

Course Last Updated 9/12/2024.



Sport & Culture in Contemporary Spain

Section I: Course Overview

Course Code: CUL351BCN

Subject Area(s): Cultural Studies, Political Science, Journalism, and Social Sciences

Prerequisites: Prior to enrollment, this course requires you to have completed one 200 level course or two 100 level courses in the subject area(s) of instruction.

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: none

Course Description

The aim of this course is to analyze the important role that sport plays within European culture in general and particularly in modern Spain. A multidisciplinary study from both a historical and sociological standpoint of the relations between politics, media and sport will serve as a useful route to understanding wider issues in contemporary Spanish society. The historical framework to this module will be provided by an analysis of the socio-political use of sport by the Francoist dictatorship and the repercussions of this heritage on 21st century Spain. The sociology of sport involves in-class analysis of related phenomena such as the role of the media, the business of sport, violence, gender issues regarding sport and cross cultural comparisons with the sports-culture matrix in the USA.

The course will adopt a hands-on approach to the subject matter including case studies, field studies to sporting events and organizations, guest lecturers (journalists, sports administrators, professional athletes) and will require a significant level of participation on your behalf.

Learning Objectives

Upon successful completion of this course, students are able to:

- Discuss the relationship between sport, media and culture in modern society
- Relate sporting issues to the wider political debate in Spain
- Critically analyze the role of sport in the development of contemporary Spanish culture
- Engage with the host population on the subject of sport and culture

- Identify ties and fundamental differences between the sport-media debate in Spain and the US

Section II: Instructor & Course Details

Instructor Details

Name: [See term syllabus]

Contact Information: [See term syllabus]

Term: [See term syllabus]

Course Day and Time: [For term syllabus, enter the day and meeting times of the course]

Office Hours: [By appointment, or specified in term syllabus]

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 10%

Oral Participation - 10%

Quizzes - 15%

Final Paper - 20%

Midterm Exam - 20%

Final Exam - 25%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (10%): Students are expected to be engaged in class, to have read the [CEA CAPA Engagement Policy](#), and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Oral Participation (10%): Students will be required to offer a short oral presentation on a subject previously assigned at the beginning of the course. This ice-breaker presentation will be discussed with the course instructor in an obligatory tutorial prior to the session and is designed to present in synthesis the most important ideas or debates which surround the session in hand. Both content and form will be taken into account. For this presentation, students will also get some data from the host population to present local perspectives on a variety of debates related to sporting issues.

Quizzes (15%): You will be spot-tested on three occasions throughout the course (twice during the first half of the semester and once again a month after the midterm exam). These tests will consist in 10-15 short questions based on the course itself and will be discussed *a posteriori* in class.

Final Paper (20%): This 2000-word project, to be handed in two weeks before the end of the semester, must be related to the course contents and is always subject to approval at the beginning

of the course by the instructor. An obligatory tutorial session will be offered during the second half of the course to monitor progress. In the final paper students should be able to discuss the relationship between sport, media, politics and culture in modern society in the specific selected topic and analyze the role of sport in the development of contemporary Spanish culture. Moreover, the paper should include a reflection on similarities and differences between current sport debates in Spain and the US. Following academic practice, all sources should be cited and a full bibliography should be included.

Mid-Term Exam (20%): The mid-term examination will be used to allow you to divide your study time into two separate halves. The written midterm examination will cover the first seven weeks of the semester.

Final Exam (25%): This final examination will cover the second half of the semester but will also allow you to answer optional questions of a comparative cross-cultural nature in the final section of the paper.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

Field Studies:

- Guided Tour of FC Barcelona: Stadium, museum, press center
- Visit to Olympic Museum & Facilities
- Visit to Godo Group: Newspapers *La Vanguardia*, *El Mundo Deportivo*. Radio Station RAC1
- Visit to La Monumental (bullfighting museum)

Active Learning Activities:

- Barça Soccer Match

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required

Boyle, Raymond and Haynes, Richard. *Power Play. Sport, the Media and Popular Culture*. Longman, 2009, second edition, 244pp.

