

**British and American Social and Cultural Studies:  
General Course Guidelines and Requirements**

Last revised: April 2018

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# 1. Introduction

This guide is intended to assist you in your work on oral presentations, term papers, essays, research proposals and final BA/MA theses. It starts with an overview of the structure of our BA and MA programme and is followed by a detailed overview of the different course components you can find in our programme. It includes helpful advice on how you should approach the tasks at hand to be successful. In the section that follows the course requirements, we deal with the business of your final exams; this includes the BA and MA theses as well as the written and oral exams. Finally, we offer some insight into the processes of developing a research question and finding appropriate sources and offer some advice on general formalities.

We hope this guide proves to be helpful as you pursue your studies and will serve as a companion that may have the answer you are looking for on one or the other occasion.

**Important Note:** There may very well be alterations from the following guidelines depending on the preferences of the lecturer, so please double check the course requirements in the KOVO for the PVL and PL specifics of each course and possible additional requirements in class!

## a. Programme Structure BA

The British and American Social and Culture Studies (BASCS) component of the BA programme consists of two core modules: Module 2.5 American Social and Cultural Studies and Module 2.6 British Social and Cultural Studies, each of which consist of an introductory lecture (held in German) and a seminar (held in English). The introductory lecture and seminar for American Social and Cultural Studies usually take place in the winter semester, while the introductory lecture and seminar to British Social and Cultural Studies are usually held in the summer semester. At the end of the introductory lectures there are written exams. These are PVLs (*Prüfungsvorleistungen*) and should be passed before you take the corresponding seminar. Retake exams are offered usually at the beginning of the next semester. While students in English and American Studies write term papers for their PL (*Prüfungsleistung*) in the seminars, Erasmus students and other exchange students have the option of writing three essays instead.

If you choose to write your BA thesis in British and American Social and Cultural Studies, you will also take Module 5.3 Advanced British and American Social and Cultural Studies. In this module you will take part in a research colloquium and a

research seminar to prepare you for your BA thesis. The PL for this module is a 30-minute oral exam.

b. Programme Structure MA

For students who are interested in choosing British and American Social and Cultural Studies as one of their two MA specializations, we offer Module 5.4 Comparing Societies, Politics, and Cultures. We do not recommend this specialization to students who do not already have a background in the social sciences.

Module 5.4 consists of three seminars. The first course students take is on theories and methods in comparative social science. Students complete a 5-page written assignment (PVL) and complete a 60-minute written exam (PVL) at the end of the course. The second course is a case study analysis on a specific topic in British and American Social and Cultural Studies. In this seminar students hold a 25-minute presentation (PVL) and write a term paper (PL). The last course consists of a seminar comparing specific aspects of politics, society or culture in different English-speaking countries. It ends with an oral exam (PL).

## 2. Course Components

a. Written Exams

In the first year of the BA programme, both introductory lectures culminate in a written exam at the end of the semester. There is no script available, and so it is important to attend the lectures and take good notes. We recommend spending at least 10-15 minutes preparing for the lecture and reviewing your notes afterwards. Talk about what you hear in the lecture or read more about the topic in an academic journal. Stay up-to-date with what is going on in the U.S. and Great Britain (a regular visit to major British/US media/newspaper websites usually does the trick). It is also a good idea to form a study group or join the tutorial. This will help you avoid last-minute cramming and will build a solid base for your studies.

In the MA programme, there is a written exam at the end of the course "Theories and Methods in Comparative Social Science". This exam is based on the assigned readings and in-class discussions. Be sure to spend enough time on the reading assignments (see Section 4.a on critical reading) so that you can participate in discussions and do well on the exam.

