



INSTITUTO UNIVERSITARIO DE INVESTIGACIÓN
EN ESTUDIOS NORTEAMERICANOS
“BENJAMIN FRANKLIN”

Course	The Global Dimension of the European Soccer
Program	Study Abroad
Credits ECTS	3 USA
Class hours	45
Office hours	By appointment
Requirements	Intermediate Spanish level
Language of instruction	Spanish
Type of teaching	In person

PRESENTATION

Students of this course will finish the course highly qualified to develop all the skills related to communication in Spanish in both the personal and professional spheres.

Specifically, in the professional field, following and taking advantage of this class will orient the student towards sectors that imply a good knowledge of the Spanish language related to sports in general and soccer in particular, such as management and consulting in sports media, international relations and activities related to translation and interpretation in the field of soccer and sports in general.

COMPETENCIES

General competences (GC):

GC1: Possess and understand knowledge in the area of Hispanic studies, starting from the knowledge of Spanish language and other humanistic disciplines that students have acquired in their previous training.

GC2: Apply the knowledge acquired to the professional environment in which the student will develop his/her activity and develop competences related to the elaboration and defense of arguments, and problem solving.

GC3: Have the ability to gather and interpret relevant data to make judgments that include a reflection on relevant issues related to the world of soccer.

GC4: Transmit information, ideas, problems and solutions to both specialized and non-specialized audiences in Spanish.

GC5: Develop the learning skills necessary to undertake further studies with a high degree of autonomy.

Specific competences (SC):

SC1: Understand with ease all types of oral and written texts in Spanish language, both in ordinary life situations and in a professional or specialized context.

SC2: Construct solid arguments on topics and texts related to the world of soccer, following scientific and academic conventions, using sufficient evidence to corroborate the reasoning presented, and making use of the most appropriate sources and resources.

SC3: Plan, structure and develop written essays and oral presentations in Spanish, conveying ideas effectively and correctly.

SC4: Participate in debates and group activities related to world and European soccer, developing autonomous and critical thinking, and showing attitudes of tolerance towards the social and cultural diversity existing in European countries.

SC5: Locate, select, organize and evaluate relevant information related to the world of world and European soccer, using bibliographic sources or electronic resources.

TEACHING-LEARNING METHODOLOGY

Teaching will be student-centered. The teacher will serve as a guide and facilitate the necessary conditions for students to have greater independence in the learning process, develop their language skills (listening, speaking, reading and writing) and acquire the aforementioned competencies.

Starting from the teacher's explanations, students will work in small groups with the objective of analyzing and comparing texts, photographs and schematic tables to improve their understanding of the topics studied. PowerPoint presentations, newspaper articles, videos or other audiovisual materials will be used for this purpose.

During the course the student will have to do several readings, which will serve to deepen and complement the topics studied. In addition, he/she will have to do a research work on one of the most important soccer clubs in Europe, which can be chosen from a list prepared by the teacher. This work will

be presented in an oral presentation in which the student will have the opportunity to demonstrate the analytical skills and knowledge acquired throughout the course.

Finally, the course will have two exams, a partial one as a control (halfway through the course) and a final one, so that the teacher can evaluate if all the competences of the course have been acquired.

PREPARATION FOR CLASS

For a better understanding of the subject, the student should come to class prepared each day by completing the readings and/or exercises/assignments that the professor designates in the preceding class.

Working with the readings facilitates the understanding of the subject and helps to reflect on the content of the subject. In addition, it can lead to the raising of doubts or questions that serve to establish interesting debates in the development of the class.

The completion of exercises or tasks helps the student to consolidate the contents studied and to acquire greater autonomy in the learning process.

Finally, taking notes in class of the explanations or ideas expressed during the debates will facilitate the later study of the topics worked on during the classes.

EVALUATION SYSTEM

The course will be evaluated by combining different evaluation systems, so that all students can develop their abilities. The global evaluation will be based on the students' participation in the theoretical-practical sessions; the completion of exercises, assignments or written tests; the preparation and oral presentation of the research work and the grades of the partial and final exams.

- **Participation**

It must be active, that is to say, the student must not only ask his doubts but also make comments and actively participate in the exercises proposed in class both in group and individually. In addition, the student must read the texts assigned by the teacher and do the exercises related to the text. The student is expected to demonstrate maturity and responsibility in the classroom so that gestures, passive attitude, sleeping in class, and inappropriate behavior in the classroom may have a negative impact on the grade of this section. The total percentage of this section is 10%.