Jarvie, Grant. *Sport, Culture and Society: an introduction* / Grant Jarvie. Trykkested. London New York: Routledge, 2018, third edition.

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)

Arnaud, Pierre, & Riordan, James., "Spanish sports policy in Republican and Fascist Spain", in *Sport and International Politics*, Routledge, 1998, pp. 97-112.

Blain, Neil. "Sport, Europe and collective identity", in *Sport, Media, Culture: Global and Local Dimensions*. Routledge. 2003, pp. 189-199.

Blain, Neil, Boyle, Raymond and O'Donnell, Hugh. "Centrality and peripherality at the Barcelona Olympics" in *Sport and National Identity in the European Media*. Leicester University Press, 1993, pp.156-170.

Burns, Jimmy. "The Enemy Within" in *Barça. A people's passion*. Bloomsbury, 1999, pp.137-153.

Burns, Jimmy. "Against the Enemy" in *Barça. A people's passion*. Bloomsbury, 1999, pp.154-173.

Carr, Raymond & FUSI, Juan Pablo. *Spain: Dictatorship to Democracy*. Allen & Unwin, 1981. p. 118-123.

Conversi, Daniele. *The Basques, the Catalans and Spain*. Hurst and Company. London, 1997, pp.133-136.

Hand D. & Crolley, L. "Spanish Identities in the European Press: the Case of Football Writing" in *The International Journal of the History of Sport, Spanish Identities in the European Press*, vol. 22, no. 2 March 2005, pp. 298-313.

Hargreaves, John. "Sport and Nationalism" in *Freedom for Catalonia?* Cambridge: Cambridge University Press, 2000, pp.1-15.

Hargreaves, John. "The war of the flags and Catalanisation versus Españolization" in *Freedom for Catalonia?* Cambridge: Cambridge University Press, 2000, pp. 58-113.

Foer, Franklin. "How soccer explains the discreet charm of bourgeois nationalism", in *How Soccer Explains The World. An unlikely theory of globalization*. Harper Collins, 2004, pp.193-217.

McCormick, J. *Bullfighting. Art, Technique and Spanish Society*, 1999, chaps. 1 & 2. (approx. 50 pages).

Moragas Spa, Miquel, Rivenburgh, Nancy K. and Larson, James. F. "Scholarly interest in the Olympics and television" in *Television in the Olympics*. John Libbey. London. 1996, pp. 1-6.

Schultz, Brad. "Economics" in *Sports Media. Reporting, Producing and Planning*. Focal Press, 2005, pp. 181-194.

Recommended

- Ball, Phil. *Morbo: The Story of Spanish Football*. WSC Books, London, 2011.
- Daddario, Gina. *Women's Sport and Spectacle. Gendered Television Coverage and the Olympic Games*. Praeger, 1998
- Goldblatt, David *The Ball is Round; A Global History of Football*, Penguin, 2007.
- Hornby, Nick. *Fever Pitch*. Penguin, 2014.
- Houlihan, Barrie. *Sport and society. A student introduction*. SAGE, third edition, 2015.
- Levermore, Roger & Budd, Adrian. *Sport and International Relations*. Routledge: London, 2004.
- Quiroga, Alejandro. *Football and National Identities in Spain*, Palgrave Macmillan, UK, 2013.
- Rowe, David. *Sport, Culture and the Media*. Open University Press, Philadelphia, 1999.
- Stanton, Edward F. *Culture and Customs of Spain*. 2002.

RECOMMENDED FILMS

FIFA	<i>The History of Football</i>
CANDAELE, Kelly	<i>El Clásico, More than a Game, 2011</i>
BBC	<i>Fascism & Football, 2003</i>
EASTWOOD, Clint	<i>Invictus, 2009</i>
BBC PANORAMA	<i>Scotland's Secret Shame, 2005</i>
BBC PANORAMA	<i>Stadiums of Hate, 2012</i>
MARSHALL, Penney	<i>A League of their own, 1992</i>

Additional Resources

www.bbc.co.uk/news/business/business_of_sport/
The breaking news on the business of sport from the world's top public broadcaster

www.sportsbusinessdigest.com
An excellent RSS feed which students can subscribe to for up-to-date information

www.sportbusinesscentre.com
Latest academic information from the University of Birkbeck, London.