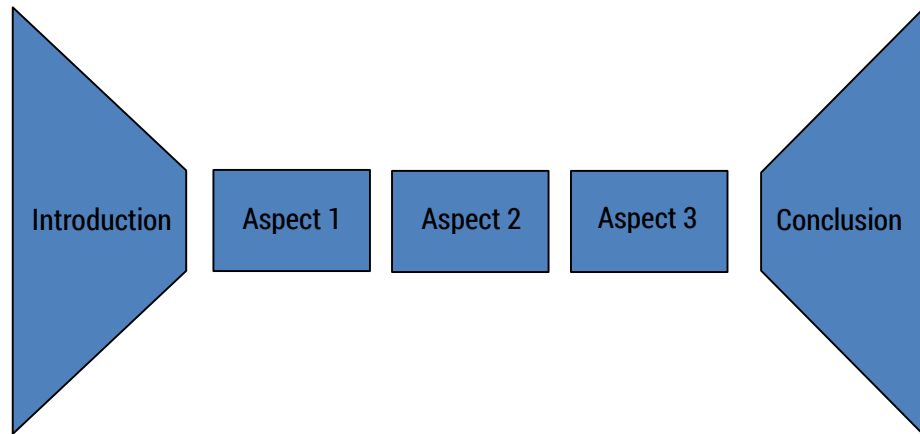
## b. Term Papers

A term paper is a classical exam format for seminars. BA students write 10-12 page term papers after the seminars on American and British Social and Cultural Studies, while MA students write 15-20 page term papers after their case study analysis seminar. The page numbers **do not include** the cover sheet, list of contents, list of references or the appendix, i.e. they start with the introduction and end with the last page of the conclusion. Please stay within the required number of pages, as both exceeding and falling short will lead to a deduction.

From the oral presentation you may already have a research question you wish to investigate further. It may be necessary to narrow it down. Do not try to cover too much ground. Generally, the narrower the better as you will gain more explanatory potential. Do not be afraid of the seemingly large number of pages you have to deliver. These usually fill up quickly if you stick to the rules.

Your term paper should be divided into three main parts: the introduction, the main corpus and the conclusion. The introduction and conclusion should not take up more than 20 % of the term paper. Depending on the topic and the specific content of your paper, you may want to include an additional chapter and/or introduce further subchapters or sections within the main body of the thesis. Please do not go overboard here. Think about the structure of your argument. This should help you decide how to structure your term paper. The main corpus of your paper involves the main aspects of your actual research, whereas the introduction serves to explain what you are about to do and how, and the conclusion sums up what you did, what the results were and how this fits into a bigger picture. Generally, the introduction and the conclusion are more formal in character. The main corpus is where the fun starts.

Within this structure, you should keep the following approach in mind: Start wide and narrow it down (the introduction), investigate specific aspects of your topic (the main corpus) and then transfer the results to a wider perspective (the conclusion). In a picture, your term paper might look something like this:



Do not forget to include all of the sources you used in a separate section called 'References' or 'Bibliography' on the page directly following the conclusion.

c. Oral Presentations (OPs)

OPs consist of the presentation itself and a position paper, a concise handout that outlines and summarizes the main points of your argument, which has to be handed out in class.

The general topic of your OP is set by the seminar session you decide in which you give your presentation. Within this topic you are required to single out a sub-topic and formulate a research question.

Please see the Appendix for a prototype version of a position paper. The position paper has to be discussed during office hours **one week prior to the presentation**.

For details on the required length of the OP please see the specific course requirements in the KOVO. OPs are generally between 10 and 30 minutes.

Your OP should include some visualization of data in the form of a graph or a chart – whatever makes most sense considering your topic. Instead of reading a script, you should be able to speak freely (using some notes). Again, you need to be making an argument – not just describing a problem.

Due to the amount of research already invested, we recommend developing this topic further in your term paper. However, you can also pick a different topic from the course outline.

Please refer to Chapter 4 for stylesheet guidelines.

d. Research Proposals

You may be asked to write a research proposal at some time during your studies. This assignment should outline your research project ideas. Be sure to include the following details: your name, study programme and semester, address, email address and the working title of your term paper.

- i. Begin with a statement about the problem or issue. What is your thesis about? What is its starting point? Why is it interesting to you? Why is it relevant?
- ii. Formulate a precise research question. Clarify/define the most important terms. Be sure to have only one major question (+ possible questions deriving from it). This could be complemented or replaced with a working hypothesis you are going to test. Justify/show that your research question complies with the criteria for good social research questions.
- iii. Explain your research design and any methods you use. Don't be afraid of these grand terms. Simply state how you are planning to answer the research question above. What material and/or data do you need? How are you going to analyse it? Is there any conceptual/analytical framework you are applying? How do you define your main concepts/variables?
- iv. Provide at least five sources relevant to your topic (ONLY academic books or scholarly articles) in an annotated bibliography. An annotated bibliography is a list of citations to books, articles and documents. Each citation is followed by a brief (usually about 150 - 200 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader (in this case me) of the relevance of the source for your study. This means that before you add this source to your list, you should have grasped a general idea of the book or the article's main idea/argument. Additionally, list any further titles you have mentioned in the proposal plus the most important other works you are going to use in your research.
- v. Make sure you use one citation style throughout your whole document and cite all relevant references within your proposal.

e. Essays

Erasmus and other exchange students have the option of writing three essays instead of a term paper in either the American or British Social and Cultural Studies courses.

