

“How Soccer Explains the World”
FYE 1220: First-Year Seminar

Section ZZA: Monday 5:00-6:00, COBA 2206

CRN: 86544

Professor: Dr. Tony Barilla

barilla@georgiasouthern.edu

Office: COBA 3330

Office Hours:

Phone: 478-0894

Monday 3:30 pm – 5:00 pm

Tuesday and Thursday 1:30 pm - 2:00 pm

Wednesday 1:00 pm – 2:00 pm

Or by appointment

Professional sports have long been a tool of social change. The one sport which truly echoes international relations and the climate of change is soccer, but within the United States soccer’s popularity pales in comparison to other sports. Tom Weir wrote in *The USA Today* in December, 1993, "that hating soccer is more American than apple pie, driving a pickup, or spending Saturday afternoons channel surfing." This course will use Franklin Foer’s book: *How Soccer Explains the World: An (Unlikely) Theory of Globalization*. Important economic issues such as player movement will contrast the economic conditions of the countries involved. The social climates of different countries will be studied by comparing and contrasting how women are treated or how fans, gang violence or hooliganism dictates the presentation of the game. The globalization debate will be emphasized and classroom viewpoints will be taken from both the domestic and foreign perspective.

Required Text

Foer, Franklin *How Soccer Explains the World: An (Unlikely) Theory of Globalization*.
New York: Harper Collins Publishers Inc., 2004. ISBN: 0066212340.

Catalog Description

Thematic seminar designed to promote information literacy skills and support students' cognitive and affective integration into the University community. Required during the first semester for all students new to the University (except for transfer students with 30 hours or more); students may not withdraw.

Student Learning Objectives for this portion of GSU 1220

Students will be able to . . .

- Locate information for the topic and process it in a manner needed for academic success.
- Analyze their use of time in relation to their goals and either: 1) develop a plan to align their use of time more closely with their goals; or, 2) defend their use of time as appropriate for achieving their goals.
- Examine a topic and present both solely and in a group setting.

Class Format: This class will have a seminar or workshop atmosphere. This means you will be highly involved in daily class activities and structured exercises. This may include small group discussions, guest speakers, individual and group activities, projects, and oral presentations. Active student participation is essential for class success.

Classroom Decorum:

As a member of the University community you are expected to treat faculty, staff and other students with respect. You are expected to be engaged in the class discussions. It is disrespectful for you to sleep, read a newspaper or book, or to work on another course project during scheduled class time. If you do so, we will ask you to leave. During discussions, if you disagree with an issue, you may express your disagreement but you may not attack the person expressing the opinions.

Georgia Southern University Honor Code and Honor Pledge:

"I will be academically honest in all of my course work and will not tolerate the academic dishonesty of others."

The Georgia Southern University Honor Code was proposed and jointly adopted by the Student Government Association and the Faculty Senate in 1998 to enhance the University's academic integrity standards. The resolution calls for a discussion of the Honor Code in GSU 1210 classes.

"On my honor, I will be academically honest in all of my course work and will not tolerate the academic dishonesty of others. I also pledge to engage in ethical behavior on-campus and off-campus, to live an honorable lifestyle, and to create a campus environment that is characterized by individual responsibility, civility, and integrity."

-- Georgia Southern University Campus Honor Pledge, an expansion of the Honor Code, approved by the Student Government Association in Spring 2006

Special Needs:

If you have a special need (a physical or learning disability) that requires special assistance, please let Dr. Barilla know during the first week of class. We will work with the SDRC (Student Disability Resource Center) to meet your needs.

E-Mail:

E-Mail is an official means of communication from the University. You are required to use your Georgia Southern e-mail address when submitting assignments or requesting assistance. It is your responsibility to check your Georgia Southern e-mail address regularly and open e-mails the University sends. It is not an excuse to say you did not receive the e-mail in time because you do not check your account.