- **Final paper.** The objective of the work is to analyze different aspects of some of the most important soccer clubs in Europe and to understand their historical, social, economic and cultural dimension within the current European framework. The team will be chosen by the student in dialogue with the teacher during the first month of the course.

The file with the list of the teams will be available at the beginning of the course in the Blackboard virtual classroom.

As a guideline, the work may have the following sections:

➤ Introduction:

The student will make a short introduction of the chosen team: country, league they play in, crest, anthem, etc.

➤ Development:

The student will then demonstrate the evolution of the chosen club, as well as the most important aspects of the club: uniforms, shields, stadiums, historical squad (best players in its history), current squad, managers, economic data, importance in the context of European soccer, significant data of its history, supporters, track record, etc.

➤ Conclusions:

The student will have to dedicate a final section to synthesize the most important data explained in his presentation.

The student with this work will have to demonstrate their knowledge, using a specific language that will be acquired through the readings and explanations given by the teacher.

At the beginning of the course, the professor will place in the virtual classroom Blackboard an explanatory guide about the final work, in which the evaluation rubric will be included.

The total percentage of this section is 20%.

Note: If the work is not submitted by the due date, the student will receive one point less for each day late.

Plagiarism

Research papers should state students' own ideas. The work of other writers or experts used to support students' ideas must be properly cited. Inappropriate use of someone else's text or work is considered plagiarism. Plagiarism is a violation of academic standards and may result in failure of the paper or even the subject for which the paper was written. In extreme cases it may result in expulsion from the program.

• Oral presentation.

It will take place in the classroom individually on the days established in the program. It will consist of the oral presentation of the final work of the course.

The student must present the topic in an attractive and understandable way for the other students, so the use of audiovisual media of any kind (photos, videos, infographics, etc.) will be valued. The teacher will need to know in advance what media the student will use in his/her presentation in order to provide them in the classroom on the day of the presentation.

At the beginning of the course, the professor will place in the Blackboard virtual classroom an explanatory guide on the oral presentation of the work, in which the evaluation rubric will be included.

The total percentage of this section is 20%.

- Homework. The homework will consist in the completion of some exercises with questions about the readings Real Madrid C.F. and F.C. Barcelona. At the beginning of the course, the professor will place in the virtual classroom Blackboard a document with the questions about the two readings and the evaluation rubric for this work.

It is the student's responsibility to hand in the assignments on the days and at the times indicated. Late assignments will not be admitted except when there is a justified cause by the program director. The total percentage of this section is 10%.

- Partial exam: It will take place in the middle of the course. In this first exam, students will be evaluated on the topics studied from the first day of class until the day indicated in the program. Before the exam, the professor will place in the virtual classroom Blackboard a study guide with all the details of the exam (topics to study, type of questions, evaluation criteria, value of each question, tips and instructions,...). The total percentage of this section is 20%.

- Final exam: It will take place at the end of the course and will not be cumulative. In this second exam the students will be evaluated on the topics studied from the first exam to the end of the classes. Before the exam, the professor will place in the virtual classroom Blackboard a study guide with all the details of the exam (topics to study, type of questions, evaluation criteria, value of each question, advice and instructions,...). The total percentage of this section is 20%.

If the professor detects copying or plagiarism in the exam, the student will receive a grade of zero and will not have the option of any kind of recovery.

The professor reserves the right to give "surprise exams" when he/she deems it appropriate. These exams will always be at the beginning of the class and will be very short (five minutes more or less). They will be valued as an additional homework grade.

GRADING SCALE

PARTICIPATION	10 %
FINAL PAPER	20 %
ORAL PRESENTATION	20 %
HOMEWORK	10 %
MIDTERM EXAM	20 %
FINAL EXAM	20 %

ATTENDANCE

Class attendance is MANDATORY. If the student is absent more than the allowed limit (1 absence) in the summer program and (2 absences) in the fall and spring programs, his/her final grade will be reduced by 10 points for each absence that has not been excused by a doctor's note or by his/her Program Director. It will be the student's responsibility to individually prepare the material taught in class on the days he/she is absent.

STUDENTS WITH SPECIAL NEEDS

Students with special needs may contact Antonio Fernández: antonio.fernandezm@uah.es Instituto Franklin-UAH has the necessary measures in place to help students who can demonstrate, by means of a medical certificate, that they have special needs.

