



CIEE Seville, Spain

Course name:	The Anthropology of Sports in Spain
Course number:	ANTH 3003 CSCS
Programs offering course:	Liberal Arts, Advanced Liberal Arts, Business and Society and Communications, New Media and Journalism – Spanish Programs
Language of instruction:	Spanish
U.S. semester credits:	3 credits
Contact hours:	45 hours
Term:	Fall 2019

Course Description

The objective of this course is to analyze the importance of sports in present-day Spanish culture, from an anthropological perspective. Through the four units covered in this course, we will examine the relationship between two concepts, sports and culture, and the impact of sports on Spanish society.

The first unit, dedicated to the relationship between sports and politics, will be preceded by some general considerations on the theory and history of anthropology and the development of sports, particularly in Spain. Although the four units are related, the second one, dedicated to the economic consequences surrounding sports, will help us better understand the impact of modernity today, such as organizing the Olympic Games or the debate on television rights for soccer games. In the third unit, we will analyze the impact of media in the social image of sports. Finally, the fourth unit is a critical analysis of sports' role in society, viewed through gender, immigration, and education.

This course aims to be very practical for, with the help of guest speakers, case studies, volunteering, online tools, and other academic activities, we will get to know the reality of sports in Spain.

Course Prerequisites

No specific previous knowledge is needed on theory and practice of anthropology, nor of the sports played in Spain. The only requirement is for students to have an open mind and positive attitude when involved in direct observations of the cultural variables that surround them. All concepts will be taught, and learned by the student, from the basics.

The students are required to have a strong proficiency in the Spanish language, both in comprehension and expression, especially for those activities, which involve working with journalism and audiovisual materials, and for discussions on certain theoretical aspects of the course.

Methods of Instruction

We believe in **comprehensive education** of the student, and therefore, starting with the first topic of the course, we will offer the tools necessary to understand the subject matter related to anthropology and sports, but also to understand the reality of Spain as a whole. The professor will guide the students through various activities, progressively complex, always keeping in mind the students' learning process and practical application of the knowledge gained in this course.



We expect the students to take an active role in the teaching-learning process by encouraging their search for knowledge. This refers to the discovery-based learning that takes place within and outside the classroom, through visits to different institutions or companies, class discussions, projections, newspaper analysis, surveys, conferences, joint excursions with group(s) of Spanish university students, etc. These activities are specified in the program outline, but throughout the duration of the course, new proposals may be made by mutual agreement between the students and the teacher, provided they are of interest to the theoretical knowledge covered in the course. Through these activities, the student may practically deduce abstract concepts, which will always be presented and displayed in the classroom by the teacher.

This course, which aims to develop **learner autonomy**, is presented as an opportunity to learn about Spanish culture and to interact with others to expand students' **career opportunities**. **For this reason, at the beginning of the course, the student will be offered a list of companies and sports clubs, where the student could collaborate actively.**

Student collaboration is essential in the dynamic of the course. Students should contribute their own daily experiences in the process of language learning and bring their difficulties to light to try to find a solution, from a cultural perspective, to the obstacles that they will encounter during their stay in Spain. Mandatory reading assignments will be the topics for class discussion and the students are expected to always participate in the debate that arises each week, by sharing their ideas on the text assigned by the professor. They should also watch audiovisual materials outside of class time on which they will have the opportunity to share their opinions and views in the classroom. Failure to read and/or absence from class participation will result in point deductions in the "participation" section in the final evaluation. The readings are meant to help students have more information on specific aspects of the course, helping to broaden their knowledge.

Whenever possible, the students are encouraged to **participate in existing forums** in relation to the anthropology of sports in Spain, either through internet or other forms of communication.

Assessment and Final Grade

Student evaluation will be ongoing and will have a special focus on participation given the practical nature of this course. Accordingly, one component of the final grade will be the student's participation and individual interest during class discussions, volunteering at events and sport companies, proposed weekly activities, etc. (20%).

The research project will be the activity of greatest importance throughout the semester because the students are able to demonstrate their knowledge of the material, capacity and ability to find the appropriate information and the degree of immersion in the reality of sports. The percentage of the final grade (30%) is divided between the written work (10%) and the oral presentation to the rest of their peers (20%).

There will be two exams, one midterm and one final, consisting of multiple choice and short answer questions about the class content. The information covered in the literature, media files, videos and audios handled in class is considered important course material, and therefore, will be included in the exam. The information seen and evaluated in the midterm exam will be eliminated if the student passes, thus, this information will not be evaluated again in the final exam.

However, since all the units of the course are related, comprehension of the complete content is necessary for the better understanding of the material whether it is included on the exam or not. Each of these tests is worth 25% of the final grade of the student.



