a sociological analysis of sports, we will trace the history of soccer in Argentina back to the turn of the 20<sup>th</sup> century. Some of the themes we will examine include soccer and politics (under Peronism, during the last military dictatorship 1976-83 and in recent times), soccer and violence, the figure of Diego Maradona ("el pibe de oro"), soccer and the media, and soccer and patriotism.

You will be required to actively engage various aspects of sport in Argentina throughout the course of the semester through cultural assignments, onsite learning, and field research.

### LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- Apply contemporary theories from sociology and culturally studies to the analysis of specific sporting practices.
- Examine the influence of socio-political factors on Argentine sport.
- Analyze the role of sport in the development of contemporary Argentine identity.
- Assess the interrelationship between sport, media, and politics in Argentina.

### PREREQUISITES

Prior to enrollment, this course requires you to have completed either **one** 200-level course or **two** 100-level courses in any of the following subject areas: Cultural Studies, History, Sociology, Anthropology.

## SECTION II: Instructor & Course Details

### INSTRUCTOR DETAILS

**Name:** TBA  
**Contact Information:** TBA  
**Term:** SEMESTER

### ATTENDANCE POLICY

This class will meet twice weekly for 90 minutes each session. All students are expected to arrive on time and prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SEMESTER		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X <sup>th</sup> absence
Courses meeting 2 day(s) per week	2 Absences	8 <sup>th</sup> Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES								
Absence	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
Penalty	No Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	1.5 Grades Docked	2 Grades Docked	2.5 Grades Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES								
Grade	A+	A+	A	A-	B+	B	B-	F

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

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## GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

<b>Class Participation</b>	<b>10%</b>
<b>Cultural Assignments</b>	<b>20%</b>
<b>Oral Presentations</b>	<b>10%</b>
<b>Sport Journal</b>	<b>15%</b>
<b>Midterm Exam</b>	<b>20%</b>
<b>Final Exam</b>	<b>25%</b>

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

## ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

**Class Participation (10%):** Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	<b>A+</b> (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	<b>A/A-</b> (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	<b>B+/B</b> (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	<b>B-/C+</b> (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	<b>C/C-</b> (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	<b>D</b> (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	<b>F</b> (5.99 – 0.00)

**Cultural Assignments (20%):** There will be several cultural assignments over the course of the term. These will be assigned by your instructor, using theories from sociology and cultural studies, and will generally involve going out and “finding” something in the city (either a location or an informant who can provide you with specific information) and then submitting an analysis of your findings in a page-long summary.

**Oral Presentations (10%):** You will present the findings of each of your cultural assignments for the class. You will be graded on your clarity and presentation skills. The idea is to briefly present your findings and tie it in with one or more of the class themes and learning objectives.

**Sport Journal (15%):** You will keep a journal of relevant intercultural aspects of Buenos Aires through sports viewing, readings, and onsite experiences. Your journal will be reviewed periodically by the instructor to help you shape the content into an analysis of specific sporting practices. You may be asked to present some of your entries to your peers as a way to spark in-class debate.

**Midterm Exam (20%) & Final Exam (25%):** The midterm and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. They are comprised of a series of short questions on information found in the readings and a few longer essay questions that test your abilities in three important areas of competency: the quantity of information you have mastered; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated during this course.

## EXPERIENTIAL LEARNING ACTIVITIES (AICAP)

CEA courses are designed to include a variety of experiential learning activities that will take you out of the classroom and allow you to explore your local, host city. These activities may include field studies, guest lectures and/or activities offered through our Academically Integrated Cultural Activities Program (AICAP). The following experiential learning activities are included in this course:

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- Field Studies to Boca Stadium and a Soccer Match.

## REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- I. SELECTED READING(S):** The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

Alabarces, Pablo & Duek, Carolina. "Football for Everyone? Soccer, Television and Politics in Argentina" in *Sport, Public Broadcasting, and Cultural Citizenship: Signal Lost?*, edited by Scherer, Jay & Rowe, David. Routledge, 1<sup>st</sup> Edition, 2013. pp. 9-109.