In an argumentative essay you are required to position yourself and to present a clearly structured argument concerning several points of interest in a given debate or discourse.

Argumentative essays differ greatly from term papers in that they require your opinion, whereas term papers should be more objective and neutral in style.

In addition, you are not required to use literature in the same way as in the term paper. It often proves useful to take an article as a starting point for an argument or to introduce the issue discussed in the essay.

The essay could be approving or disapproving of certain positions. It should weigh arguments and aspects in favour of and against a position or issue. Finally, you should position yourself argumentatively within the debate. The most important outcome is a coherent, concise, and well weighed argument.

As with the term paper, your essay should be broken up into three main parts: the introduction, the main corpus and the conclusion, creating a structure that may look like this:

1. Introduction
2. Argument 1
3. Argument 2
4. Argument 3
5. Conclusion

Usually, you will be required to hand in three essays over the course of the semester (within the lecture period). A single essay should be 3-4 pages long, **not** counting the cover sheet which should contain the title, your name and course credentials. If you use literature you are required to include a reference list.



### 3. Final Exams and Theses

#### a. BA Thesis

##### i. General Timeline

The first time you have to think about your BA thesis is at the beginning of the fourth semester, when you have to choose between the colloquia from our different department sections. If you choose our BASCS colloquium you will learn about our expectations for your BA thesis and how to meet them.

By the end of your fifth semester you should have decided on a topic for your BA thesis. Most of you will be abroad in this semester. Despite the attractive university and leisure programme you may encounter there, take some time to think about your BA thesis. You may even choose a topic related to your host country.

At the end of the fifth semester (by the latest) you should contact your professor to start the discussion about your research project (in office hours and via email).

By the start of the sixth semester you should have agreed on your title, research question and general approach. Thus you may register your BA thesis with the Prüfungsamt and start writing. You also have to produce a Research Proposal (3 weeks, 4-5 pages), which is part of the exam (counts for  $\frac{1}{4}$  of your mark).

During the sixth semester you have 18 weeks to complete your BA thesis. If you hand it in by the end of August, it should be normally marked by the end of the semester (30 September).

##### ii. Formal Requirements

Time:	18 weeks
Length:	ca. 40 pages
Language:	English
Form/Style etc.:	see Chapter 4

##### iii. Evaluation Criteria

The following aspects are important for marking your thesis:

- A clear and relevant research question
- An organisational structure fitting the research question
- A plausible argument running through the whole thesis
- Adequate and sufficient academic literature and sources
- Adequate and differentiated representation of different perspectives/positions from the academic literature
- Good linkage of theory/ideas with data/empirical evidence
- Language (clear, precise, jargon-free, academic style)
- Form (in-text citations, bibliography etc.)

## b. MA Thesis

### i. General Timeline

Your topic and research question is normally developed in your third semester, in which you will be given the chance to present your research project (PVL) at the MA colloquium. If you register by early March you would finish in August. This is normally enough time for the thesis to be marked before the end of the semester (30 September).

### ii. Formal Requirements

Time:	23 weeks
Length:	ca. 60 pages
Language:	English
Form/Style etc.:	see Chapter 4

### iii. Evaluation Criteria

Please refer to the requirements for BA theses listed above in 3.a.iii.

## c. Oral Exams

Oral exams – held in English – are part of both the BA (PL of the 6th semester research seminar/colloquium) and the MA programme (PL of the 3rd semester

seminar). These exams usually take place right after the lecture period ends (in February and July, respectively).

The length of oral exam is 30 minutes in both the BA and MA programme. Usually, two people are present during your oral exam, the professor who will conduct the examination and a further BASCS staff member who will take the minutes and only occasionally ask a question.

