Course Description: One of the most fascinating aspects of contemporary society is how gender shapes the way sports are structured, experienced, and represented. This course draws upon sociological, cultural studies and feminist perspectives to examine the pivotal interactions of gender and sports. While we will discuss the significance of gender in reference to the male body and competing masculinities, the course will center on the historical and contemporary experiences and meanings of women's involvement in sport and physical activity in a variety of settings including recreational, high school, college and professional sport. In doing so the course will unveil the largely hidden history of women's athleticism within US culture as well as the legal, scientific, economic and political forces which continue to shape gender and sport. We will investigate and critique the ideological role of gender binary in shaping dominant understandings that in turn impact gender non-conforming individuals. We will also explore how race, class, and sexuality all structure opportunities and experiences in sports and the ways in which sporting bodies reinforce and challenge existing bodily norms. Because assumptions about women, men, gender, sexuality and sport have greatly influenced popular and scholarly notions concerning the topic, this course also provides an opportunity to critique existing scholarship and popular sentiment. This course meets the Area E: Social Science Requirement.

This course meets the Area E Approved Learning Outcome:
Students will demonstrate the ability to describe the social, political, and economic forces that influence social behavior.

How this course satisfies the Area E learning outcome:
This course focuses on feminist, cultural studies and sociological analysis of sport with a special emphasis on the social construction of gender through sport and related institutions. Students will learn how social, political, and economic forces influence social behavior through such subjects as youth and college sport, Title IX and the law, scientific assumptions about sporting bodies, and media representations. Students will also learn how cultural beliefs about gender, race, class and sexuality influence opportunities within sport and related institutional settings.

Students will demonstrate that they have met the Area E learning outcome through completion of three exams, readings assignments, a Wikipedia project, attendance at a public lecture and a final media analysis that requires students to integrate course concepts while critically exploring media representations.

Course Learning Outcomes: Students in this course will:
• develop an understanding of the historical role of scientific and medical beliefs about sporting bodies in shaping sporting opportunities.
• develop the ability to assess the social and legal forces which have led to greater opportunities for women in sports and which continue to shape contemporary gender relations in sports and the broader American culture.
• demonstrate an understanding of the political and economic contexts, which influence sport experiences in regard to gender, race, class and sexuality.
• have the opportunity to practice and enhance oral and written communication skills during class discussions, projects and writing exercises.
• analyze, assess, and present a case study that illustrates the representational power of the media in regards to gender and sport.

**Required Text:** Readings are available on Canvas. Please bring a copy (print or electric) of each day’s reading with you to class.

**Student Responsibilities and Class Policies:**
While I will lecture on key ideas, this class is designed to encourage student discussion and thus class attendance is expected. You will also be asked to stay current with the required readings and course assignments. Your willingness to engage with the various theories and debates regarding gender relations and sports will greatly influence your ability to master the material and contribute to the success of this class. Thoughtful ideas respectfully shared with the entire class are especially valued as these insights contribute to your peers’ learning. As stated in the Institute’s attendance policy “students are responsible for all material covered in their absences, and they are responsible for the academic consequences of their absences” (http://www.catalog.gatech.edu/rules/4).

Students with documented personal emergencies and participation in Institute approved activities (e.g. field trip, athletic events) are permitted to make up work missed during class time but will be expected to attend class at all other times. Please let me know prior to your absence about your participation in an Institute approved activity so that appropriate arrangements can be made for make up work. Class attendance will be factored into your participation and final class grade. Those students missing over four classes will be penalized (see evaluation information below). **For every absence over five (excused and unexcused) your final course point total will be lowered by 5 points.**

**Students are Expected to Follow the Georgia Tech Honor Code:** Please familiarize yourself with this code (http://policylibrary.gatech.edu/student-affairs/academic-honor-code) and note that plagiarism includes representing others work as your own and using parts or all of an assignment you created in one class for another class. Violations will be taken seriously and in accordance with Institute guidelines.

