

All assessment details and requirements will be discussed in the lectures.

You should submit your essay electronically to Turnitin UK via **the module's Turnitin UK link on Blackboard**.

Please check on Blackboard the Turnitin UK page/link under SY3057 and:

- Click on *View/Complete*, click on *submit*, complete the form on screen, *upload* the file you want and *Submit*. You should receive a receipt by e-mail indicating your essay has been received.
- When naming the file containing your essay please use your student number and the module code, e.g. **16... SY3057**

Please note that you will only be able to submit the essays once. All essays will be processed automatically through JISC, the **plagiarism** detection service.

No additions or amendments will be accepted after the deadline, so please ensure the work you are submitting is correct and aim to submit at least a few hours before the deadline as things might go wrong!

The electronic version of essays **MUST** be submitted by the midnight on their due date to avoid late penalties. Penalties for late submission of coursework follow the University scheme: <http://www.le.ac.uk/sas/assessments/late-submission>

- ALL coursework is submitted to Blackboard, where it will be checked for Plagiarism.
- If you have any queries or problems, please email Dan Cox MCS-UG@le.ac.uk
- **It is your responsibility to meet the correct deadline.**

SUBMISSION DATES FOR SY3057 in 2022

Portfolio:	12 noon: Thursday	31 st March 2022
Summative Assignment:	12 noon: Wednesday	13 th April 2022

Coursework handed after the above deadlines will incur a late penalty, as specified in the Undergraduate Student Handbook. Deadlines may vary between modules.

SY 3057 Football and Society: Session 2021/22

SEMESTER: Two

LECTURER: John Williams: - AC Room 101

Introduction

Welcome to Football and Society. You need have no knowledge about football to do well on this module. But you do need an enquiring mind, curiosity about both the past and present events and social processes and a sociological imagination.

Professional football is often described as the national sport in Britain and it has historic associations in this country with military, territorial, occupational and profoundly masculine and often racialised forms of 'tribalised' identification. Football has long been an important site for expressions of community affiliation and identity formation and for symbolic struggles between communities of rival working class towns and cities, though its origins are much more complex. Football has interesting and contentious gender, class, regional and ethnic roots. Its emergence has synergies with political and sociological developments around localism and nationalism, and its post-war trajectory is shaped by wider social trends. The growth of the women's game has been a particularly significant recent development.

This module examines developments in the sport here and abroad and its social and cultural meaning to those who organise, play and spectate around it. It investigates: aspects of the origins and social history of the game; its dissemination elsewhere around the globe; its development as a popular modern sport in the 20th century; football's more recent social and cultural transformation into a mediated late-modern or 'post-modern' sporting product for the twenty-first century; and the more recent impact of 'race' and gender relations around the game.

Module Aims and Objectives

- To explore the roots of modern football and its socio-cultural origins
- To explore how and why football remains socially and culturally so important for local and national identity construction
- To examine how football in England and elsewhere in the world reflects specific constructions of 'race', gender and class relations today and in the past
- To examine, in some detail, the nature of fandom and the wider role of football in late-modern life.
- To explore the extent to which connections between sport and local cultural and occupational traditions - 'structures of feeling' of place - been ruptured by recent developments

- To explore the view that football today just another 'postmodern' and globalised cultural form, one mainly shaped and consumed via television and through various forms of 'celebrity' culture.

Learning Outcomes

At the end of the module, students will be able to:

- Demonstrate sociological and historical knowledge of some of the key debates about the social and cultural origins of sport, especially football, and the 'meaning' of sport in late-modern life
- Demonstrate historically and sociologically the role of football in relation to the creation and expression of regional and national affiliation and racialised, classed and gendered forms of identity and identification.
- Demonstrate sociological knowledge of the importance of sport, sports fandom, community sport and 'place' in late-modern life
- Develop sociological approaches to understanding the role of the media, especially television, in the production, mediation and consumption of football in late-modernity.