BASCS oral exams consist of two parts:

- A discussion of your thesis statements/literature on a topic of your choice (ca. 15 minutes)
- A discussion of general issues arising from the seminars/colloquia (ca. 15 minutes)

Students have to prepare a paper with three thesis statements on a topic of their choice (within the remit of BASCS) to be handed in one week before the exam. Thesis statements represent your position on contested issues (rather than a statement of the obvious) and consist of 1-3 sentences. Please also supply bibliographical details of your most important academic sources (books, articles etc.). Provide at least six different sources. Make sure you have really read them thoroughly. No thesis paper is complete without your name, the type of exam it is for and a date.

#### **4. Academic Writing and Dealing with Literature**

##### **a. Critical reading for classroom discussions and term papers**

To be able to use literature in your term paper, you need to do more than have a basic understanding of the text. You need to be able to provide an in-depth analysis and evaluation of its ideas and purpose.

##### **i. Before reading**

- Familiarize yourself with the article before reading it.
- Note the title and sub-title. What do they lead you to expect about the article's ideas?
- Study the structure of the article to understand how the author has organized the content.

- Read the preface or introduction for statements of the author's intended purpose in writing the article.
- Study the list of references to determine what research contributed to the author's arguments.
- Read any information about the author to learn what authority he or she has to write about the topic area of the article.

## ii. While reading

- Read the article carefully. Write down your impressions and take note of sections of the text which may be suitable for quoting.
- Who do you think is the intended audience for the article? Scholars in the field or general readers?
- What is the author's purpose in writing the article?
- What is the central question of the article?
- What are the author's central arguments?
- Which research gaps does the author identify and intend to ameliorate?
- How does the author operationalize/define the concepts that undergird his/her theoretical propositions?
- What (qualitative and quantitative) data are used to examine the research question?
- What are the major findings and overall implications of the study?

## iii. After reading: Evaluating the text

- Is the article lacking information or argumentation that you expected to find?
- Are the ideas logically presented and easy to follow?
- Are facts in the article accurate? You may need to check outside sources to determine accuracy. Note any errors or weak arguments.
- Are the selected methods appropriate to the specified research objectives? Are there more effective methods to address the question? If so, what are they and why do you suggest they are more appropriate?
- Do the findings convince you or can you identify alternative explanations?
- Is the author's point of view objective? Does the language used create bias?

iv. After reading: Synthesizing the information

- How do the ideas in the article relate to other ideas and arguments on the same topic?
- Do the article's findings fit or contradict other scholarly work we have read in class thus far? Do they complement other research?

b. Finding a research question

A proper research question is crucial to any kind of academic work. Make sure that you formulate a question which seems interesting to you and is not too extensive so that it can be dealt with within the context of your work. Your research question should be your anchoring point during the course of your research. Continually ask yourself whether all of the parts of your presentation/paper/thesis help you answer your question.

Developing a research question is not that easy, and sometimes the question you begin with needs reformulation or further narrowing during the writing process. Generally, you should first single out a subtopic you want to investigate. Then, you do literature research, reading and analysing the relevant work that has already been done on your topic. After that, you are hopefully able to formulate a research question that will then structure your paper and help you not to lose track during the writing process.

c. Formal requirements for term papers

- Spacing: 1.5 lines for text corpus, single-space for quotes which extend two lines and the bibliography
- Margins: Left 3 cm, right 2.5 cm, top 2.5 cm, bottom 2.5 cm
- Orientation: justified
- Font sizes: Times New Roman 12, Cambria 11.5, Calibri 11, Arial 11, Verdana 11
- Citation style: any style you prefer (i.e. APA, Chicago/Turabian, Harvard). Be sure to use the same style throughout the entire paper. Consistency and complete referencing are critical!
- TIP: Citation software like Zotero (offered free of charge by the TUC library), EndNote, RefWorks or Citavi may help you organize your bibliography and make it consistent in style.

- You MUST provide a hard copy (a printed copy of your term paper) as well as a digital version.

d. Using in-text citations

The purpose of an in-text citation is to direct the reader to the corresponding citation on the references list. With a brief in-text citation, the reader can find the full citation on the references list. In addition, in-text citations help to avoid plagiarism and to credit knowledge that is based on other authors or ideas. So what needs to be documented?

i. Specific words and phrases used by other scholars

If you use an author's specific word or expressions, you must place those words within quotation marks and you must credit the source.