Alabarces, Pablo. "Aguante' and repression: football, politics and violence in Argentina," in *Fighting Fans: Football Hooliganism as a World Phenomenon*, edited by Dunnin, Eric, Murphy, Patrick, Waddington, Ivan & Astrinakis, Antonios E. University College Dublin Press, 2002. pp. 23-36.

Arbena, Joseph. *Sport and Society in Latin America: Diffusion, Dependency and the Rise of Mass Culture*. New York: Greenwood Press, 1988. pp. 1-33.

Arbena, Joseph. "Generals and Goles: Assessing the Connection between the Military and Soccer in Argentina" in *International Journal of the History of Sport* 7.1, 1990. pp. 120-130.

Archetti, Eduardo. "Argentina, 1978: Military Nationalism, Football, Essentialism, and Moral Ambivalence" in *National Identity and Global Sports Events*, edited by Tomlinson, Alan & Young, Christopher. New York: SUNY Press, 2006. pp. 133-148.

Archetti, Eduardo. *Masculinities: Football, Polo and the Tango in Argentina*. Oxford: Berg Publishers, 1999. pp. 1-20, 113-128, 161-179, 180-189.

Archetti, Eduardo. "And Give Joy to my Heart: Ideology and Emotions in the Argentine Cult of Maradona" in *Entering the Field: New Perspectives on World Football*, edited by Armstrong, Gary & Giulianotti, Richard. Oxford: Berg, 1997. pp. 31-51.

Archetti, Eduardo. "Argentinian football: a ritual of violence?" in *The International Journal of the History of Sport* 9.2, 1992. pp. 209-235.

Bernstein, Alina & Blain, Neil. "Sport and the Media: The Emergence of a Major Research Field" in *Sport, Media, Culture (Sport in the Global Society)*. Routledge, 1<sup>st</sup> Edition, 2002. pp. 1-30.

Bourdieu, Pierre. "Program for a Sociology of Sport" in *Sociology of Sport Journal* 5, 1988. pp. 153-161.

Gaffney, Chris. "Stadiums and Society in twenty-first century Buenos Aires" in *Soccer & Society* 10.2, 2009. pp. 160-182.

Gil, Gastón Julián. "Soccer and Kinship in Argentina: The Mother's Brother and the Heritage of Identity" in *Soccer & Society* 3.3, 2002. pp. 11-25.

Loiseau, Carlos "Caloi". *Con el Deporte no se juega* (comic series). Buenos Aires: Ediciones de la Flor, 1984-2008.

Karush, Matthew. "National Identity in the Sports Pages: Football and the Mass Media in 1920s Buenos Aires" in *The Americas* 60.1, 2003. pp. 11-32.

- Morgan, Michael & Shanahan, James. "Television and the Cultivation of Political Attitudes in Argentina" in *Journal of Communication* 41, 1991. pp. 88-103.
- Plotkin, Mariano. *Mañana es San Perón: A Cultural History of Perón's Argentina*. Wilmington, DE: SR Books, 2002. pp. 165-194.
- Robazza, Claudio, Beretollo, Maurizio & Bortoli, Laura. "Frequency and Direction of Competitive Anger in Contact Sports" in *Journal of Sports Medicine and Physical Fitness* 46.3, 2006. pp. 501-509.
- Rodríguez, María Graciela, "The Place of Women in Argentinian Football" in *International Journal of the History of Sport* 22.2, 2005. pp. 231-245.
- Rowe, David. "Watching Brief: Cultural Citizenship and Viewing Rights" in *Sport in Society: Cultures, Commerce, Media, Politics* 7.3, 2004. pp. 385-402.
- Shaw, Sally & Trevor Slack. "It's been like that for Donkey's Years: The Construction of Gender Relations and the Cultures of Sports Organizations" in *Culture, Sport, Society* 5.1, 2002. pp. 86-106.
- Smith, Bill. "The Argentinian Junta and the Press in the Run-up to the 1978 World Cup" in *Soccer & Society* 3.1, 2002. pp. 69-78.