Employability/Skills Profile

By the end of this module students will be able to:

- Show development of their *intellectual, interpretative and research skills* – including IT work - in relation to data collection and analysis.
- Show development in their *co-operative and presentational skills* via presentational performance in seminars
- Show development in *personal management skills* with respect to their work in independent study and in preparation for presentations
- Show *clarity, fluency and coherence* in oral expression
- *Participate effectively* in discussions, demonstrating sociological insight
- Show their capacity to *develop and sustain sociological arguments* in a variety of written forms
- Show their capacity to *address and analyze* theoretical, methodological and empirical problems posed by sociological literature and practice

Employability Profile

Employability skill	Where demonstrated	Method of assessment
Problem solving	Summative assignments	Formally assessed
Leadership	Seminars	Informally assessed
Written communication	Summative assignments	Formally assessed
Information technologies	Summative assignments	Formally assessed
Group work skills	Seminars	Informally assessed
Oral communication	Seminars	Informally assessed
Analysis of evidence, information & competing explanations	Summative assignments	Formally assessed
Time planning, organisation	Summative assignments	Formally assessed
Self-directed learning and initiative	Preparation for seminars & for assignments	Informally assessed
Relevance of sociological knowledge to social, public and civil policy	Summative assignments	Formally assessed
Understand the value of comparative analysis	Summative assignments	Formally assessed

Teaching and Learning

The most important part of your study consists in the work you do away from lectures and seminars. But the lectures and seminars are crucial for the development of your ideas and to further your understanding. No student can afford to miss *any* of these sessions. Lectures will provide you with some of the key arguments we will be assessing. Seminars will offer students opportunities to develop their presentational skills and engage in dialogue around the module's core themes.

Lecture Schedule

A note about how the lectures will be conducted

Generally, this module will be taught face to face. However, due to the highly unusual circumstances this year, caused by the global pandemic, lectures may on occasions be pre-recorded and available for you to listen to on Blackboard. If this is the case each lecture will be divided into 'bite-sized' recordings. Questions will be outlined at the end of lectures. You need to note these questions because we may discuss them later in the seminars. Lectures will be made live on Blackboard as we go through the module.

Seminars

The Seminars for this module will start in the week after lectures. Small groups of students will typically make presentations during these sessions, based on materials made available on Blackboard. On occasions, we may also meet as a complete group to hear from outside speakers.

Drop-In Hours

My 'Drop In' office hour for this module will be advertised on **Blackboard**. But, if this clashes with other teaching I will indicate another hour when I can discuss SY3057. My office is Room 101 in Astley Clarke Building. Students can arrange meetings at other times and also email me if they have questions which do not require a face-to-face meeting at: jxw@le.ac.uk

Attendance

Attendance is an essential requirement. **Attendance registers are kept.** Unexplained absence causes inconvenience to tutors and fellow students and is taken very seriously. Please let us or Dan Cox (mcs-ug@leicester.ac.uk) in the MCS School Office know in advance if you are unable to attend. This is particularly important if an essay, paper or presentation that you have been asked to prepare is intended to form the basis of a seminar class.

Exchange students (Study Abroad + Erasmus) need to make themselves known to me right away. It is expected that all ERASMUS students will do the core assessments. However, STUDY ABROAD students may be offered an alternative assignment that will replace marks for the module. They should therefore approach the module lecturer regarding this issue.

Assessment

1. The Summative Assignment

Details of the summative assignment will be released towards the end of the teaching period. You will be required to write two short essays (up to 1500 words each) about aspects of the material we have covered on the module. Marks will be deducted for work that goes over the word-limit length. The bibliography is not included in the word-count. The summative assignment carries 60% of the mark for this module. **NB: Students will be penalised for repeating material or covering very similar ground in their summative and the portfolio. You should answer different questions on the summative paper from those covered by your class presentation.**

2. The Portfolio

The portfolio consists of work undertaken for your class, so attendance in classes is vitaly important. Each student will be involved in a class presentation on a chosen topic. Access to the relevant articles will be provided on Blackboard as the module proceeds. This presentation will be marked for its content, the quality of the student performance and skills, evidence of critical sociological insight, and for the use of overheads or other visual aids. The presentation is a core part of the Portfolio submitted by the student for this module. The Portfolio, incorporating the presentation, carries 40% of the available marks for this module. The Portfolio will usually contain the following:

- **Notes and visual aids used for the student class presentation**
- **Reflections on the experience of presenting and ways of improving performance**

- **Analytical notes on papers discussed by others during at least two other classes**
- **Notes on relevant discussions that occurred during the classes concerned**

You will get much more information on what is required from your portfolio in the first week of classes.

