



Sport & Culture in Contemporary Spain

SECTION I: Course Overview

Course Code: CUL351SVQ

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

Name:	TBA
Contact Information:	TBA
Term:	Semester

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.

ALLOWED ABSENCES – SEMESTERS		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X th Absence
Courses meeting 1 day(s) per week	1 Absences	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

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

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%
Oral Presentation	10%
Quizzes	15%
Final Paper	20%
Midterm Exam	20%
Final Exam	25%

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

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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)
	D

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You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	(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)

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:

- Visits in Seville to be announced

REQUIRED READINGS

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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.

Textbooks:

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. Trykkestet. 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. (eds). "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 READINGS

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

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.

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</i> , 2011
BBC	<i>Fascism & Football</i> , 2003
EASTWOOD, Clint	<i>Invictus</i> , 2009
BBC PANORAMA	<i>Scotland's Secret Shame</i> , 2005
BBC PANORAMA	<i>Stadiums of Hate</i> , 2012
MARSHALL, Penney	<i>A League of their own</i> , 1992

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

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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.

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 Birkebeck, London.

www.sportsbusinessnews.com/.

On line business newsletter available to free subscribing students

www.businessofsportsnetwork.com/

Comprehensive guide to the business moves behind a wide range of sports

www.thebusinessofsports.com.

References but also news, opinions and online discussion. Good forum for students.

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

Journal of Sport History

Sociology of Sport Journal

Sport Science Review

Journal of Sport and Social Issues

International Review for the Sociology of Sport

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COURSE CALENDAR

Sport & Culture in Contemporary Spain

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	Sport theory The role of sport in modern societies	Introduction to the Course Lecture & Discussion	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
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: <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
3	Sport & Nationalism The Real Madrid-FC Barcelona rivalry El clásico An eternal historical and sociopolitical controversy	Oral Presentation Lecture & Discussion	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.

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			<ul style="list-style-type: none"> Blain, N. "Sport, Europe and collective identity", pp. 189-199.
4	<p>FIELD STUDY 1 Visit to Sport Facilities</p>	<p>FIELD STUDY 1 Visit to professional setting of a local team</p>	<p>Readings:</p> <ul style="list-style-type: none"> Jarvie, G. Chapter 9: Internationalism, reconciliation and sport in the making of nations, pp. 180-200
5	<p>The Popular Olympics and sports before the Civil War</p> <p>Birth of the Modern Olympics</p> <p>The Olympic Games 1992 Spain and Barcelona say "¡Hola!" to the world The projection of national identity through the TV screen</p>	<p>Oral Presentation</p> <p>Lecture & Discussion</p>	<p>Readings:</p> <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.
6	<p>Football, Baseball & Hockey in Spain & Europe today</p>	<p>Oral Presentation</p> <p>Lecture & Discussion</p>	<p>Readings:</p> <p>A cultural exchange with Spanish students to reflect on the status of the big US Sports (Leagues) on the Old Continent.</p>
7	<p>MIDTERM EXAM</p>	<p>MIDTERM EXAM</p>	<p>Prepare midterm exam</p>
8	<p>FIELD STUDY 2 Visit to Cadena SER Radio Station</p>	<p>FIELD STUDY 2 Visit to Cadena SER Radio Station</p>	<p>Readings:</p> <ul style="list-style-type: none"> Boyle and Haynes. Chapter 1: Sport, the Media and Popular Culture, pp. 1-19.

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			<ul style="list-style-type: none"> Boyle and Haynes. Chapter 2: A History of Media Sport, pp.19-43. <p>Carry out Internet research on Sport Newspapers</p>
9	Sport & Media in Spain & Europe	<p>Oral presentation</p> <p>Lecture & Discussion</p> <p>Analysis of sports press & debate</p>	<p>Readings:</p> <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
10	Sport in the Digital Age	<p>Oral presentation</p> <p>Lecture & Discussion</p>	<p>Readings:</p> <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
11	<p>The Business of Sport: the Making of the Athlete-Star</p> <p>Sports advertising and the branding of professional athletes</p> <p>The "Nike-ization" of modern sport</p> <p>FIELD STUDY 3</p> <p>Visit to High Performance Training Center CEAR</p>	<p>Oral presentation</p> <p>Lecture & Discussion</p> <p>The marketing of Spain's stars: Pau Gasol, Rafael Nadal, Fernando Alonso</p> <p>Marketing techniques in Spain vs. US</p> <p>FIELD STUDY 3</p> <p>Visit to High Performance Training Center CEAR</p>	<p>Readings:</p> <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
12	<p>Sport, Racisms and Ethnicity</p> <p>Sport and Violence. Fanaticism</p>	<p>Oral presentation</p> <p>Lecture & Discussion</p>	<p>Readings:</p>

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	The "hooligan phenomenon"	Discuss TV images and press articles on racial incident case studies in European vs. US Soccer Film: <i>Green Street Hooligans</i>	<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
13	Sport and Gender Sexual stereotyping in the sports-media environment	Oral presentation Lecture & Discussion Film: <i>A League of their Own</i>	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
14	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 Museo Taurino (Bullfighting museum)	Oral presentation Lecture & Discussion TV broadcast of the bullfight The Running of the Bulls in Pamplona Protests in Spain FIELD STUDY 4: Visit to Museo Taurino	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 <p>Individual research on bullfighting in order to prepare for the field study</p>
15	Review for the Final Exam	Bring questions for our in-class review	Reading: Review all readings Assignments: Review all notes and assignments
	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](#)