USE OF TECHNOLOGY IN THE CLASSROOM

Technology in the classroom is essential nowadays. However, if used inappropriately, it can be detrimental to student learning. For example, checking email, chatting with other users, surfing the web for purposes other than class content, etc... Misuse of these tools can be distracting to other classmates, so only taking notes on the computer is allowed. For any other use, permission must be requested from the teacher.

CLASS SCHEDULE

SUBJECT OF STUDY	ASSIGNMENTS
Introduction to the course Basic notions of soccer	Exercise on basic notions of soccer to test students' previous knowledge
Topic 1: Introduction to the world of soccer. Basic soccer vocabulary	Task: Creation of a Spanish-English dictionary of specific and technical soccer terms
Topic 2: Soccer in history	Pre-reading: "History of soccer". Reading comprehension activities Viewing of the documentary: " <i>El nacimiento de una pasión (Los orígenes del fútbol)</i> " Activities for understanding the documentary

<p>Topic 3: The rules of soccer (I)</p>	<p>Group task: Search, selection and synthesis of information on soccer rules.</p> <p>Discussion and sharing of the information found. Explanation of the most complicated aspects of the rules (e.g. offside).</p>
<p>Topic 3: The rules of soccer (II)</p>	<p>Group task: Search, selection and synthesis of information on soccer rules.</p> <p>Discussion and sharing of the information found. Explanation of the most complicated aspects of the rules (e.g. offside).</p>
<p>Topic 3: The rules of soccer (III)</p>	<p>Group task: Search, selection and synthesis of information on soccer rules.</p> <p>Discussion and sharing of the information found.</p>
<p>Topic 4: Soccer as a social phenomenon</p>	<p>Pre-reading: "Why is soccer a social phenomenon?"</p> <p>Reading comprehension activities</p>
<p>Topic 5: National and international soccer bodies</p>	<p>Pre-task: Search, selection and synthesis of information on national and international soccer organizations.</p> <p>Discussion and sharing of the information found.</p>
<p>Topic 6: National competitions (Spain). Individual awards</p>	<p>Pre-task: Search, selection and synthesis of information about soccer competitions in Spain and individual awards in Spanish soccer.</p> <p>Discussion and sharing of the information found.</p> <p>Review activities: Kahoot 1: Spanish national competitions and individual awards</p>

<p>Topic 7: International club competitions. Individual awards (I)</p>	<p>Pre-task: Search, selection and synthesis of information on international club competitions.</p> <p>Discussion and sharing of the information found.</p>
<p>Topic 7: International club competitions. Individual awards (II)</p>	<p>Pre-task: Search, selection and synthesis of information on individual awards in world soccer.</p> <p>Discussion and sharing of the information found.</p> <p>Review activities: Kahoot 2: International club competitions and individual awards in world soccer.</p>
<p>Midterm exam</p>	<p>Study topics: Topics 1-7</p>
<p>Topic 8: International team competitions. Individual awards (I)</p>	<p>Pre-task: Search, selection and synthesis of information on national team competitions in world soccer.</p> <p>Discussion and sharing of the information found.</p>
<p>Topic 8: International team competitions. Individual awards (II)</p>	<p>Pre-task: Search, selection and synthesis of information on individual awards in national team competitions.</p> <p>Discussion and sharing of the information found.</p> <p>Review activities: Kahoot 3: International team competitions and individual awards of team competitions.</p>
<p>Topic 9: Media and soccer (I). Printed media (newspapers)</p>	<p>Group task: Comparative analysis of different Spanish sports newspapers.</p> <p>Discussion and sharing of information</p>