Referencing & Plagiarism

To avoid plagiarism you need **accurate referencing**. This is absolutely crucial, especially for your longer pieces of written work for the seminar tasks. Referencing is one of the main signals that you are doing proper academic work. You are required to use the **Harvard System** of referencing. See the Student Handbook for guidance and examples.

Some examples and reminders:

- **In the text, when you are referring to a book**, use quotation marks for direct quotations and include just the author's name, date of publication and then the page number.

Example: 'The concept of risk is directly bound to the concept of reflexive modernisation' (Beck 1992: 21).

If you want to use a quote from an author whom Beck has quoted in his book:
'A new form of political participation is announcing itself here' (Braczyk in Beck 1992:203)

If you want to cite an author who has been cited by Beck in his book:
(Muller cited in Beck 1992:148)

The page numbers should all be from Beck's book. Remember, that's where you came across the citation, the quote.

In the list of references at the end, give full details of author(s), date of publication, book title, place and publisher.

Example: Beck, U. (1992) *Risk Society*, London: Sage

You should not include the items that the source you are using cites or quotes from in your list of references at the end. Only include the sources you have read.

- **In the text**, when you are referring to a **chapter in an edited volume** you need only to include the name of the author(s) of the chapter, the date of publication of the book and the page number, e.g. (Wilkinson 2006: 27)

In the list of references at the end, you must include reference both to the chapter and the book, all authors concerned and other details.

Example: Wilkinson, I. (2006) 'Psychology and Risk' in G. Myten and S. Walklate (eds), *Beyond the Risk Society*, Berkshire: Open University Press

- **In the text**, when you are referring to an **article in a journal**, you need only to include the name of the author(s) of the journal article, the date of publication of the article and the page number, e.g. (Slovic 1998: 281)

In the list of references at the end, you must include the journal details, volume and issue numbers, pages etc.

Example: Slovic, P. (1998) 'Perception of Risk' in *Science*, Vol: 236, 280-285

- **www reference**

In the text: use either the author or the institution

Example: (Monbiot 2008) or (Trade Union Congress 2002)

No need to reference page numbers.

In the list of references at the end:

Monbiot, G. (2008) 'A Beardful of Bunkum' accessed on 1 July 2010, at

<http://www.monbiot.com/archives/2008/12/09/a-beardful-of-bunkum/>

or

Trades Union Congress (2002) 'UK near the bottom of league on job security', accessed on 1 July 2010, at

<http://www.tuc.org.uk/international/tuc-5039-f0.cfm?themse=globalisation>

ALSO REMEMBER:

- In your list of references at the end, book and journal titles should be *italicized* or underlined.
- Even if you access a journal in its online version, or if you access a chapter or journal via the copies we put on blackboard, you should reference its hard copy form, using the advice above.

You will lose marks if you do not reference or if you reference poorly.

Plagiarism is using the work of others as if it were your own. All written work must be your own work. You must not copy from other students, or from the published (or unpublished) work of others. Whenever you make use of books, articles, Internet or other source material, you must make this clear by the appropriate use of references and, where a passage is cited word for word, by the use of quotation marks. **Plagiarism is a serious offence and is regarded in the same light as cheating in examinations. It is likely to result in failure and a mark of 0 for the whole module**, and can lead to disciplinary action. See the section on plagiarism in the *Sociology Undergraduate Student Handbook*. If you are, in any doubt you are advised to talk to your personal tutor, module leader, or seminar tutors. Useful advice avoiding plagiarism and poor academic practice is available at: <http://www.le.ac.uk/teaching/writtencommunicationguides.html>

Your summative essay and portfolio which must be submitted on Blackboard, will be checked using the JISC Plagiarism detection software (this compares your work to that of other students past and present, at Leicester and other Universities, as well as websites,

journals and other materials). “I didn’t know that was plagiarism!” is not an acceptable excuse.

Feedback Arrangements

- i) *Summative Assignment Feedback*
Feedback and summative marks will usually be given within 21 calendar days of submission.
- ii) *Provision of Marks*
Portfolio feedback will be provided after the Easter Break. Your provisional overall module mark, together with other feedback will be given within the required time limits
- iii) *Feedback on written drafts*
Formal feedback cannot be given on written drafts or plans of summative work. However, you can meet with me in my ‘Drop In’ office hours to discuss and get advice on the work you are doing in preparations for their summative and portfolio work.