*Example:*

"The correlation between early reading and graduating GPA is not high" (Kahneman & Klein, 2009: 522).

ii. Your paraphrasing of words and sentences from another scholar's work

*Directly:*

Kahneman & Klein (2009: 522) found that there is not a strong correlation between a high GPA and early readers.

*Indirectly:*

There is not a strong correlation between a high GPA and students who began reading at an early age (Kahneman & Klein, 2009: 522).

Every in-text citation needs to be included in full format in your bibliography as shown in this example:

Kahneman, D. & Klein, G. (2009). Conditions for intuitive expertise: A failure to disagree. *American Psychologist* 64, 515-526. doi:10.1037/a0016755

In general, make sure that you refer to different sources and authors. Engage in a critical dialogue. Integrate their ideas into your own argument by explicitly arguing

with or against them. Please avoid over-extensive direct quotations as they will drown out your own voice.

e. Handling common knowledge

If a piece of information isn't common knowledge, you need to provide a source for it in your paper.

General common knowledge is factual information considered to be in the public domain, such as the birth and death dates of well-known figures and generally accepted dates of military, political, literary, and other historical events.

In general, factual information contained in multiple standard reference works can usually be considered to be in the public domain.

Field-specific common knowledge is "common" only within a particular field or specialty. It may include facts, theories, or methods that are familiar to readers within that discipline. For instance, the fact that ethnic and racial minorities support the Democratic Party in the US, can be considered a given, but it would always be best to further illustrate such a claim by numbers (i.e. How many people identify with the Democratic Party? What is the share of ethnic minorities that voted in the last election for the Democrats?). These numbers would then require a source, as those specific numbers cannot be considered general knowledge.

If in doubt, be cautious and cite the source.

f. Plagiarism

Presenting the ideas, words, figures etc. of others as if they were your own is called plagiarism.

If you are in doubt, it is always better to be safe than sorry. If you keep that in mind, little can go wrong.

Still, what should be common understanding of academic culture and respect (i.e. cite the source you used) sometimes seems to elude students. We usually find out. Please do not test us. You will not like the consequences.

g. Dictionary Definitions

When you need to define key concepts, please DO NOT use general dictionary definitions.

Dictionary definitions are over-simplified generalisations facilitating everyday communication. In the social sciences, definitions of concepts are often contested and authors may use them in different ways. A dictionary definition is not sufficient when dealing with the complexity of social science debates.

Instead, use the definitions you want to work with, with criteria that matter for your work – you may adopt the definitions of the Census Bureau for that purpose, or of the surveying organization, or of a major author who has published in this field.

## **5. Final Remarks**

Please note that all of your presentations, term papers, essays and even your thesis will be graded on how well you incorporate what you learned in your BASCS courses, so make sure to read up again on the things we covered in class to gain greater conceptual clarity and to understand the connections between different issues.

Lastly, for all of your assignments, always try to save some time for proofreading. You would not believe how often decent proofreading would have tipped the scales for the better grade. This is time well invested! Experience shows that proofreading printed instead of digital versions is often more effective. In addition, you might want to ask a third (qualified) person to proofread your work for you.

If you have any further questions you are always free to make an appointment during the office hours of our lecturers.

Now, have fun studying and all the best for your studies at TU Chemnitz!

Your BASCS-Team



## Appendix

### Useful Literature:

Macgilchrist, F. (2014). *Academic writing*. Paderborn: Schöningh.

Bailey, S. (2011). *Academic writing: A handbook for international students* (3. ed.). London [u.a.]: Routledge.

Swales, J. (2012). *Academic writing for graduate students: Essential tasks and skills* (3. ed.). Ann Arbor, Mich.: Univ. of Michigan Press.

Soles, D. (c2010). *The essentials of academic writing: [incl. the 2009 MLA update]* (2. ed., internat. ed.). Boston, Mass.: Wadsworth, Cengage Learning.

Berninger, I. (2012). *Grundlagen sozialwissenschaftlichen Arbeitens: Eine anwendungsorientierte Einführung*. Opladen [u.a.]: Budrich.