Participation:

The format of the class makes participation mandatory for successful completion of the class and a passing grade. You may miss one class without penalty (although any assignment due in class should be turned in early to avoid penalty). For a second and third absence, you will lose ½ letter grade for each absence. **Missing more than three classes will result in failure.**

Courtesy policy - Your classmates and your instructor deserve mutual respect and courtesy. The following ground rules are provided for those of you raised in a barn:

- a. Arrive in class on time
- b. If you must arrive late or leave early, please do so with a minimum of disturbance.
- c. No private conversations during class
- d. Do not read newspapers during class

CELL PHONE COURTESY – The cell phone policy in this class is very simple, I do not want to see or hear any cell phones. If a cell phone rings in class, you will be asked to leave and your next graded work will receive a zero. If I see someone text messaging or playing games on their cell phone, you will also be asked to leave and your next graded work will receive a zero.

Students needing counseling to handle emotional problems should contact the Counseling Center at 478-5548 or for more information consult their webpage <http://students.georgiasouthern.edu/counseling/>

Grades are posted in WebCT. The following scale will be used to assign your final grade for the course:

Grading Scale

A	90 points and higher
B	80-89 points
C	70-79 points
D	60-69 points
F	59 points and below

Assessment

Group Presentation	75 points
Participation/Attendance:	<u>25 points</u>
Total:	100 points

Group Presentations (75 points):

September 13, 20, and 27

November 1, 8, and 15

Each person will participate in two separate group presentations matched with different people

- Presentation 1 is valued at 35 points. Of the 35 points -- 25 points will be graded by me and come from the visual presentation. The remaining 10 points will be graded by the guest professors/judges. See the Rubric for formal grading guidelines.
- Presentation 2 is valued at 40 points. Of the 40 points possible -- 30 points will be graded by me and come from the visual presentation. The remaining 10 points will be graded by the guest professors/judges. See the Rubric for formal grading guidelines

Participation/Attendance (25 points):

Class Schedule

August 16	Introduction
August 23	1 st Day of Soccer Discussion
August 30	2 nd Day of Soccer Discussion
September 6	Labor Day No Classes
September 13	1 st day of group presentation
September 20	2 nd day of group presentation
September 27	3 rd day of group presentation
October 4	3 rd Day of Soccer Discussion
October 11	4 th Day of Soccer Discussion
October 18	7 th Day of Soccer Discussion
October 25	8 th Day of Soccer Discussion
November 1	4 th day of group presentation
November 8	5 th day of group presentation
November 15	6 th day of group presentation
November 22	No Class Thanksgiving Vacation
November 29	9 th Day of Soccer Discussion
December 6	Final

Rubric for Group Presentation

Section I (70%)

If you meet the following three standards, your presentation will earn a grade of at least “C.”

1. Coherence

- ✓ Articulates clearly in English, and uses correct grammar.
- ✓ Avoid unnecessary audible caesura (uh, errs, um)
- ✓ Accurately explains any technical jargon or project specific terms.
- ✓ Explains and develops appropriate, logical, and relevant supporting detail and / or evidence in a way that supports presentation topic.
- ✓ Incorporates evidence from outside sources smoothly, appropriately, and responsibly.

2. Unity

- ✓ Maintaining a thesis or claim throughout the presentation. Organizes presentation around a central topic, which acts as a unifying or controlling purpose.

3. Evidence / Development

- ✓ Includes more specific, concrete evidence (or details) than opinion or abstract, general commentary.

Section II (15%)

if you meet all of the competency standards above and, in addition, the following two standards your presentation you will earn a grade of at least “B.”

4. Presentation and Design

- ✓ Visual materials are easy to read and understand.
- ✓ Visual materials are used as complements (and not substitutes) to the verbal presentation.
- ✓ Presenter makes eye contact with audiences and avoids simply reading their report.

5. Audience Awareness

- ✓ Demonstrates a sense that the presenters know what they are doing and that they are addressing people, who may not be experts.

Section III (15%)

If you meet the above competency standards (from Sections I & II) and in addition, present distinctively and you will earn a grade of A

6. Distinction

- ✓ Your presentation stands out because of one or more of the following characteristics: complexity, originality, seamless coherence, extraordinary control, sophistication in thought, recognizable voice, compelling purpose, imagination, insight, thoroughness, and/or depth.

Section IV:

If your presentation does not meet competency standards, either because you have minor problems in all three-competence areas (Sections I -III) or major problems in one or two competence areas, you will earn a grade of D or F