Contacting Staff

You are encouraged to use my **Drop-in Office hours** for information and guidance on this module. They will be advertised on Blackboard. If you are having difficulties, or if you are unable to attend at these times and wish to make an appointment or to get advice on an urgent matter, you are also welcome to email me. I will answer emails as soon as possible. However, please note that I have other responsibilities alongside my teaching on this module, including research and administrative meetings. This means I will sometimes be away from email contact.

General Reading and Information Sources

i) *General sources*

All students are expected to follow, closely, debates about football in the quality national press in reputable magazines and on television and radio. Things change rapidly in the sport these days, and students will be rewarded in their assignments and exams if they show themselves to be up-to-date in their accounts and show appropriate sociological awareness of recent developments. The use of news sources - properly referenced, of course - are quite acceptable in assignment work but they are no substitute for academic sources and **THEY MUST BE APPLIED SOCIOLOGICALLY.**

ii) *Internet*

There are (literally) hundreds of thousands of internet web sites devoted to football now. You will need to select very carefully. Sites on women and football and on football racism

('Kick it Out') are often quite strong and useful. The official FIFA and FA and Premier League and Football League sites and the site for the All-Parliamentary Group on Football all carry some useful information on the international and national governance of football. There are also some interesting 'hooligan' sites. All top football clubs now have their own websites and supporters' groups have also set up sites. *The Guardian* has an accessible on-line sports site and *BBC On-line* will also keep you up to date on major developments. Remember, a lot of internet sites are expressing only **opinions**, rather than offering research-based accounts. This should be reflected in your use of internet material. You should always include references to internet sites used in your written work and **never** use *only* Internet sources in your written work.

Academic Reading

Many of the numerous journal articles mentioned in this module handbook will be made available to students **via Blackboard**. Check out the Blackboard site for this module for access to these. You might only be able to access some sources when on campus.

PLEASE NOTE: I don't expect people to read *all* this material – have a look and be selective. This is simply a guide to alert you to the *range* of reading appropriate to each section of the module. Nobody should have trouble accessing reading for this course. And, of course, good students will root around and also find their own sources.

There are no 'set texts' for this module and students are also encouraged to go outside the list provided here in order to expand their body of knowledge. However, Richard Giulianotti's book: ***Football: a Sociology of the Global Game*** (1999) is probably still the best general sociology book published on football, and it covers most of the main themes on this course. Giulianotti's more book with Roland Robertson ***Globalization and Football*** (2009), picks up on more recent themes. Peter Millward's recent (2011) book on ***The Global Football League*** offers excellent sociological analysis of English football, fans and globalisation and Anthony's King's ***The End of the Terraces*** (first edition 1998) is very good on changes in English football since 1992. Ray Boyle and Richard Haynes' book ***Power Play*** (2000) is a good introduction to sport and the media. My own books ***Football Nation*** (with Andrew Ward, 2009) and ***Red Men*** (2010) carry useful material on the development of post-war English football and the origins of football clubs, respectively.

Matthew Taylor's two books (2006) ***The Leaguers: the Making of Professional Football in England, 1900-1930*** and ***The Association Game*** (2008) are first rate detailed historical studies. Richard Holt's ***Sport and the British: a Modern History*** (1989) is the best general text on the history of sport in Britain but Dave Russell's book, ***Football and the English*** (1997) is also a very good and accessible social history of the English game, for those who need more background. My co-edited book ***Passing Rhythms*** (2001) is a good study of recent change in a single club, Liverpool FC.



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To improve their chances in the next World Cup,
the American team hires a drama coach.

Lecture Programme

Lecture 1

Traditionalism, Folk Football & the English Public Schools

Here we examine the debates about the early origins of football in 19th century Britain and its role in the production of various forms of masculinities. We look at the historical significance of folk forms of 'football', but also at the importance of codified sport in the English public schools in the mid-nineteenth century as a means of disciplining and regulating elite pupils. Academics still quite strongly disagree about the origins of the modern game – public schools, elementary teachers, or the working class?

