



**Halle Institute /CFDE Global Atlanta Innovative Teaching (GAIT) Grants**

Application Cycle: AY 2019-2020 Semester Course Will Be Offered: Fall 2019

**APPLICANT INFORMATION:**

Last Name:	<u>Palomino</u>	First Name:	<u>Pablo</u>
School:	<u>Oxford College</u>	Department:	<u>Humanities Division</u>
Title:	<u>Assistant professor and faculty fellow</u>	Email Address:	<u>pablo.palomino@emory.edu</u>

**CLASS INFORMATION:**

Course Number: DSC\_OX 101Q-18 (3900)

Proposal Title: Soccer and Globalization

<p><b>FOR CFDE OFFICE USE ONLY:</b></p> <p>GRANT FUNDING HISTORY _____ / _____ / _____</p> <p>REVIEW ONE NOTES: _____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;">Suggestion: (circle one) Approve Deny</p> <p>REVIEW TWO NOTES: _____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;">Suggestion: (circle one) Approve Deny</p>
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Amount Requested: 1872

**Course Outline or Proposed Syllabus:**

[A draft syllabus is being sent to the CFDE] "Why is soccer/ fútbol/ football the most popular sport worldwide? What can it teach us about economic globalization, migrations, identity, and



culture? What does it mean in different parts of the world—Asia, Europe, Africa, and the Americas? How does gender play into this game? The seminar will explore how historians and social scientists approach this global practice, and will pay special attention to its importance in Georgia and Atlanta."

### **Proposed Innovation:**

This "Discovery Seminar" takes soccer as both a result and an engine of globalization, with the aim of introducing first-year students to ways of producing, learning, and analyzing knowledge in history and related social sciences and humanities. The innovation is a pedagogical approach to soccer practice in Atlanta. It will be focused on two types of experience: the amateur soccer scene of immigrant communities in metro Atlanta, and the professional MLS team Atlanta United, whose players, managers, and followers represent the globalization of the city's sports, culture, and demographics. Students will thus visit amateur and professional spaces, interview their protagonists, conduct participant observation, take notes, and write their own analyses in a final paper, relating their research to the syllabus' interdisciplinary, multinational, and both classic and cutting-edge bibliography. (I also aim to bring to the classroom top scholars in philosophy of sports and history of female soccer as guests speakers). Students will hence learn about global processes from the vantage point of Atlanta, and by the same token will understand the city from a global perspective. The ethnographic approach will provide to them both intellectual and experiential insights on the global nature of contemporary Atlanta.

### **Budget Detail:**

- 17 tickets for one ATL UTD game = \$1,200 (the course has a cap of 16 students)
- Transportation to Mercedes Benz Stadium in two free buses, hiring two drivers = \$336
- Transportation to metro Atlanta soccer fields in two free buses, hiring two drivers = \$336 (\$336 = two drivers at \$28/hr, for 6 hours, two buses)

The total budget may go down to \$1,536 or \$1,200 (plus a downtown Atlanta parking fee) by avoiding hiring drivers, if during the first week of classes we get a qualified student willing to get licensed to drive one of the buses (I would drive the other), and if two Emory buses are available for the date/s of our travel/s. If this proposal is awarded a grant, I will be in touch in early September to confirm the actual amount required for transportation.



### **Schedule for Integration of the Proposed Project in a Classroom Setting:**

The proposed schedule involves the attendance to an Atlanta United match on October 6th, Sunday, and to a local amateur game (or several, in smaller groups) between November 2nd and 10th. In the classroom meetings before and after the fieldwork trips, I will prepare and debrief the class in a way that allows them to maximize note-taking and observation, and their incorporation into the final paper projects. There is also the possibility of visiting the team in a regular day off-games, to interview and observe everyday aspects of its work. I am registered to participate in May at the Institute for Pedagogies in the Liberal Arts (IPLA) at Oxford College, where I plan to further refine the syllabus and the integration of this project.

**CFDE now requires that all funded projects be assessed to determine the impact it has had on Emory students and/or participants. Briefly describe how you plan to assess the project.**

I will assess the impact of the project on the students learning in three main ways: first, in the immediate debriefing and analysis of the fieldwork experiences; second, in their final papers; and third (and especially important since this will be my first Discovery Seminar) an in-depth survey in which I will prompt them to describe the learning, experience, and ups and downs of the fieldwork, and the extent to which it contributed to their global understanding of Atlanta. The final week of class is organized as a workshop, in which they will integrate their fieldwork into the very structure of their arguments and writing. I already did a mini-version of this project with two students, who wrote about Latin American immigration in Atlanta through ethnographic observation at the Mercedes Benz stadium during an ATL UTD game, and at a small commercial area in Conyers, GA. We worked intensely in class before and after both fieldworks to identify relevant themes and techniques that informed their papers. One of these works was recently selected and presented at the National Conference of Undergraduate Research (NCUR 2019).