



University of
New Haven

Sport & Culture in Contemporary France

SECTION I: Course Overview

Course Code: CUL351CDG

Subject Area(s): Cultural Studies

Prerequisites: None

Language of Instruction: English

Total Contact Hours: 45

Recommended Credits: 3

COURSE DESCRIPTION

This course analyzes the role of sport in contemporary French society and the interrelationship between sport, identity, and politics in France from the end of the 19th century to the present day. Contemporary and historical sporting practices – including soccer, rugby, parkour, the Olympics, and the Tour de France – are analyzed to uncover issues around national identity, racism, gender, and the sport-media-market interface in the French context. Drawing on the French sociological tradition, which has been influential in the development of critical sports studies, as well as historical sources and cultural studies perspectives, the course includes the overseas territories and colonies both before and after decolonization. Students will actively engage various aspects of the host culture throughout the course of the term through case studies, onsite learning, and field research.

LEARNING OBJECTIVES

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

- Describe the historical development of sport in France from the end of the 19th century to the present day.
- Explain the relationship between colonial era policies, decolonization, and contemporary issues associated with national identity and multiculturalism in France through the lens of sport.
- Examine the role of women in French sport, especially in those contexts where women's participation and contributions have been historically rendered invisible.
- Apply contemporary theories from French sociology and cultural studies to the analysis of specific sporting practices.
- Evaluate the extent to which material covered in class is expressed in the everyday life of the host society through direct experience while studying in Paris.

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

Name:	TBA
Contact Information:	TBA
Term:	SUMMER

ATTENDANCE POLICY

This class will meet four times weekly for 150 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 – SUMMER		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X th absence
Courses meeting 4 day(s) per week	1 Absence	4 th 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 st	2 nd	3 rd	4 th
Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES				
Grade	A+	A	A-	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.

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.

Class Participation	10%
Olympic Opinions	15%
Reading Response (3 x 5%)	15%
Midterm Exam	20%
Final Project – Paper or Presentation	20%
Final Exam	20%

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.	A+ (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	A/A- (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 (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	B-/C+ (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.	C/C- (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.	D (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.	F (5.99 – 0.00)

Olympic Opinions (15%): Paris is scheduled to host the 2024 Summer Olympics. For this assignment, you must engage a resident of Paris to ascertain their opinion on Paris' hosting of the Games. Do they approve, disapprove, see benefits, drawbacks, will they attend, and so on. Who can this be? They do not have to be French, but they must actually live in Paris, so no tourists or other students. Do not interrupt people at work, i.e., don't try to do this with someone in a shop or a server in a restaurant. (Taxi drivers are an exception.) No CEA staff, interns, or teachers! Find a natural moment in your time here to interact with someone local about current events. Then write it up in a short, engaging narrative of three to four pages. Due by the end of the third week of class.

Reading Response (15%): Three times over the course of the term, on topics including gender and women in French sport; national identity, the colonies, and decolonization; and 'mega-events' like the Tour de France, the Olympics, and the World Cup, you will respond in writing to a set of questions about the day's assigned reading. This may be assigned in advance or it may take place during class on any given day.

Midterm (20%) & Final Exam (20%): The exams will assess your knowledge of both the historical specifics of sport in France, and the conceptual frameworks represented by the cultural studies approach to sport and the French sociological tradition. This will be done with a range of questions including definitions, short answers, and essay questions.

Final Project (20%): You will draw on your own observations and experiences in France to analyze a sport in terms of Bourdieu's 'field' theory. Bourdieu provides a general outline of how to do this by explaining what information is necessary to collect about a sport and its practice in order to understand the role it plays in society and its relationship to social, cultural, political, and economic dimensions of life, including gender, class, and ethnicity. You may choose any sport practiced in France, at any level, with or without formal governing bodies. During the last week of class you will present your findings to the class, in addition to handing in a paper of eight to ten pages outlining the specific information that you collected following Bourdieu's outline.

This information should come from a combination of research and observation during your time in France. The instructor will assist you in understanding how to best gather your data for this project.

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).