**Laptop and Cell Phone Policy:** Since many of the course readings are available electronically on Canvas you should print these out or access them on your computer or cell phone so that you can refer to them during class discussion. However if you do bring your laptop (or other devise) you will be limited to reviewing course materials (including web links), typing notes or showing examples related to course materials. Any other use of computers or cell phones (e.g. checking e-mail, posting to Facebook, etc.) during class time is prohibited. Failure to follow these rules will result in the lowering of your participation grade. I reserve the right to revoke laptop or cell phone privileges if your use is distracting to me and to other students.

**Accommodations:** I am happy to accommodate you if you have a disability. Please notify me as soon as possible and be sure that you are also working with the Office of Disability Services (http://www.adapts.gatech.edu/index.php).
E-Mail Policy: I do not always have instantaneous access to e-mail, but make every attempt to answer e-mails within 24 hours. I typically respond on Monday morning when I receive e-mails on the weekend.

Evaluation:

Participation and Discussion Goals 30 points
Discussion Questions (10 classes @ 2 points each) 20 points
Short Writing Assignments (4 @ 5 points each) 20 points
Tests (2 @ 40 points each and 1 @ 30 points) 110 points
Wiki Project 60 points
SST Public Lecture (Dr. David Berri) 10 points
Critical Media Analysis 30 points
Total Points 280 points

Grading Scale:
A = 100-90%  B = 89-80%  C = 79-70%  D = 69-60%  F = below 60%

Participation and Attendance Policy: This class offers the opportunity for you to work on your listening and discussion skills as we will engage in small group discussion, large group discussion, problem solving, group projects and free writes to name but a few activities. You will not simply be graded on the number of comments made, but on the quality and depth of your contributions. As noted above in the class policy section, class attendance is expected, so in coming to class and participating you receive participation points. You are allowed five absences before an additional penalty is given that will also impact your final grade. For each absence over five, your final point total will be lowered by five points. Thus if you miss six classes your final point total will be lowered five points; if you miss seven classes your grade will be lowered ten points, and so on. Repeatedly coming late to class (or leaving early) will count as (an) absence(s). As noted above, I will work with students who have documented medical issues and Institute approved absences to make up the work missed, but class attendance is expected at all other times. It is your responsibility to contact me in advance of an individual class missed so that we can work together on any assignment or make-up work that needs to be completed.

Discussion Goals Statements: Two brief papers (two typed pages each) that will count as ten points total (of the 30 total for participation). The first paper (worth five points) details your personal reading, critical thinking, and participation goals for the semester. At the end of the semester you will be asked to evaluate how well you have achieved your reading, critical thinking, and participation goals for the semester (worth five points). This final paper will be due to Canvas at the time of the final exam period (10:50 am on April 29). More information will be given about each of these assignments during class time.

Required Reading Assignments: To facilitate class discussion, assist you in honing your analytic skills, and to prepare for your exams, you will be expected to read that day’s assigned readings and come prepared to discuss those readings during class time. I will post the reading, organizing questions for you to focus on, and any written assignments (see below) to Canvas on the Friday afternoon prior to the next week’s assignments. You will be required to also create:
a) Discussion Questions: Each student is required to write 4 discussion questions prior to a given class based upon that day’s assigned reading. This assignment is worth 2 points for each day that I assign you to write questions, thus you will write 10 sets of questions to earn 20 points. You may also turn in 1 extra set of discussion questions to earn up to 2 points extra credit. Early in the semester we will discuss the best ways to construct these questions. I will grade this assignment based upon whether or not your turn in the correct number of questions; your ability to write clear questions specifically grounded in that day’s readings as well your ability to construct different types of questions (a handout will help guide you in constructing different types of questions). I will use your questions to facilitate class discussion over the course of the semester. I will communicate via the Canvas Assignment link when you will write discussion questions. You must write these questions in advance of class as hard copies are due at the start of class. Please do not complete this assignment during class as I reserve the right to not accept those competed during class time.