Allison, L. (1978) 'Association football and the urban ethos' *Stanford Journal of International Studies*, 13: 2-3-228

Bailey, S. (1995) 'Living sports history: Football at Winchester, Eton & Harrow' *The Sports Historian* No. 15: 2-31

Baker, N. (2009) 'Whose hegemony? The origins of the amateur ethos in nineteenth century English society' *Sport in History* 24 (1): 1-16

Collins, T. (2005) 'History, theory and the "civilising process"' *Sport in History* 25 (2): 289-306

Curry, G. (2003) 'Forgotten man: the contribution of John Dyer Cartwright to the football rules debate' *Soccer & Society* 4 (1): 71-86

Curry, G. & Dunning E. (2013) 'The problem with revisionism: how new data on the origins of modern football have led to hasty conclusions' *Soccer & Society*, 14 (4): 429-455

Curry, G., Dunning, E. & Sheard, K. (2006) 'Sociological versus empiricist history: some comments on Tony Collin's 'History, theory and the "civilising process"' *Sport in History* 26 (1): 110-123

Garnham, N. (2002) 'Patronage, politics and the modernisation of leisure in Northern England: the case of Alnwick's Shrove Tuesday football match' *English Historical Review* Cxvii (474): 1228-1246

Harvey, A. (2005) *Football: the First Hundred Years: the Untold Story* Routledge

Holt, R. (1989) *Sport and the British*, Oxford University Press

Hutchinson, J. (2008) 'Sport, education and philanthropy in nineteenth-century Edinburgh: the emergence of modern forms of football' *Sport in History* 28 (4): 547-565

Kitching, G. (2011) "'Old" football and the "new" codes: some thoughts on the "origins of football" debate and suggestions for further reading' *Int. J. of the History of Sport*, 28 (13): 1733-1749

Neddham, F. (2007) 'Constructing masculinities under Thomas Arnold of Rugby (1828-1842): gender, educational policy and school life in an early-Victorian public school' *Gender and Education* 16 (3): 302-326

Wigglesworth, N. (1996) *The Evolution of English Sport*, Frank Cass

Lectures 2 & 3

Debates on the Place Origins of the Early-Modern Game

What role did early football play in the lives of men especially in specific parts of Britain? What does the evidence suggest and how can we assess, sociologically, the impact of place on the development of football. We look here at which *places* in England have laid claim to the original development and dissemination of the sport. London, Sheffield and East Lancashire all have their supporters in this respect.

Dunning, E. (1999) *Sport Matters* Routledge

Dunning, E. (2001) 'Something of a curate's egg: comments on Adrian Harvey's "an epoch in the annals of national sport"' *Int. J. of the History of Sport*, 18 (4): 88-94

Goulstone J. (2000) 'The working class origins of modern football' *Int. J. of the History of Sport*, 17 (1): 135-143

Harvey, A. (2013) 'The emergence of football in nineteenth-century England: the historiographic debate' *The International Journal of the History of Sport* 30 (18): 2154-2163

Harvey, A. (2005) *Football: the First Hundred Years: the Untold Story* Routledge

Harvey, A. (2001) "'An epoch in the annals of national sport" football in Sheffield and the creation of modern soccer and rugby' *The International Journal of the History of Sport* 18 (4): 53-87

Holt, R. (1989) *Sport and the British*, Oxford University Press

James, G. & Day, D. (2014) 'The emergence of an Association Football culture in Manchester 1840-1880' *Sport in History*, 34 (1): 49-74

Lewis, R. (2010) 'Innovation not invention: a replay to Peter Swain regarding the professionalization of Association Football in England and its diffusion' *Sport in History*, 30 (3): 475-488

Lewis, R. (1997) 'The genesis of professional football: Bolton-Blackburn-Darwen, the centre of innovation' *The International Journal of the History of Sport* 14 (1): 21-54

McCrone K. (1984) 'Play up! Play Up and play the game: sport of the late Victorian public school' *J. of British Studies* 23 (2): 106-134

McCrone K. (1991) 'Class, gender and English women's sport 1890-1914' *Journal of Sports History* 18 (1): 159-182

Majumdar, B. (2006) 'Tom Brown goes global: The 'Brown' ethic in colonial and post-colonial India', *The International Journal of the History of Sport*, 23 (5): 805-820

Mangan, J. (2008) 'Missing men: schoolmasters and the early years of Association Football' *Soccer & Society* 9 (2): 170-188

Reid, D. (1988) 'Folk football, the aristocracy and cultural change: a critique of Dunning and Sheard' *International Journal of the History of Sport*, 5 (2): 244-238

Swain, P. & Harvey, A. (2012) 'On Bosworth field or the playing fields of Eton and Rugby? Who really invented modern football?' *Int. J. of the History of Sport*, 29 (10): 1425-1445