- AFP. (2019). Tahiti to Bid for Paris 2024 Olympic Surfing. <https://www.france24.com/en/20190626-tahiti-bid-paris-2024-olympic-surfing>
- Borden, Sam. (2019). Why is Lyon, not Paris, getting all the love in this year's Women's World Cup? <https://www.espn.com/soccer/fifa-womens-world-cup/story/3889564/why-is-lyon-not-paris-getting-all-the-love-in-this-years-womens-world-cup>
- Bourdieu, Pierre. (1988). Program for a Sociology of Sport. *Sociology of Sport Journal* 5: 153-161.
- Combeau-Mari, Evelyne. (2006). Sport in the French Colonies (1880-1962): A Case Study. *Journal of Sport History* 33(1):27-57.
- Cronin, Mike and Holt, Richard. (2003). The Globalisation of Sport. *History Today* 53(7):26-33.
- Dine, Philip. (2002). France, Algeria and Sport: From Colonisation to Globalisation. *Modern and Contemporary France* 10(4):495-505.
- Dine, Philip. (2014). Une certaine idée du rugby: Sport, Media and Identity in a 'glocalised' Game. *French Cultural Studies* 25(1):54-69.
- Dunne, Kieran. (2002). Sport as Media Propaganda Vehicle: The Tour de France and French Television 1948-62. *French Cultural Studies* 13(4):309-317.
- Ervine, Jonathan. (2014). Les Banlieues and Les Bleus: Political and Media Discourse about Sport and Society in France. *French Cultural Studies* 25(1):70-81.
- France 24. (2019). 'Not the same as racism': French referees told not to stop football matches over homophobia. <https://www.france24.com/en/20190910-french-referees-told-not-stop-football-matches-homophobia>
- Frey, James H. and Eitzen, D. Stanley. (1991). Sport and Society. *Annual Review of Sociology* 17:503-22.
- Guss, Nathan. (2011). Parkour and the Multitude: Politics of a Dangerous Act. *French Cultural Studies* 22(1):73-85.
- Holt, Richard. (1991). Women, Men and Sport in France, c. 1870-1914: An Introductory Survey. *Journal of Sport History* 18(1):121-134.
- Markovitz, Andrei S. (1998). Reflections on the World Cup '98. *French Politics and Society* 16(3):1-29.
- Szabo, Robert Gyori. (2011). Identity and Soccer in Corsica. *Soccer and Society* 13(1):36-55.
- Terret, Thierry. (2002). Sports and Erotica: Erotic Postcards of Sportswomen during France's *Années Folles*. *Journal of Sport History* 29(2):271-287.

Thompson, Christopher S. (2008). *The Tour de France: A Cultural History*, 2nd Revised Edition. Berkeley: University of California Press. 406 pp.

Thompson, Christopher S. (2015). From Black-Blanc-Beur to Black-Black-Black? “L’Affaire des Quotas” and the Shattered “Image of 1998” in Twenty-First Century France. *French Politics, Culture and Society* 33(1):101-121.

Wrack, Suzanne. (2019). Women’s World Cup was ‘a balloon that deflated,’ says Carly Telford. <https://www.theguardian.com/football/2019/aug/22/carly-telford-france-world-cup-england>

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.

AFP. (2019). Total Pull Sponsorship Plug on 2024 Olympics Over ‘Eco-Games.’ <https://www.france24.com/en/20190605-total-pull-sponsorship-plug-2024-olympics-over-eco-games>

Carrard, Philippe. (2002). ‘L’Equipe de France du monde’: Sport and National Identity. *French Cultural Studies* 13(1):65-82.

Dine, Philip. (2012) Sarkozy and Sport. *Contemporary French and Francophone Studies* 16(3):383-392.

Dine, Philip. (2015). How French is ‘French’ Sport? *Nottingham French Studies* 54(3):253-268.

Grix, Jonathan and Grix, Louis. (2018). Exploring Differences in Unconventional Diplomacy. *Brown Journal of World Affairs* 25(1):1-16. 16 pp.

Grosset, Yoan and Attali, Michaël. (2009). The French Initiative towards the Creation of an International Sports Movement 1908-1925: An Alternative to the International Olympic Committee? *Journal of Sport History* 36(2):245-262.

Kassimeris, Christos. (2011). Black, Blanc, and Beur: French Football’s ‘Foreign Legion.’ *Journal of Intercultural Studies* 32(1):15-29.

Lewis, Robert W. (2011). “A Civic Tool of Modern Times”: Politics, Mass Society, and the Stadium in Twentieth-Century France. *French Historical Studies* 34(1):155-183.

Michallat, Wendy. (2007). Terrain de lutte: Women’s Football and Feminism in ‘Les années folles’. *French Cultural Studies* 18(3):259-276.

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.