## SELECTED FILMS

The selected films for this course are listed below. You can find access to these via the online Moodle CEA Classroom or by borrowing them from the CEA Media Library:

- Esos Colores Que Llevás* (Federico Peretti, 2013)
- El Olimpo Vacío* (Pablo Racioppi & Carolina Azzi, 2013)
- Maradona by Kusturica* (Emir Kusturica, 2008)
- Metegol* (Juan José Campanella, 2013)

## RECOMMENDED READINGS

The recommended reading(s) and/or text(s) for this course are below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

- Blain, Neil. *Sport, Media, Culture: Global and Local Dimensions*. London: Routledge, 2003.
- Boyle, Raymond & Richard Haynes. *Football in the New Media Age*, London: Routledge, 2004.
- Boyle, Raymond & Richard Haynes. *Power Play. Sport, the Media & Popular Culture*. London: Longman-Pearson, 2000.
- Budd, Adrian. "Capitalism, Sport and Resistance: Reflections" in *Culture, Sport, Society* 4.1, 2001. pp. 1-18.
- Daddario, Gina. *Women's Sport and Spectacle: Gendered Television Coverage and the Olympic Games*. Westport, CN: Praeger, 1998.
- De Bosscher, Veerle, de Knop, Paul, van Bottenburg, Maarten, Shibli, Simon & Bingham, Jerry. "Explaining International Sporting Success: An International Comparison of Elite Sport Systems and Policies in Six Countries" in *Sport Management Review* 12, 2009. pp. 113-136.
- Duke, Vic & Crolley, Liz. "Fútbol, Politicians and the People: Populism and Politics in Argentina" in *International Journal of the History of Sport* 18.3, 2001. pp. 93-116.

Eco, Umberto. "Sports Chatter" in *Travels in Hyperreality: Essays*. San Diego, CA: Harcourt Brace, 1986.

Foer, Franklin. *How Soccer Explains the World. An Unlikely Theory of Globalization*. London: Harper Collins, 2004.

Houlihan, Barrie. *Sport and Society: A Student Introduction*. London: Sage, 2008.

Jarvie, Grant. *Sport, culture and society: An introduction*. London: Routledge, 2006.

Kavetsos, Georgios & Szymanski, Stefan. "National Well-Being and International Sports Events" in *Journal of Economic Psychology* 31, 2010. pp. 158-171.

Lanfranchi, Pierre & Taylor, Matthew. "The South American Artists" in *Moving with the Ball. The Migration of Professional Footballers*. Oxford: Berg, 2001. pp. 69-110.

Levermore, Roger & Budd, Adrian. *Sport and International Relations*. Routledge: London, 2004.

Mason, Tony. *Passion of the People? Football in South America*. New York: Verso, 1995.

Rowe, David. *Sport, Culture and the Media*. Philadelphia: Open University Press, 1999.

Schultz, Brad. *Sports Media. Reporting, Producing and Planning*. Oxford: Focal Press, 2005.

Tomlinson, Alan, & Young, Christopher. *National Identity and Global Sports Events: Culture, Politics, and Spectacle in the Olympics and the Football World Cup*. Albany: State University of New York, 2006.

## ADDITIONAL RESOURCES

In order to ensure your success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the "While You're Abroad Tab" and make sure you are under the "Academics" sub-menu. There you will see a link above your schedule that says "View Online Courses" select this link to be taken to your Moodle environment.