CIEE classes are not graded on a curve nor is there extra credit work. The final grade will be based upon the following criteria:

- **Midterm Exam: 25%.**
- **Final Exam: 25%.**
- **Research Project: Written paper (10%) + Oral presentation (20%).**
- **Class participation: 20%**

Assignments

In order to achieve a better understanding of the reality of sports in Andalucía, the students shall design and develop, individually or in pairs, a research project on one of the topics that the professor will provide the first day of class. The students are free to select the topic of their choice with the approval of the professor.

This Project will be divided into two parts. The first consists of an 8-10-page research paper (Tahoma font, size 12, 1.5 line spacing) that summarizes the research they have collected. To do this, before students begin writing, they must submit a proposal about what they plan on investigating to the professor so that he can advise them about the structure and necessary literature for its completion. The second part is the students' oral presentation of their findings to the rest of the class. This will be done during scheduled class time and they may use any audiovisual tools that they see fit. The presentation has a maximum length of 10 minutes. The written assignment will be due the week after presentations are given.

The professor will confirm office hours and meeting times with each student.

Attendance policy

Students are not allowed to miss class for unjustified reasons. For each unexcused absence, the participation portion of the grade will be lowered. Hence, it will be very difficult to receive a 100 in the class. Please keep this in mind.

If a student misses class once without a valid excuse (a note from a physician in the event of an illness), then the professor will automatically lower the final grade by 5 points (on a 100-point scale) for each class missed thereafter. Students with 6 or more unexcused absences will fail the course. Students should arrive to class on-time. Arriving more than 15 minutes late for a class will count as an unexcused absence.

Please note that an excused absence is one that is accompanied by a doctor's note: signed stamped and dated. Travelling and/or travel delays are not considered valid reasons for missing class.

Academic Honesty

Students are expected to act in accordance with their university and CIEE's standards of conduct concerning plagiarism and academic dishonesty. Use of online translators for work in Spanish will result in an automatic failure.

Linguistic Resource Center

Students can go to the Writing Center for help with class assignments and the research project

Weekly Schedule

Week 1

Day 1: Topic 1. Introduction. Preliminary considerations.

1.1. Definition of culture

1.2. Concepts related to sports

- Gymnasium, Physical Activity, leisure, game, free time and recreation.

Day 2: Topic 2. The history and evolution of sports and the anthropological discipline.

2.1. Sports throughout the 20th century in Spain.

- Industrial development. The relationship between work and sports.
- Institutionalization.
- Moving towards the democratization of sports, 1975-2012.

2.2. Development of anthropology in Spain.

- Origin of the discipline.
- Different paradigms and stages.

Activity 1: Introduction of the students and the course material.

Activity 2: Initial evaluation of basic concepts.

Activity 3: Turn in a written proposal to the professor of the topic chosen for the research project and oral presentation that will be developed throughout the course.

Reading:

VELÁZQUEZ BUENDÍA, R. El deporte moderno. Consideraciones acerca de su género y de la evolución de su significado y funciones sociales. Readings: Educación Física y Deportes. Nº 36. 2001.

Recommended reading:

GIMÉNEZ, G. La sociología del Pierre Bourdieu. Instituto de Investigaciones Sociales de la UNAM. 1997.

MEDINA, X., y SÁNCHEZ, X. Culturas en Juego. Ensayos de antropología del deporte en España. Barcelona: Icaria. 2003.

SÁNCHEZ GARCÍA, R. Hábitus y clase social en Bourdieu: una ampliación empírica en el campo de los deportes de combate. Papers: revista de sociología. 2008.

Recommended Websites:

- <http://www.efdeportes.com/>

Week 2

Topic 3. Sports as a political tool.

Day 1: 3.1. The power of Sports.

- Social classes.
- Social control through sports.

Day 2: 3.2. Stages of the relationship between sports and politics in the 20th century.

- Sports and society during Franco's dictatorship, 1939-1975.

3.3. The *Real Madrid*: symbol of a political regime.

Activity 1: Consult different media sources from the time period.

Readings:

RIVERO HERRÁIZ, A. *Deporte y Modernización*. Ed. Wanceulen. 2005.

Week 3

Topic 4. Identity through sports.

Day 1: 4.1. Building identities.

- Preliminary considerations.
- Controversy: *Real Madrid* and *F.C. Barcelona*.
- One city, two teams. Sevilla.

Day 2: 4.2. Nationalism.

- Definition of the concept.
- Other sports examples during the 21st century.
 - "The Red Fever": "*la Roja*".
 - *Laporta*. Ex-President of *F.C. Barcelona*.

Activity 1: Tour of Sevilla by Bicycle. Analysis of different sports areas in the city.

Readings:

HEINEMANN, K. Los valores del deporte. Una perspectiva sociológica. Apunts: Educación Física y Deporte. 2001.