The instructor reserves the right to make changes or modifications to this syllabus as needed

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 France

SESSION	TOPICS	ACTIVITY/CONCEPTUAL QUESTIONS	READINGS & ASSIGNMENTS
1	<p>Course Introduction: Review Syllabus, Classroom Policies</p> <p>What's Happening Currently in French Sport?</p>	<p>Course Overview: Content & Approach</p> <p>Critically examining conflicting accounts of the 2019 Women's World Cup</p>	<p>Reading: Syllabus and CEA Academic Policies</p> <p>France 24 and News Wire (links in Moodle) Borden, Why Lyon and Not Paris Wrack, Women's World Cup a Deflated Balloon</p>
2	<p>How France Arrived at the Present Moment</p> <p>Critical Sport Studies & the French Intellectual Tradition</p>	<p>Overview of French Sport in Europe and the World, from the 1860s to the Present</p> <p>Introducing Bourdieu's 'fields' and the semester project</p>	<p>Reading: Cronin and Holt, Globalisation of Sport, pp. 26-33 Bourdieu, Program for a Sociology of Sport, pp. 153-161 Frey and Eitzen, Sport and Society, pp. 503-22</p>
3	<p>Uncovering the Deep Roots of French Sport</p> <p>Gender, Sport, & Social Roles: Then & Now</p>	<p>Applying the Cultural Studies approach from Frey and Eitzen</p> <p>Connecting the Holt reading with Terret</p>	<p>Reading: Holt, Women, Men, and Sport in France 1870-1914, pp. 121-134 Terret, Erotic Postcards of Sportswomen in the 1920s</p> <p>*Olympics Opinions Due</p>
4	<p>Meanwhile, in the Colonies...</p> <p>The Promise of Modernity & the Birth of the Tour de France</p>	<p>How does Bourdieu's 'fields' approach apply to the situation described by Combeau-Mari?</p> <p>How does your perception of the Tour today compare to the event's origins?</p>	<p>Reading: Combeau-Mari, Gymnastics Rather than Sport: The Military Rule, pp. 27-33 Thompson, La Grande Boucle: Cycling, Progress, and Modernity, pp. 7-50</p>
5	<p>Imagining the Community, Inventing the Nation: Narratives of France & Frenchness</p> <p>The Roles of Women in the Image of the Nation</p>	<p>Where does sport intersect with other narratives of the nation?</p> <p>What contradictions are inherent in the treatment of women in national narratives?</p>	<p>Reading: Thompson, Itineraries, Narratives, Identities, pp. 51-94 Thompson, The <i>Géants de la Route</i>: Gender and Heroism, pp. 95-140</p>
6	<p>Sport, Class, & Allegories of the Nation</p> <p>Sport & Athleticism Between the Wars</p>	<p>How were athletes symbolically transformed into workers?</p> <p>How did sporting bodies also function as social bodies?</p>	<p>Reading: Thompson, Work, Class, and the Tour de France, pp. 141-179 Thompson, Politics of Athletic Excess 1903-1939, pp. 180-214</p>

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7	Sport During Wartime Sport & the Postwar Rehabilitation of National Identity	How did sport connect the colonies and the Vichy Regime? Did sport play a role in creating the conditions for decolonization?	Reading: Combeau-Mari, The Vichy Regime, pp. 33-45 Combeau-Mari, Sport and Unione Française, pp. 45-57 Review all notes and readings, and bring questions to class for review session
8	Review & Midterm Exam		
9	Decolonization & Sport Neocolonial Claims Through Sport	How does the Cultural Studies approach apply to decolonization? What role does sport play in contemporary neocolonialism?	Reading: Dine, France, Algeria, and Sport, pp. 495-505 Szabo, Identity and Soccer in Corsica, pp. 36-55 AFP, Tahiti to bid for 2024 Olympic Surfing
10	Contemporary Legacies: The 1998 World Cup Looking Back on Recent History	How do Markovitz's reflections from 1998 compare to Thompson's look back 17 years later?	Reading: Markovitz, Reflections on the World Cup pp. 1- 29 Thompson, Shattered "Image of 1998", pp. 101- 121
11	The Media-Sport Interface Media-Sport-Politics Intersections	What from the original role of television (Dunne) can you recognize in new media today (Ervine)?	Reading: Dunne, Sport as Media Propaganda, pp. 309-317 Ervine, Political and Media Discourse, pp. 70-81
12	Media, Globalization, & Local Forms of International Sports Alternative Sports & Alternative Identities in the Periphery of Paris	In what ways do Rugby and Parkour each express a kind of Frenchness? Are these interchangeable? Could Rugby express the same kind of Frenchness that Parkour does? Or vice versa?	Reading: Dine, Rugby, Media and Identity in a 'glocalised' Game, pp. 54-69. Guss, Parkour and the Multitude, pp. 73-85.
13	Applying What We Have Learned Review for the Final Exam	Together we will discuss how both the historical context of France and the Cultural Studies perspective can be applied to current events.	Reading: The instructor will provide a current news item regarding sport in France Review all assigned readings and class notes
14	Final Project Presentations	Charting the spaces in fields of sporting disciplines	Assignment: Be prepared to ask questions about other presentations, and answer questions about yours
15	FINAL EXAM		

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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](#)