**COURSE CALENDAR**  
*Sport & Culture in Contemporary Argentina*

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	<p style="text-align: center;"><b>Course Introduction:</b> Review Syllabus, Classroom Policies</p> <p style="text-align: center;"><b>Representations of Argentine Sports in Comics</b></p>	Lecture & Discussion	Loiseau, Carlos "Caloi". <i>Con el Deporte no se juega</i> (comic series). 1984-2008.
<b>Unit I. Argentina &amp; Soccer: A Historical Background</b>			
2	<p style="text-align: center;"><b>Analyzing Sports:</b> Establishing a theoretical framework</p>	Lecture & Discussion	<p>Bourdieu, Pierre. "Program for a Sociology of Sport," pp. 153-161.</p> <p>Arbena, Joseph. <i>Sport and Society in Latin America: Diffusion, Dependency and the Rise of Mass Culture</i>. pp. 1-33.</p>
3	<p style="text-align: center;"><b>Soccer's Arrival &amp; Expansion Throughout Argentina:</b> Football clubs and identity</p>	Lecture & Discussion	<p>Archetti, Eduardo. <i>Masculinities: Football, Polo and the Tango in Argentina</i>. pp. 1-20.</p> <p>Karush, Matthew. "National Identity in the Sports Pages: Football and the Mass Media in 1920s Buenos Aires" pp. 11-32.</p>
4	<b>Peronism &amp; the <i>Campeonatos Evita</i></b>	Lecture & Discussion	Plotkin, Mariano. <i>Mañana es San Perón: A Cultural History of Perón's Argentina</i> . pp. 165-194.
5	<p style="text-align: center;"><b>Football Chants:</b> Masculinity, Subjugation &amp; Violence</p>	Lecture & Discussion	<p>Archetti, Eduardo. <i>Masculinities: Football, Polo and the Tango in Argentina</i>. pp. 161-179.</p> <p><b>1<sup>st</sup> Cultural Assignment:</b> Get an Argentine to sing one of their team's chants for you. What are the prevalent themes in the chant?</p>
6	<p style="text-align: center;"><b>Football Chants:</b> Masculinity, Subjugation &amp; Violence</p>	<p style="text-align: center;">Oral Presentations</p> <p style="text-align: center;">Lecture &amp; Discussion</p>	<p><b>*Due: 1<sup>st</sup> Oral Presentation</b></p> <p>Archetti, Eduardo. <i>Masculinities: Football, Polo and the Tango in Argentina</i>. pp. 113-128.</p>

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7	<b>Team Affiliations:</b> A Passion that Can't Be Explained	Lecture & Discussion	Gil, Gastón Julián. "Soccer and Kinship in Argentina: The Mother's Brother and the Heritage of Identity" pp. 11–25.
<b>Unit II. Conflictive Soccer</b>			
8	<b>Football &amp; Violence:</b> The nature of competitive anger & the unique hues of soccer violence in Argentina	Lecture & Discussion	Archetti, Eduardo. "Argentinian football: a ritual of violence?" pp. 209-235.
9	<b>Football &amp; Violence:</b> The concept of <i>El Aguante</i>	Lecture & Discussion	<b>Screening:</b> Television clips of violence in soccer. <b>Reading:</b> Alabarces, Pablo. "Aguante' and repression: football, politics and violence in Argentina" pp. 23-36.
10	<b>Football &amp; Violence:</b> The Demise and Return of River Plate	Film Screening & Debate	<b>Screening:</b> <i>Esos Colores Que Llevás</i> (Federico Peretti, 2013)
11	<b>Football &amp; Violence:</b> Reflection on American experience	Lecture & Discussion	Robazza, Claudio, Beretollo, Maurizio & Bortoli, Laura. "Frequency and Direction of Competitive Anger in Contact Sports" pp. 501-509. <b>2<sup>nd</sup> Cultural Assignment:</b> Interview both a male and a female on their thoughts of the role of women in Argentine sports. Analyze, summarize, draw similarities and differences in the answers.
12	<b>Football &amp; Gender:</b> Where do women fit into the world of soccer?	Oral Presentations Lecture & Discussion	<b>*Due: 2<sup>nd</sup> Oral Presentation</b> Shaw, Sally & Trevor Slack. "It's been like that for Donkey's Years: The Construction of Gender Relations and the Cultures of Sports Organizations" pp. 86-106. Rodríguez, María Graciela, "The Place of Women in Argentinian Football" pp. 231–245.