Recommended videos:

- *El Clásico, more than a game*. CHICO STATE UNIVERSITY.
- *Pasión por el fútbol Real Madrid-Barcelona FC*. CANAL HISTORIA.

Week 4

Topic 5. Economic view of sports.

Day 1: 5.1. The Olympics: a very profitable showcase.

- Evolution of a concept. The Olympic Games.
- The value of sports in the Olympics.
- Examples, within and outside of Spain:
 - o The Olympics in Barcelona in '92.
 - o Madrid's bid for the Olympic Games.
 - o London 2012.

Day 2: 5.2. Large sporting events.

- The evolution of organized sports.
- Analysis of some examples in Sevilla.
 - o Canoeing and Rowing World Cup. 2001.
 - o Davis Cup. 2004
 - o Track and Field World Cup.
- A city's image projected through the television.

Recommended reading:



CEREZUELA, B. La información y documentación deportiva y los grandes eventos deportivos. Centro de Estudios Olímpicos. Barcelona. 2003.

AÑO SANZ, V. La organización de grandes eventos deportivos. Arbor. 2000.

Recommended websites:

- www.olympic.org
- <http://olympicstudies.uab.es/>

Recommended videos:

- Maratón. Director, Carlos Saura.

Week 5

Topic 6. The effects of sports on economic activity in Spain.

Day 1: 6.1. Economic importance of sports.

- Sports concepts and typologies.
- Sports products.
- The war for television rights in soccer.

Day 2: 6.2. Sports marketing.

- *Sevilla F.C.*
- Sports tourism.

Reading:

BERENGUEL FERNÁNDEZ, J. Los goles del Marketing. En Imagen, Comunicación y Deporte. Una aproximación teórica. Visión libros. Madrid. 2009.

Week 6

Topic 7. Sports Icons.

Day 1: Examples of how sports turn into a business.

Day 2: Review for the Midterm Exam.

Activity 1: We will monitor the news through the media about sports icons.

Reading:

MARÍN, J. Valores mediáticos del deportista profesional en la publicidad. Análisis comparativo entre Rafa Nadal, Gemma Mengual. Comunicación. Revista Internacional de Comunicación Audiovisual, Publicidad y Literatura. Sevilla. 2010.

Midterm Exam

Week 7

Topic 8. Sports in the media.

Day 1: 8.1. Communication through the written press.

- Sports language.
- Problems with sports language
- Epic and war-like language in the media.



- Sensationalism in sports media.
 - Game of emotions.

Day 2: 8.2. Sports radio.

- Local and national stations.
- Responses to the business of sports.
- Journalist as a fan.

Activity 1: Visit the Radio station *Cadena Ser*

Reading:

MARÍN MONTÍN, J. La crónica deportiva: José A. Sánchez Araujo. Revista Ámbitos. 2000.

Recommended websites:

- <http://comunicacionydeporte.blogspot.com>
- <http://www.idiomaydeporte.com/>

Week 8

Day 1: Topic 9. Sports and Film.

- How films serve as a witness to sports activity.
- Use: documental and argumental.
- Sports films as a genre.
- New sources.

Day 2: Topic 10. Violence in sports.

- Origin. The other side of sports.
- Natural or cultural factors?
- Spaces: public and private.
- Violent interactions:
 - Athlete-athlete.
 - Spectator-athlete.
 - Spectator-spectator.

Activity 1: Debate about the image sports portray in films.

Recommended videos:

- El portero. Director: Gonzalo SUAREZ.
- El penalti más largo del mundo. Director: Roberto SANTIAGO.
- Nostalgia de la mesa 8. Director: Andrés MUSCHIETTI.
- Invictus. Director: Clint EASTWOOD.

Reading:

MARÍN MONTÍN, J. El deporte en el cine. En Comunicación y Deporte. Nuevas perspectivas de análisis. Comunicación Social. Sevilla. 2005.

CAYUELA MALDONADO, M.J. Los efectos sociales del deporte: ocio, integración, socialización, violencia y educación. Centro de estudios olímpicos. Barcelona. 1997.

Reading recomendable:

BARRERO MUÑOZ, J. El tratamiento de la violencia en el fútbol por la prensa deportiva. Doxa Comunicación: revista interdisciplinar de estudios de comunicación y ciencias sociales. Nº 5. 2008.

DUNNING, E. Reflexiones sociológicas sobre el deporte, la violencia y la civilización. En Materiales de Sociología del Deporte. 1993.

Week 9

Day 1: Topic 11. Social construction of spaces to practice sports

- 11.1 Areas of the city.
- 11.2. New uses.
- 11.3. Internal and external conditions.
- 11.4. Promoting sports.

Day 2: Topic 12. Sports education.

- 12.1. Sports and health.
 - Healthy eating habits.
 - Sports and health limitations.
 - The role of sports on diets.
- 12.2. Collegiate sports.
 - Education on the value of sports.