Online academic journals:

The following academic journals can be accessed through the UNH library.

Handbook of Sports Studies
Journal of Sport History
Sociology of Sport Journal
Sport Science Review
Journal of Sport and Social Issues
International Review for the Sociology of Sport

Course Calendar

Session 1	
Topics	Sport theory The role of sport in modern societies
Activity	Introduction to the Course Lecture & Discussion
Readings & Assignments	Syllabus review Readings: <ul style="list-style-type: none"> • Jarvie, G. Chapter 1: Sport, theory and the problem of values, pp. 20-39 • Jarvie, G. Chapter 2: Sport, history and social change, pp. 39-60

Session 2	
Topics	Sport and Culture in Spain up to 1939 The birth of the sportsman as myth and a figure worthy of imitation 1939-1975: Franco and the Use of Sport as Part of His "Bread and Circus" Political Philosophy
Activity	Oral Presentation Lecture & Discussion
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Jarvie, G. Chapter 5: Sport, Politics & Culture, pp. 96-117 • Arnaud & Riordan, "Spanish sports policy in Republican and Fascist Spain", pp. 97-112. • Burns, J. "The Enemy Within", pp.137-153. • Conversi, D., pp.133-136. • Hand, D. & Crolley, L., pp. 298-313

Session 3	
Topics	Sport & Nationalism The Real Madrid-FC Barcelona rivalry El clásico An eternal historical and sociopolitical controversy
Activity	Oral Presentation Lecture & Discussion
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Jarvie, G. Chapter 8: Sport & Community, pp. 162-180 • Burns, J. "Against the Enemy", pp. 154-173 • Foer, F. "How soccer explains the discreet charm of bourgeois nationalism", pp.193-217 • Hargreaves, J. "Sport and Nationalism" pp.1-15; "The war of the flags and Catalanization versus Españolization", pp. 58-113. • Blain, N. "Sport, Europe and collective identity", pp. 189-199.

Session 4	
Topics	FIELD STUDY 1
Activity	Guided Tour of FC Barcelona: Stadium, museum, press center
Readings & Assignments	Readings: <ul style="list-style-type: none"> Jarvie, G. Chapter 9: Internationalism, reconciliation and sport in the making of nations, pp. 180-200

Session 5	
Topics	The Popular Olympics and sports before the Civil War Birth of the Modern Olympics The Olympic Games 1992 Spain and Barcelona say “¡Hola!” to the world The projection of national identity through the TV screen
Activity	Oral Presentation Lecture & Discussion
Readings & Assignments	Readings: <ul style="list-style-type: none"> Boyle and Haynes. Chapter 8: Games across Frontiers: Mediated Sport & National Identity, pp. 144-164 Moragas Spa, M. "Scholarly interest in the Olympics and television", pp. 1-6. Blain, N. "Centrality and peripherality at the Barcelona Olympics", pp.156-170.

Session 6	
Topics	FIELD STUDY 2
Activity	Visit to Olympic Museum & Facilities
Readings & Assignments	Assignment: <ul style="list-style-type: none"> Prepare midterm exam

Session 7	
MID-TERM EXAM	

Session 7	
Topics	Football, Baseball & Hockey in Spain & Europe today
Activity	Lecture & Discussion
Readings & Assignments	Readings: <ul style="list-style-type: none"> A cultural exchange with Spanish students to reflect on the status of the big US Sports (Leagues) on the Old Continent.