Swain, P. (2014) 'The origins of football debate: the "grander design and the involvement of the lower classes"' *Sport in History* (published online 18 March)

Swain, P. (2008) 'Cultural continuity and football in nineteenth century Lancashire' *Sport in History* 28 (4): 566-582

Lecture 4

The FA, Amateurism & the Birth of the Football League

Here, we examine the development of the laws of the game and the tortured rise of professionalism. We also investigate the socio-cultural and historical importance of the relationship between the public school men behind the Football Association and the working class and business class men behind clubs in the North and Midlands who were pushing for a very different approach to playing and running the sport. The onset of professionalism and the Football League and the formation of FIFA in 1904 produced a whole new set of tensions in the English game in the years leading up to the First World War, as English professional football expanded rapidly and began to dominate the leisure lives of the male industrial working classes. What can we say about the people who controlled football clubs and who watched football as we move into the early years of the twentieth century? And how did the new football professionals and their followers respond to the conflicting demands of women and war?

- Arnold, T. (2004) 'Harnessing the forces of commercialism: the financial development of the Football Association, 1863-1975, *Sport in Society* 7 (2): 232-248
- Baker, W. (1979) 'The making of a working class football culture in Victorian England' *J. of Social History* 13 (2): 241-251
- Benkwitz, A & Molnar, G. (2017) 'The emergence and development of association football: influential sociocultural factors in Victorian Birmingham', *Soccer & Society*, 18 (7): 1027-1044
- Curry, G. (2004) 'Playing for money: James J. Lang and emergent soccer professionalism in Sheffield' *Soccer & Society* 5 (3): 336-355
- Curry G. (2007) 'Football spectatorship in mid-to-late Victorian Sheffield' *Soccer & Society* 8 (2): 185-204
- Dixon, P. et al (2004) 'Shareholders and shareholding: the case of the football company in late-Victorian England' *Business History* 46 (4): 503-524
- Dixon, P. & Garnham, N. (2005) 'Drink and the professional footballer in 1890s' England and Ireland' *Sport in History* 25 (3): 375-389
- Kennedy, D. (2005) 'Class, ethnicity and civic governance: a social profile of football club directors on Merseyside in the late-nineteenth century' *The International Journal of the History of Sport*, 22 (3): 840-866
- Korr, C. (1978) 'West Ham United football club and the beginnings of professional football in East London 1895-1914, *Journal of Contemporary History* Vol. 13: 211-232

Lewis R. (2018): 'The female football spectator in England: 1870–1914: a *Flaneuse* made visible?' *Soccer & Society*, DOI: 10.1080/14660970.2018.1521334

Lewis, R. (2009) "'Our lady specialists at Pikes Lane": Female football spectators in early English professional football' *The International J. of the History of Sport* 26 (15) 2161-2181

Tomlinson, A. (1991) 'North and South: the rivalry of the Football League and the Football Association', in Williams, J. and Wagg, S. (eds.) *British Football and Social Change*, Leicester University Press, Leicester

Mond, A. (2016) 'Chelsea Football Club and the fight for professional football in First World War London, *The London Journal*, 41 (3): 266-280

Taylor, M. (2007) 'Politics and the people's game' www.idrottsforum.org

Taylor, M. (2001) 'Beyond the maximum wage: the earnings of football professionals in England, 1900-1939' *Soccer & Society* 2 (3): 101-118

Vasili, P. (1995) 'Colonialism and football: the first Nigerian tour to Britain.' *Race and Class* 36 (4): 55-70

P. Vasili (2000) *Colouring Over The White Line: the History of Black Footballers in Britain* Mainstream Press

Veitch, C. (1985) 'Play up! Play up! And win the War! Football the nation and the First World War' *J. of Contemporary History* 20 (3): 363-378

Lectures 5-6

Football, Politics & Identity: The Inter-War Years

The inter-war development of the game in Britain was beset with new anxieties and fears: about an alleged lack of patriotism in the game in relation to WW1; about the end of the 'traditional' era of the sport and the inexorable rise of the 'modern' foreign game abroad; and about new challenges from women at home to play and watch the game. Football in England continued to see itself as the dominant form of the sport, but *internationally* the game began to act as a symbolic marker for new aggressive forms of nationalism and nationalist identities. The ambitions of Italy and Germany to use sport politically in the 1930s produced new challenges and tensions for the British, challenges shaped by specific class cultures and value systems expressed in approaches to amateurism in English sport. How did The FA resolve the difficulties they faced in defending the 'apolitical' nature of the game? How did players relate to clubs and fans as the game commercialised?