<p>Topic 9: Media and soccer (II). Radio media</p>	<p>Group task: Comparative analysis of the different Spanish sports broadcasters and programs.</p> <p>Discussion and sharing of information</p>
<p>Topic 9: Media and soccer (III). Television media</p>	<p>Group task: Comparative analysis of the different Spanish sports channels and programs.</p> <p>Discussion and sharing of information</p>
<p>Topic 10: Women's soccer in Spain and Europe</p>	<p>Background reading: "Women's soccer: a promising future".</p> <p>Debate: Are women's and men's soccer equally important in Europe and in the United States? Study of the characteristics in Europe and the United States.</p>
<p>Topic 11. The economic aspect of elite soccer in Europe.</p>	<p>Pre-reading: "Socio-economic impact of professional soccer in Spain".</p> <p>Group task: Analysis of economic information on soccer in Spain.</p> <p>Debate and sharing of information</p>
<p>Topic 12: Violence and racism in the world of soccer</p>	<p>Pre-reading: "Constructing masculinity. Soccer, violence and identity."</p> <p>Reading comprehension activities</p> <p>Debate: Causes and consequences of violence in soccer.</p>
<p>Topic13: "El clásico": the history of the rivalry between Real Madrid CF and FC Barcelona</p>	<p>Pre-reading: "Real Madrid-Barça: a classic of macro-crisis" and "The political and economic history of Barça-Madrid".</p> <p>Reading comprehension activities</p> <p>Analysis: "El clásico" and its political connotations.</p>

Topic 14: The history of two great Spanish soccer teams: Real Madrid CF and FC Barcelona.	Analysis: the day after "El Clasico". Reading comprehension activities about Real Madrid CF and FC Barcelona.
Topic 15: The history of Atlético de Madrid SAD	Oral presentations Spanish teams
Topic 16: Football in England. Its competitions and its most important teams	Oral presentations of English teams
Topic 18: Football in Germany and/or France. Its competitions and its most important teams	Oral presentations of German and/or French teams
Topic 18: Football in Italy. Its competitions and its most important teams	Oral presentations of Italian teams Actividades de repaso: Soccer competitions in England, Italy, Germany and France
Final exam	

BIBLIOGRAPHY

1. Mandatory readings

- Libros (fragmento)

Título: **El Fútbol Club Barcelona**, de Mercè Pujol Vila
Editorial: SGEL. Año publicación: 2010.

Título: **El Real Madrid CF**, de Mercedes Segovia Yuste
Editorial: SGEL. Año publicación: 2013

- Artículos

- **"Historia del fútbol"**

- **“¿Por qué el fútbol es un fenómeno social?”**, de Francisco Alcaide Hernández
- **“Fútbol femenino: un futuro prometedor”**, de Francisco Alcaide Hernández
- **“La historia política y económica del Barça-Madrid”**, de Francisco Alcaide Hernández
- **“Real Madrid-Barça: un clásico de macrocifras”**, de Francisco Alcaide Hernández
- **Impacto socio-económico del fútbol profesional en España**, de KPMG Asesores S.L.
- **“Construyendo la masculinidad. Fútbol, violencia e identidad”**, de Antonio Martín Cabello y Almudena García Manso

2. Web pages

REGLAS DEL JUEGO 2020/2021

<http://www.theifab.com/laws>

ORGANISMOS NACIONALES (ESPAÑA):

<https://www.laliga.com/>

<http://www.rfef.es/>

ORGANISMOS INTERNACIONALES:

<https://www.theifab.com/home>

<http://es.fifa.com/>

<http://es.uefa.com/>

<http://www.conmebol.com/>

<http://www.concacaf.com/>

<http://www.the-afc.com/>

<http://www.cafonline.com/>

<http://www.oceaniafootball.com/>

PRINCIPALES LIGAS DEL FÚTBOL EUROPEO

Liga española: <http://www.lfp.es/>

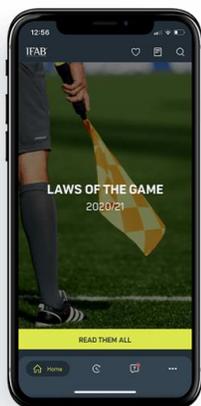
Liga inglesa: <http://es.premierleague.com/>

Liga italiana: <http://www.legaseriea.it/en> (en inglés)

Liga alemana: <https://www.bundesliga.com/es/?refreshCookie=1>

3. Apps

Reglas del juego 2020/2021



<https://www.theifab.com/logapp/es/>

LaLiga



<https://www.laliga.com/apps/app-oficial>

WE SPEAK ONLY IN SPANISH

In the class we will only speak in Spanish. The use of English in the class would prevent the total immersion of the student in the Spanish learning process. In addition, it is important to emphasize that in order to understand and enjoy the class we ask you to make an additional effort to adapt terminology with the sole purpose of familiarizing yourself with the characteristic languages of the subject. For a better understanding of the class we recommend a medium-high level of Spanish.ñol.