b) Short Writing Assignments: For every reading assignment I will post organizing discussion questions on the Canvas assignment link for you to consider. This will help focus a given day’s in-class discussion and help you prepare for the class exams. Over the course of the semester, I will designate four assignments that require a short written response and these must be turned in prior to class on the course Canvas site. Each written assignment is worth up to 5 points so in total the short writing assignments will be worth up to 20 points. You will be graded upon the following scale: 5 points—outstanding: paper demonstrates deep understanding of concepts discussed in the readings. The entire assignment was completed. Well written prose; written in the student’s voice and own language. Examples offered (where appropriate) are relevant to specific ideas being discussed in the reading; 4-4.5 points —good: paper demonstrates average to above average understanding of concepts discussed in reading. The entire assignment was completed. Well written prose; written in the student’s voice and own language. Examples offered (where appropriate) are relevant to specific ideas being discussed in the reading; 2-3.5 points— fair: paper demonstrates superficial understanding of the concepts discussed in the readings and/or elements of the assignment were not completed. Well written prose; written in the students’ voice and own language. Examples offered (where appropriate) are so general as they do not relate to specific ideas being discussed in the reading; 1-1.5 points—needs work: paper demonstrates superficial or incorrect understanding of the concepts discussed in the readings and/or over half of the assignment was not completed. The assignment may also demonstrate problems with prose and/or text is largely written in the words of the assigned reading’s author—not the student’s voice. Examples offered (where appropriate) are so general as they do not relate to specific ideas being discussed in the reading; 0 points—no credit: paper does not demonstrate any understanding of the concepts discussed in the readings or provides incorrect information. The assignment may also demonstrate problems with prose and/or text is largely written in the words of the assigned reading’s author—not the student’s voice. Examples offered (where appropriate) are so general as they do not relate to specific ideas being discussed in the reading.

Tests: You will have three tests. The first two tests are worth 40 points while the 3rd exam is worth 30 points. The dates of each exam are listed below. The first two tests will be in-class (format multiple choice, short answer, etc.) while the third test will consist of a take home essay. I will give you the questions in advance of the third test due date. ***I reserve the right to change these dates due to unforeseen circumstances.
***Test Dates
First Test: Wednesday, February 5
Second Test: Monday, March 2
Third Test: Monday, March 30 (Take Home Essay: Due to Canvas at 10:10 am)

Wiki Athlete Project
Created in 2001, Wikipedia has quickly emerged as a global point of reference for people seeking information on everything from U.S. Presidents to swimming pools. It’s collaborative authoring format, however, has done little to rectify uneven representation of men and women’s sports.
Working in groups of three or four, students will join ongoing ‘Wikistorming’ efforts to edit and add articles about women’s sports by contributing new content about Georgia Tech athletes and coaches. We will post to our own individual class Wiki pages. If students so choose you will be able to post your well-researched entries to Wikipedia. Students will be introduced to strategies of archival research at the Georgia Tech Archives. Class time will be used for students to work on their project and to receive peer and professor feedback. Group members will be expected to work together outside of class time on this project including visiting the Georgia Tech Archives, if appropriate. Students will present their final work during the final week of class. More information about this assignment will be presented early in the course.

Critical Media Analysis: This culminating assignment requires you to apply course material in analyzing images and narratives from social media. The goal is for you to use course concepts in order to look more closely at the ways that gender is represented through popular images of sport. This will be due to Canvas at 10:50 am on Wednesday, April 29. More information will be shared about this assignment during the final weeks of class.

Sports, Society, and Technology Program Public Lecture: We are fortunate to have a nationally recognized expert on gender, economics and sport visiting campus and thus you are required to attend this lecture. Dr. David Berri, Professor of Economics, Southern Utah University will present “The Gender Pay Gap in Sports: Myths and Misperceptions” on Monday, February 17 at 4 pm in the Student Success Center’s Clary Theater at the Georgia Institute of Technology. I will provide details of the accompanying assignment for this lecture closer to the time of the event. Class time will be exchanged (e.g. one day class will not meet) for your attendance at this event. If you have another class during this time, let me know immediately so that we can arrange an alternative assignment for you.