Activity 1: Participate in a meet-up with university students who are studying Physical Education.

Activity 2: Sports Scavenger hunt throughout the city of Seville

Reading:

RODRÍGUEZ DÍAZ, A. El deporte en la construcción del espacio social. Centro de Investigaciones sociológicas. 2008.

Recommended reading:

RODRÍGUEZ DÍAZ, A. Los universitarios y el deporte. Wanceulen Editorial Deportiva. Sevilla. 2010.

MAZA GUTIÉRREZ, G. Valores del deporte desde el ámbito de la educación social. Tandem, 2. Ponencia presentada en las jornadas formativas y de reflexión de deporte e inmigración en el Instituto Nacional de Educación Física. Barcelona. 2001.

Week 10

Day 1 and day 2: Week dedicated to **oral presentations** about the ongoing research projects.

Week 11

Day 1: Topic 12. Gender and sports.

- The role of Spanish women in sports.
- Stereotypes.

- Means of social awareness.

Day 2: Topic 13. Immigration and sports.

- Social integration.
- The impact of immigration on local sports.
- New sports trends.

Reading:

PFISTER, G. Deporte, género y etnicidad. El caso de las mujeres inmigrantes. Apunts. 2004.

MAZA GUTIÉRREZ, G. El deporte y su papel en los mecanismos de reproducción social de la población inmigrante extranjera. Apunts: Educación Física y Deporte, Nº 68. 2002.

Recommended reading:

LLEIXA, T., SOLER, S. Activity física y deporte en sociedades multiculturales: ¿integración o segregación? Barcelona. Horsori. 2004.

FERNÁNDEZ MORILLO, C. Estudio sobre género y deporte en televisión. Consejo Audiovisual de Andalucía. 2008.

LLOPIS, R. Inmigración, Ocio y Tiempo Libre Vida social, Activities deportivas y Activities culturales de la población inmigrante en España. Investigación y Marketing. 2005.

Recommended websites:

- www.mujoydeporte.org

Film:

- <http://vimeo.com/1595818>
- <http://www.youtube.com/watch?v=AUPD8etMCzI>

Week 12

Day 1: Topic 14. Sports Anthropology Today in Spain

14.1. Learn about the present-day field

Review for the Final Exam.

Activity 1: Develop a series of questions or doubts about the concepts we've seen during the course.

Reading: CANTARERO, L., MEDINA, X. Actualidad en Antropología del deporte: investigación y aplicación. Donostia: Ankulegi. 2008.

Day 2: Final Exam (Hand-in written paper)

Out-of-class activities

The following activities planned for this course are subject to change or cancellation.

- Bicycle tour of Sevilla.
- Visit radio station. Cadena Ser.



- Visit the Sevilla F.C. soccer stadium.
- Sports scavenger hunt throughout the city of Seville
- Meet-up with university students. College of Physical Education and Sports. University of Sevilla.

Likewise, the group of students may, at any time, suggest other out-of-class or in-class activities, provided it is related to the course material, accompanied by the teacher's supervision, and in accordance with the direction of CIEE.

Course Materials

Readings

- ALCOBA, A.** Periodismo deportivo. Madrid: Síntesis. 2005.
- CANTARERO, L., MEDINA, X.** Actualidad en Antropología del deporte: investigación y aplicación. Donostia: Ankulegi. 2008.
- CASTAÑON, J.** La comunicación deportiva y la lengua española. Madrid: Vidis Comunicación. 2001.
- DUNNING, E.** El fenómeno deportivo. Estudios sociológicos en torno al deporte, la violencia y la civilización. Barcelona: Paidotribo. 2003.
- HEINEMANN, K.** Los valores del deporte. Una perspectiva sociológica. Apunts: Educación Física y Deporte. 2001.
- MAZA, G.** El deporte y su papel en los mecanismos de reproducción social de la población inmigrada extranjera. Apunts: Educación Física y Deporte. 2002.
- MANDELL, R.** Historia cultural del deporte. Barcelona: Bellaterra. 1986.
- MARÍN, J.** (Coord). Imagen, Comunicación y Deporte: una aproximación teórica. Madrid: Visión Libros. 2009.
- MARÍN, J.** Valores mediáticos del deportista profesional en la publicidad. Análisis comparativo entre Rafa Nadal, Gemma Mengual. Comunicación. Revista Internacional de Comunicación Audiovisual, Publicidad y Literatura. Sevilla. 2010.
- MEDINA, X., y SÁNCHEZ, X.** Culturas en Juego. Ensayos de antropología del deporte en España. Barcelona: Icaria. 2003.
- PFISTER, G.** Deporte, género y etnicidad. El caso de las mujeres inmigrantes. Apunts. 2004.
- RIVERO HERRÁIZ, A.** Deporte y Modernización. Ed. Wanceulen. 2005.