A surge in Women's Football

Huggins, M. (2007) "'And now something for the ladies": representations of women's sport in cinema newsreels 1918-1939' *Women's History Review* 16 (5): 681-700

Jackson, A. (2019) 'Gender, photography and women's football in England: the Portsmouth Ladies FC, 1916-1918', *Sport in History*, 39 (4) 376-394

Lisa Jenkel. L. (2021) 'The F.A.'s ban of women's football 1921 in the contemporary press – a historical discourse analysis.' *Sport in History*, 41:2, 239-259,

Melling, A. (1999) 'Plucky lasses', 'pea soup' and politics: the role of ladies' football during the 1921 miners' lock-out in Wigan and Leigh, *The International Journal of the History of Sport*, 16:1, 38-64,

Nationalism & Football

Arnold, A. (2016) 'Football at the "End of the Line": Economic decline, cross-subsidies and Football League membership in the NW Steel District of England, *Sport in History*, 36 (1): 47-72

Beck, P. (2000) 'Going to war: peaceful co-existence or virtual membership? British football and FIFA, 1928-46' *Int. J. of the History of Sport*: 17 (1): 113-134

Beck, P. (2003) 'The relevance of the "irrelevant" football as a missing dimension of the study of British relations with Germany', *International Affairs*, 79 (2): 398-411

Benoit, M. (2008) 'The politicization of football: the European game and the approach of the Second World War' *Soccer & Society* 9 (4): 532-550

Hill, J. (2004) 'The day was an ugly one: Wembley, 28 April 1923' *Soccer & Society* 5 (2): 152-168

Hill, J. (1997) 'Creating Wembley: the construction of a national monument' *The Sports Historian* 17 (2): 28-43

Jones, S. (2003) 'State intervention in sport and leisure in Britain between the Wars' *J. of Contemporary History*, 22 (1): 163-182

Missiroli, A. (2002) 'European football cultures and their integration: the 'short' twentieth century', *Culture Sport and Society* 5 (1): 1-20

Morgan, S. (2006) 'Mussolini's boys (and girls): gender and sport in fascist Italy' *History Australia* 3 (1) 1-12

Polley, M. (2006) 'The amateur ideal and British sports diplomacy, 1900-1945' *Sport in History* 26 (3): 450-467

Russell, D. (1997) *Football and the English*, Carnegie Press

Spencer, P. (1996) 'A discussion of appeasement and sport as seen in the Manchester Guardian and the Times' *Australian Society of Sports History* 25: 3-19

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Lecture 7

A Changing World: Football in Post-War Britain

The first mass television audience for 1953 FA Cup final, the Munich air disaster of 1958 which decimated a young Manchester United team and the retirement of Preston North End's Tom Finney in 1961, all signalled the beginning of the end of the 'modern' era of football in England. The world was changing as class and place allegiances began to splinter and weekend home leisure became a core feature of 'respectable' working class family life. Football began to lose some of its local connections and loyalties and began to become more available to fans *outside* the confines of the stadium

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Lecture 8

The Age of Television & Into Europe

The lifting of the maximum wage in the early 1960s, the changing nature of work and consumption and the changing role of television in the lives of the British population helped transform, fundamentally, the nature of sport, especially football, and the ties that had once existed between players, fans, and their clubs. As players become national celebrities we also begin to see the early signs of the rise of the 'super-club' as European football became a fixture for the larger clubs

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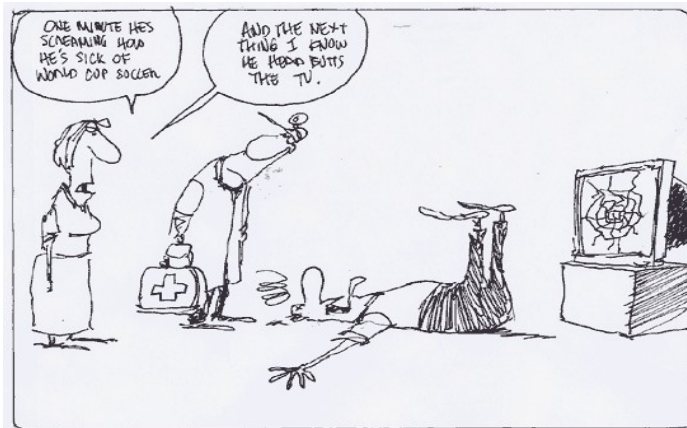
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Lectures 9-11

