**Sport & Culture in Contemporary Spain**

**SECTION I: Course Overview**

**Course Code:** CUL351  
**Subject Area(s):** Cultural Studies, Political Science, Journalism, and Social Sciences  
**Prerequisites:** See below  
**Language of Instruction:** English  
**Contact Hours:** 45  
**Credits:** 3

**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, you will be 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
**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.

**SECTION II: Instructor & Course Details**

**INSTRUCTOR DETAILS**

<table>
<thead>
<tr>
<th>Name:</th>
<th>TBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Information:</td>
<td>TBA</td>
</tr>
<tr>
<td>Term:</td>
<td>Semester</td>
</tr>
</tbody>
</table>

**ATTENDANCE POLICY**

This class will meet once weekly for 150 minutes each session. All students are expected to arrive on time and be 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.

<table>
<thead>
<tr>
<th>Courses Meeting X day(s) Per Week</th>
<th>Allowed Absence(s)</th>
<th>Automatic Failing Grade at Xth Absence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses meeting 1 day(s) per week</td>
<td>1 Absences</td>
<td>4th Absence</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Absence Penalty</th>
<th>1st Absence</th>
<th>2nd Absence</th>
<th>3rd Absence</th>
<th>4th Absence</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Penalty</td>
<td>No Penalty</td>
<td>0.5 Grade Docked</td>
<td>1 Grade Docked</td>
<td>Automatic Failure</td>
</tr>
</tbody>
</table>

**HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES**

| Grade | A+ | A | A- | F |

_The instructor reserves the right to make changes or modifications to this syllabus as needed._
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.

<table>
<thead>
<tr>
<th>Class Participation</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>CEA Grading Scale</th>
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</thead>
<tbody>
<tr>
<td>Letter Grade</td>
</tr>
<tr>
<td>A+</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>A-</td>
</tr>
<tr>
<td>B+</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>B-</td>
</tr>
<tr>
<td>C+</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>C-</td>
</tr>
<tr>
<td>D</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>F</th>
<th>0.00 – 5.99</th>
<th>0.00 – 59.9%</th>
<th>0.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>N/A</td>
<td>0.00</td>
</tr>
<tr>
<td>INC</td>
<td>Incomplete</td>
<td>N/A</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**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.

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

**EXPERIENTIAL LEARNING ACTIVITIES**

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 integrated in this course:

**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)

**AICAP Activities:**

- Barça 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.

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


**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)


**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. The instructor will guide you on these readings.

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STANTON, Edward F. *Culture and Customs of Spain*. 2002.

### RECOMMENDED FILMS

<table>
<thead>
<tr>
<th>Film</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIFA</td>
<td><em>The History of Football</em></td>
</tr>
<tr>
<td>Candaele, Kelly</td>
<td><em>El Clásico, More than a Game</em>, 2011</td>
</tr>
<tr>
<td>BBC</td>
<td><em>Fascism &amp; Football</em>, 2003</td>
</tr>
<tr>
<td>Eastwood, Clint</td>
<td><em>Invictus</em>, 2009</td>
</tr>
<tr>
<td>BBC Panorama</td>
<td><em>Scotland’s Secret Shame</em>, 2005</td>
</tr>
<tr>
<td>BBC Panorama</td>
<td><em>Stadiums of Hate</em>, 2012</td>
</tr>
<tr>
<td>Marshall, Penney</td>
<td><em>A League of their own</em>, 1992</td>
</tr>
</tbody>
</table>

### ADDITIONAL RESOURCES

In order to ensure you 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.

- **Online Reference & Research Tools**: The course instructor has identified the resources below to assist you with understanding course topics. You are encouraged to explore these and other avenues of research including the databases available via the UNH online library.

  The breaking news on the business of sport from the world’s top public broadcaster
  - [www.sportsbusinessdigest.com](http://www.sportsbusinessdigest.com)  
  An excellent RSS feed which students can subscribe to for up-to-date information
  - [www.sportbusinesscentre.com](http://www.sportbusinesscentre.com)  
  Latest academic information from the University of Birkbeck, London.
  - [www.sportsbusinessnews.com/](http://www.sportsbusinessnews.com/)  
  On line business newsletter available to free subscribing students
  - [www.businessofsportsnetwork.com/](http://www.businessofsportsnetwork.com/)  
  Comprehensive guide to the business moves behind a wide range of sports
  - [www.thebusinessofsports.com](http://www.thebusinessofsports.com)  
  References but also news, opinions and online discussion. Good forum for students.
  - [www.sportsbusiness.com](http://www.sportsbusiness.com)  
  Longest standing reference for the sports business industry.