### Style Examples

#### Position Paper Stylesheet

Excerpt from the MA Thesis “Getting Behind the Color Line: An Analysis of the Underrepresentation of Latinos in Major League Soccer and the National Football League” by Tracy Rammler (Submitted in June 2017)

In the American context, football has unquestionably become *the* most popular spectator sport, while soccer’s status in the hierarchy of sports continues to remain ambiguous. Record levels of participation in youth soccer, twenty years of continual expansion of professional soccer, and world class performances by the U.S. Women’s National Team in recent competitions may have indeed led to increased media coverage and fan support, but they have not yet led to the promotion of soccer as an established American sport on par with football, baseball and basketball.<sup>1</sup> Unlike football, which functions as an overriding narrative or myth for American society capable of uniting people from diverse ethnic and racial backgrounds (at least in theory) due to its status as a national sport (see Foley, 1990; Paolatonio, 2008), soccer is characterized by two distinct and divided soccer cultures – one predominately white, affluent and suburban, the other Latino, working class and urban – that hinder its promotion in the hierarchy of American sports. Football, on the other hand, has already secured a spot in America’s sportscape and thus has long belonged to its hegemonic sports culture (Markovitz & Hellerman, 2001).<sup>2</sup> Its privileged position as the ultimate American sport is displayed and performed every year in the Super Bowl, a sporting and entertainment event that has been called ‘a high holiday of American civil religion’ (Real, 1989, p. 202).<sup>3</sup>

<sup>1</sup> Due to the incredibly large number of soccer clubs, leagues and organizations in the U.S. for children and adults, some of which are not even authorized by the United States Soccer Federation (USSF, or U.S. Soccer), it is very difficult to estimate the number of people who currently play the sport. Another difficulty in determining the exact number lies in the fact that players often play in more than one league during the year. One recent report estimates that 16 million adults in the U.S. played soccer at some time during 2016 (Nielsen Scarborough, 2016). According to the National Federation of State High School Associations (NFHS), over 820,000 students played high school soccer in the 2015/16 school year (NFHS Handbook, 2016/17). In addition, the United States Youth Soccer Association (USYSA) reports over three million registered children ages 5-19 in 2015 along with steady growth in the number of teams in some regions. Furthermore, the American Youth Soccer Organization (AYSO) reports 300,000 players ages 4-19.

<sup>2</sup> Markovits & Hellerman (2001): “All hegemonic sports reproduce and legitimate themselves through constant acts of loyalty, legends, colors, and icons. Thus, every contemporary game becomes [...] a discourse with history. The culture of continuity and comparability develops over time and space, and this gives the already established sports an attraction that virtually no newcomer can match. Indeed, all established sports prolifically utilize a constant appeal to history to discredit their potential rivals,” (p. 20).

<sup>3</sup> The intimate connection between American patriotism and American football may explain why Colin Kaepernick’s decision not to stand for the national anthem out of protest against police violence was met with such criticism and disdain. NFL Commissioner Roger Goodell acknowledged Kaepernick’s right to use his platform as a professional athlete in this way but stated that “[...] we believe very strongly in patriotism in the NFL. I personally believe very strongly in that. I think it’s important to have respect for our country, for our flag, for the

**Kommentiert [TR1]:** See below to read the comment connected to this footnote.

It is not necessary to include footnotes in your papers. However, if you have additional information that you want to share which is not directly relevant to the point you are trying to make, you can include it in your paper like this.

**Kommentiert [TR2]:** This reference is included for your reader. It directs the reader to literature that discusses the previously mentioned topic in greater detail.

**Kommentiert [TR3]:** These words are taken directly from the source, which is why I use quotation marks and include the page number in the citation. The style guidelines I used for my thesis called for single quotation marks for single words or phrases and double quotation marks for complete sentences. This can vary, though. Be sure to read what the guidelines are for the style you choose to use. And remember, consistency is key!

Another reason why football and soccer merit comparison is that they are often framed as competing sports in the American context. In both the popular press and existing academic research on Latinos in U.S. sports, towns, universities and schools are characterized either as football towns or soccer towns, football universities or soccer universities, football schools or soccer schools (see Cuadros, 2006; Wilson, 2010). Since financial resources are limited, towns and schools are forced to focus on one or the other sport. This often leads to struggles over financial resources and facilities, particularly in publicly funded sports programs. A number of case studies on both predominantly Hispanic high school soccer teams and amateur Hispanic leagues illustrate the difficulties teams have securing pitches so that they are able play, sometimes because of direct competition with local football teams (see, for example, Wallace, 2003, 2009; Wilson, 2010; Poblete, 2015).