The Crisis Years for English Football 1970s-1980s: Disasters & Hooligans

As football attendances fell – decimated by changing social habits among the ‘respectable’ working class – and public concern turned to new youth sub-cultural styles a very different style of fandom emerged in England from the late-1960s, in the rise of the football end, the skinheads, the ‘casuals’ and the English football hooligan. By the late-1980s English football was riddled with social and economic problems, the period culminating in the spectator tragedies at the Bradford and Heysel Stadiums in 1985 and at Hillsborough in Sheffield in 1989. Historically the British game has been racked by stadium disasters. What can we say, sociologically, about the changes which occurred in British society and in the post-1960s organisation and consumption of professional sports and especially football in England? What are the roots of hooliganism and the causes of these stadium tragedies and what do they signify about the sport – and perhaps about the English?

Lecture 9: Stadium Disasters

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Lectures 10-11

Here Come the Football Hooligans

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Lecture 12

A Whole New Ball Game? – The Coming of the Premier League

The new consumption of football: representations, resistance and change. Here we look especially at the developing relationship between football, free market ideologies, celebrity cultures and television. The 1991 FA Blueprint for Football and its origins and aims are investigated in this context. The social and marketing premises of 'new' football in England; set against the 'authoritarian' solutions to football's problems posed in the 1980s. Central to this agenda is the emergence and eventual success of satellite TV. The role of television in mediating the consumption of 'new' football is examined.

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Lectures 13-16

Shifting Tides: 'Race' and Gender in Late-modern Football

Does the emergence of the Premier League offer a new way ahead in terms of dealing with the historic problem of racism in the British game? Here we examine experiences of racism in grassroots football but also consider the problem in the professional game by extending our focus to examine the alleged demise of the 'traditional' audience for football in England and elsewhere. Are the new identities being shaped by the Premier League era inclusive, or do they remain both racialised and excluding by sex? We examine here, initially, the experience of black and Asian players in the grassroots game.

Lectures 13 & 14

'Race', Racism and Football

i) **Local football**

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ii) Racism and the professional game

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Lectures 15-16

Always on the Margins? Women & Football

Football for women in England was effectively banned by the FA for 50 years. But recent changes suggest the 'feminisation' thesis can be used to examine the new roles for females in football as both players and spectators. Is the women's game more respected today – or simply tolerated? Which sorts of female fans are being sought for football, and how are they presented? What, exactly, is meant by a 'family' audience for the sport? Finally, what are we to make of state interventions into the governance and running of the sport for women

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Lectures 17 & 18

Customers or Fans? Patterns of Resistance and Change

How has television and the post-Hillsborough marketing of English football impacted on the construction of football for public consumption today: are fans simply consumers? What sorts of prevailing or contesting ideologies underpin new styles of supporting? The 'new' football writing and the rise of 'alternative' supporter organisations is also examined. How powerful are these new formats? How, and why, did they emerge?

i) **Models of resistance?**

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Lecture 19

'Places' & 'Non-places': The New Spatial Consumption of Football

The stadium disaster at Hillsborough in 1989, and the modernisation of English football stadia it provoked, stimulated a new academic interest in the importance of stadia and place for football fans. Resistance among supporters to stadium change was difficult to mobilise because of the suffocating safety rhetoric around English stadia, but it was clear that the old modernist versions of stadia were under attack, offering new types of function and meaning for supporters and other stadium 'customers.'

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Lecture 20

Economics, Politics & Governance in the 'New' Football World Order

What is the place and role of English football in the 'new' world order? The main focus here is on new economics of the sport, globalising influences, the development of the world game and on the role of FIFA and other bodies in its governance. How are 'local' and 'global' forms of identification articulated in the emerging world order and in what ways does global capital and player migration define the new era for the sport? This section of the module also includes considerations of the emerging tensions between players, clubs, national associations and the emerging multi-national privatised sponsors of world football. What does the future hold for the sport and its followers?

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