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

  - [Handbook of Sports Studies](http://example.com)
  - [Journal of Sport History](http://example.com)
  - [Sociology of Sport Journal](http://example.com)
  - [Sport Science Review](http://example.com)
  - [Journal of Sport and Social Issues](http://example.com)
  - [International Review for the Sociology of Sport](http://example.com)

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# Course Calendar

## Sport & Culture in Contemporary Spain

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Activity</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
</table>
| 1       | Sport theory  
The role of sport in modern societies | Introduction to the Course  
Lecture & Discussion | Syllabus review  
Readings:  
- 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 |
| 2       | 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 | Oral Presentation  
Lecture & Discussion | Readings:  
- Jarvie, G. Chapter 5: Sport, Politics & Culture, pp. 96-117  
- Hand, D. & Crolley, L., pp. 298-313 |
| 3       | Sport & Nationalism  
The Real Madrid-FC Barcelona rivalry  
El clásico  
An eternal historical and sociopolitical controversy | Oral Presentation  
Lecture & Discussion | Readings:  
- 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  

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<thead>
<tr>
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</thead>
</table>
| 4 | **FIELD STUDY 1**  
Guided Tour of FC Barcelona: Stadium, museum, press center | **FIELD STUDY 1**  
| 5 | 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 | Oral Presentation  
Lecture & Discussion | Readings:  
• Jarvie, G. Chapter 9: Internationalism, reconciliation and sport in the making of nations, pp. 180-200 |
| 6 | **FIELD STUDY 2: Visit to Olympic Museum & Facilities** | **FIELD STUDY 2: Visit to Olympic Museum & Facilities** | Prepare midterm exam |
| 7 | **MIDTERM EXAM**  
Football, Baseball & Hockey in Spain & Europe today | **MIDTERM EXAM**  
Lecture & Discussion | Assignments:  
Cultural exchange with Spanish students to reflect on the status of the big US Sports (Leagues) on the Old Continent. |

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<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 8    | FIELD STUDY 3  
Visit to Godo Group (Barcelona)
La Vanguardia, El Mundo Deportivo. Radio Station RAC1 | Boyle and Haynes. Chapter 1: Sport, the Media and Popular Culture, pp. 1-19.  
Carry out Internet research on Sport Newspapers |
Boyle Haynes. Chapter 9: The Sports Pages: Journalism and Sport, pp. 164-184 |
| 10   | Sport in the Digital Age | Boyle & Haynes. Chapter 11: Sport in the Digital Age", pp. 204-223 |
| 11   | The Business of Sport: the Making of the Athlete-Star  
Sports advertising and the branding of professional athletes  
The "Nike-ization" of modern sport | Boyle & Haynes. Who wants to be a millionaire? Media sport and stardom. pp. 86-107  
Schultz, B. "Economics", pp. 181-194 |
| 12   | Sport, Racisms and Ethnicity | Boyle and Haynes. 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 |

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<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Activities</th>
<th>Readings</th>
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</thead>
</table>
| 13  | Sport and Violence. Fanaticism | The "hooligan phenomenon" Discuss TV images and press articles on racial incident case studies in European vs. US Soccer Film: *Green Street Hooligans* | • 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 |
| 13  | Sport and Gender | Sexual stereotyping in the sports-media environment Oral presentation Lecture & Discussion Film: *A League of their Own* | Readings:  
• Jarvie, G. Chapter 17: Sport, gender and sexuality, pp. 322-339  
• Boyle & Haynes. Chapter 7: Playing the Game: Media Sport & Gender, pp. 122-144 |
| 14  | Sport & Social Movements | *La Corrida* Is bullfighting sport? Is it art? Why is it called "la fiesta"? A critical look at Spain’s most controversial cultural expression 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:  
• Jarvie, G. Chapter 24: Sport, social movements and protest, pp. 433-450  
• McCormick, J. *Bullfighting. Art, Technique and Spanish Society*, chapters 1 & 2  
Individual research on bullfighting in order to prepare for the field study |
| 15  | Review for the Final Exam | Bring questions for our in-class review | Reading: Review all readings  
Assignments: Review all notes and assignments |

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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