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13	<b>Soccer &amp; Dictatorship</b>	Lecture & Discussion	Arbena, Joseph. "Generals and Goles: Assessing the Connection between the Military and Soccer in Argentina" pp. 120-130. Smith, Bill. "The Argentinian Junta and the Press in the Run-up to the 1978 World Cup" pp. 69-78.
14	<b>Soccer &amp; Dictatorship</b>	Film Screening & Debate Lecture & Discussion	<b>Screening:</b> <i>El Olimpo vacío</i> (Pablo Racioppi & Carolina Azzi, 2013) <b>Reading:</b> Archetti, Eduardo. "Argentina, 1978: Military Nationalism, Football, Essentialism, and Moral Ambivalence" pp. 133-148.
15	<b>Soccer &amp; Dictatorship:</b> Soccer as propaganda	Lecture & Discussion	Alabarces, Pablo & Duek, Carolina. "Football for Everyone? Soccer, Television and Politics in Argentina" pp. 9-109.
16	<b>In class Review Session</b>	Review for Midterm Exam	All course readings & materials.
17	<b>MIDTERM EXAM</b>		
<b>Unit III. Argentine Soccer Culture: Teams, Idols &amp; the Role of Media/Sport Channels</b>			
18	<b>Local Clubs &amp; Stadiums:</b> A Map of Buenos Aires on Soccer Terms	Lecture & Discussion	Gaffney, Chris. "Stadiums and Society in twenty-first century Buenos Aires" pp. 160-182.
19	<b>Local Clubs &amp; Stadiums</b>	<b>Field Study:</b> Boca Stadium	<b>3<sup>rd</sup> Cultural Assignment:</b> Visit another stadium in Buenos Aires. Analyze the surroundings. Are there clear signs and themes of the neighborhood's club affiliation?
20	<b>Local Clubs &amp; Stadiums</b>	Oral Presentations	<b>*Due: 3<sup>rd</sup> Oral Presentation</b>
21	<b>Soccer &amp; the Media</b>	Lecture & Discussion	Bernstein, Alina & Blain, Neil. "Sport and the Media: The Emergence of a Major Research Field" pp. 1-30.

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22	<b>Soccer &amp; the Media:</b> Analysis of Argentine World Cup Soccer ads	Lecture & Discussion	Rowe, David. "Watching Brief: Cultural Citizenship and Viewing Rights" pp. 385-402 <b>4<sup>th</sup> Cultural Assignment:</b> Find a commercial or printed ad related to Sports, analyze the themes.
23	<b>Soccer &amp; the Media</b>	Oral Presentations Lecture & Discussion	<b>*Due: 4<sup>th</sup> Oral Presentation</b> Morgan, Michael & Shanahan, James. "Television and the Cultivation of Political Attitudes in Argentina" pp. 88-103
24	<b>Maradona:</b> El Pibe de Oro	Lecture & Discussion	Archetti, Eduardo. <i>Masculinities: Football, Polo and the Tango in Argentina</i> . pp. 180-189. <b>5<sup>th</sup> Cultural Assignment:</b> Interview an Argentine about their views of Maradona. How do Argentines describe Maradona? What insight have you gained from their description of him?
25	<b>Maradona:</b> The Making of an Argentine Idol	Oral Presentations Lecture & Discussion	<b>*Due: 5<sup>th</sup> Oral Presentation</b> Archetti, Eduardo. "And Give Joy to my Heart: Ideology and Emotions in the Argentine Cult of Maradona" pp. 31-51.
26	<b>Maradona:</b> Perspectives	Film Screening & Debate	<b>Screening:</b> <i>Maradona by Kusturica</i> (Emir Kusturica, 2008)
27	<b>Soccer Myths in Contemporary Film</b>	Film Screening & Debate	<b>Screening:</b> <i>Metegol</i> (Juan José Campanella, 2013)
28	<b>Soccer Match:</b> The Live Experience	<b>Field Study:</b> Soccer Match	—
29	<b>In class Review Session</b>	Review for Final Exam	All course readings & materials.
30	<b>FINAL EXAM</b>		

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## SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)