Session 8	
Topics	FIELD STUDY 3
Activity	Visit to Godo Group (Barcelona) <i>La Vanguardia, El Mundo Deportivo.</i> Radio Station RAC1
Readings & Assignments	Readings: <ul style="list-style-type: none"> Boyle and Haynes. Chapter 1: Sport, the Media and Popular Culture, pp. 1-19. Boyle and Haynes. Chapter 2: A History of Media Sport, pp.19-43. Carry out Internet research on Sport Newspapers

Session 9	
Topics	Sport & Media in Spain & Europe
Activity	Oral presentation Lecture & Discussion Analysis of sports press & debate
Readings & Assignments	Readings: <ul style="list-style-type: none"> Boyle and Haynes. Chapter 3: A Sporting Triangle: Television, Sport and Sponsorship, pp. 43-66. Boyle and Haynes. Chapter 4: Power Game: Why Sports Matter to Television, pp. 66-86. Boyle and Haynes. Chapter 9: The Sports Pages: Journalism and Sport, pp. 164-184

Session 10	
Topics	Sport in the Digital Age
Activity	Oral presentation Lecture & Discussion
Readings & Assignments	Readings: <ul style="list-style-type: none"> Jarvie, G. Chapter 10, Sport, Media and Technology, pp. 200-214 Boyle & Haynes. Chapter 11: Sport in the Digital Age", pp. 204-223

Session 11	
Topics	The Business of Sport: the Making of the Athlete-Star Sports advertising and the branding of professional athletes The "Nike-ization" of modern sport
Activity	Oral presentation Lecture & Discussion The marketing of Spain's stars: Pau Gasol, Rafael Nadal, Fernando Alonso Marketing techniques in Spain vs. US
Readings & Assignments	Readings: <ul style="list-style-type: none"> Jarvie, G. Chapter 3: Sport, economics & wealth, pp. 60-79 Boyle & Haynes. Who wants to be a millionaire? Media sport and stardom. pp. 86-107 Schultz, B. "Economics", pp. 181-194

Session 12	
Topics	Sport, Racisms and Ethnicity Sport and Violence. Fanaticism The "hooligan phenomenon"
Activity	Oral presentation Lecture & Discussion Discuss TV images and press articles on racial incident case studies in European vs. US Soccer Film: Green Street Hooligans
Readings & Assignments	Readings: <ul style="list-style-type: none"> Boyle & Haynes, Chapter 6: The Race Game: Media Sport, Race and Ethnicity, pp. 107-122 Jarvie, G. S Chapter 15: Sport, violence and crime, pp. 287-306 Boyle & Haynes, Chapter 10: Consuming Sport: Fans, Fandom and the Audience, pp. 184-204

Session 13	
Topics	Sport and Gender Sexual stereotyping in the sports-media environment
Activity	Oral presentation Lecture & Discussion Film: <i>A League of their Own</i>
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Jarvie, G. Chapter 17: Sport, gender and sexuality, pp. 322-339 • Boyle & Haynes. Chapter 7: Playing the Game: Media Sport & Gender, pp. 122-144

Session 14	
Topics	Sport & Social Movements <i>La Corrida</i> Is bullfighting sport? Is it art? Why is it called "la fiesta"? A critical look at Spain's most controversial cultural expression FIELD STUDY 4: Visit to La Monumental (Bullfighting museum)
Activity	Oral presentation Lecture & Discussion TV broadcast of the bullfight The Running of the Bulls in Pamplona Protests in Spain FIELD STUDY 4: Visit to La Monumental (Bullfighting museum)
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Jarvie, G. Chapter 24: Sport, social movements and protest, pp. 433-450 • McCormick, J. <i>Bullfighting. Art, Technique and Spanish Society</i>, chapters 1 & 2 Individual research on bullfighting in order to prepare for the field study **Submit Final Paper

Session 15	
Topics	Review for the Final Exam
Activity	Bring questions for our in-class review
Readings & Assignments	Reading: <ul style="list-style-type: none"> • Review all readings Assignments: <ul style="list-style-type: none"> • Review all notes and assignments

Session 15	
Final Exam	

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration. These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.