Not only is there competition for resources, competing values are often projected onto each sport. Whereas American football is either praised or criticized for being a violent display of physical force connected with the ideals of sacrifice and perseverance in adversity, soccer is either associated with liberal, suburban America or with the 'foreign' Hispanic population in the U.S. Paolantonio (2008) uses Manifest Destiny and America's frontier experience as a metaphor for football, while Oriard (1993) refers to the NFL as an expression of American imperialism.<sup>4</sup> On the other side, Foer (2010) employs soccer as a means to explain what he calls 'America's culture wars', referring not to the un-Americanness of what is often perceived as a foreign sport, but to the liberal values of upper middle class suburbanites who are willing and able to pay the high costs that are associated with playing youth soccer in the U.S. He explains how soccer polarizes American society, suggesting that support or disdain of soccer reflects a clash

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people who make our country better; for law enforcement and for our military who are out fighting for our freedoms and our ideals," (USA TODAY Sports from September 7, 2016).

<sup>4</sup> In the prologue to Paolantonio's (2008) *How Football Explains America*, clearly a provocative response to Foer's (2010) *How Soccer Explains the World*, the reader is asked to forget political correctness and to proudly accept the doctrine of Manifest Destiny as one of the triggers for the game's break with its foreign roots. He explains: "It all started when men playing the game decided on a few simple changes in the rules to Americanize something that had been bequeathed to them by a bunch of wool-clad ruffians from England and Wales. One of those rule changes was clearly inspired by the cultural and economic forces of the nation's march across the continent in the late 19<sup>th</sup> century, known collectively as Manifest Destiny, a movement that these days is treated with embarrassment and disdain. But, in this book, in explaining *How Football Explains America*, how Europe's game of soccer and rugby evolved into the singularly American game of football, the role of Manifest Destiny will be embraced. So, please, check your political correctness at the gate. What follows here is an unabashedly celebratory explanation of how in the world we dedicate our Sunday afternoons to the poetically violent rituals of the National Football League," (p. xiii).

between cosmopolitans and adherers to American exceptionalist ideology (Foer, 2010, p. 244-245).<sup>5</sup>

Anna Coulter, an influential conservative news commentator and face of the anti-soccer lobby, routinely condemns both liberals *and* Hispanic soccer fans. In an article published on her website during the 2014 World Cup she writes:

If more “Americans” are watching soccer today, it's only because of the demographic switch effected by Teddy Kennedy's 1965 immigration law. I promise you: No American whose great-grandfather was born here is watching soccer. One can only hope that, in addition to learning English, these new Americans will drop their soccer fetish with time. (“America’s Favorite National Pastime: Hating Soccer”, 25 June 2014)

Coulter’s words exemplify what Collins (2006) refers to as ‘soccer bashing’, “the vehement and prolific sports writing against soccer”, identifying it as “[...] a manifestation of the phobia of globalization in America,” (p. 359). Moreover, support for national teams apart from the U.S. – a phenomenon we do not see in other American sports – is sometimes taken to be an affront to America as the country that has given Hispanic immigrants a chance to lead a better life.

**Kommentiert [TR4]:** Longer quotations are almost always single-spaced and indented as seen here. There should not be so many of these in your papers, though. If you do include one, be sure to integrate it into your text. Introduce the quotation and explain what it means.

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<sup>5</sup> When Foer’s thesis was tested empirically, the best predictor for pro-soccer views was indeed found to be one’s stance on cultural globalization (i.e. affirmation of the statement ‘American culture is strengthened by the values and traditions new immigrants bring here’); opposition to political globalization (‘sending American manufacturing jobs to other countries harms the U.S. economy’) correlated positively with anti-soccer attitudes (Lindner & Hawkins, 2012). However, the study’s main finding shows that Americans are more divided on issues like the benefits of immigration and globalization than they actually are about the sport of soccer.

Course

Semester

Name of lecturer

Name(s) of Presenter(s)

Date

## **Title of presentation**

### **Key facts on topic**

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### **Thesis 1:**

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### **Thesis 2:**

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### **List of references (aka Literature)**

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