COURSE OUTLINE, READING LIST AND WEEKLY SCHEDULE
Please note that I reserve the right to add or delete readings and to rearrange the course reading schedule listed below. Please check the daily Assignment links on Canvas for specific assignments and readings. I will post the next week’s (Monday, Wednesday and Friday) readings, guiding questions, and any assignment each Friday afternoon. Again, all course readings will be posted on the course Canvas site.

I. Introduction to the Course and Welcome!
Expectations and Syllabus Review
Reading

M 1/6 The Course Syllabus!
II. Conceptualizing and Locating the Field: From "Women in Sport" to "Gender, Race, Sexuality, and Class Relations in Sport"


Introducing Gender Performances and Binary Sport Matters


M 1/20 Martin Luther King Day, Class Will Not Meet

III. How Did We Get Here?: Historical Perspectives on Gender, Race, Class, and Sexuality in Nineteenth and Twentieth Century American Sport

The New Woman of Difference vs. the Strenuous Life for Men


Archives Orientation for Wiki Athlete Project


Review Folder on Canvas Resource Link Titled “Georgia Tech Archives Resources”

M 1/27 Wikipedia: What Wikipedia is Not


Review Folder on Canvas Resource Link Titled “Georgia Tech Archives Resources”

Historical Differences Among Women in 20th Century Sport and Culture


Review for Test 1 Based Upon Your Questions; Finish up section

TEST 1

The Battle for Control of Women’s Sport


Competing Models of College Sport: The AIAW vs. the NCAA


IV. The Law, Gender and Title IX: Facts and Fiction

Selections from NCAA Website (2017). Gender Equity/Title IX Important Facts. Title IX Frequently Asked Questions. 45 Years of Title IX. The Status of Women in Intercollegiate Athletics.


National Women’s Law Center (2017) Debunking the Myths about Title IX and Athletics.


National Women’s Law Center (2017). Title IX and Men’s Sport: A False Conflict.

Monday, February 17 at 4:00 pm in the Clary Theatre, Student Success Center. Required Public Lecture: Dr. David Berri, The Gender Pay Gap in Sports: Myths and Misperceptions

V. Contemporary Theorizing: Science Constructs Sporting and Binary Bodies


Science and the Gender Binary: The Case of Gender Verification


What is at Stake with the Gender Binary: Confounding Bodies In Regard to Sex to Hormone Testing and Beyond


Finish section: Review for Test Based Upon Your Questions

M 3/2 TEST 2
VI. Feminist Criticism
Contemporary Feminist Theories and Sports


The Promise of Intersectionality


SPRING BREAK MARCH 16-20

M 3/23 Men in Feminism and Sports


W 3/25 Rethinking Hegemonic Masculinity, Working for Gender Equity from Profeminist Men


Don McPherson Website: [http://www.donaldmcpherson.com/about_bio.html](http://www.donaldmcpherson.com/about_bio.html)

F 3/27 Class will not meet (time exchanged for your attendance at February talk) Work on your take home test

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M 3/30 Test 3 due to Canvas by 10:10 am; In-Class Wiki Project Work Day

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VII. Negotiating Ideologies Related to Homophobia and the Gender Binary


VIII. Ideological Role of the Sports Media and Challenges Via Activism & Social Media


W 4/8 Radical Sports Journalism

F 4/10 Athletes Activism In Challenging Assumptions and Via Social Media

Selected short articles about athlete activism, issues include Black Lives Matter, Transgender Issues, Anti-Homophobia, Anti Sexual Violence, Anti-Violence


Begin Student Wiki Presentations

W 4/15 Student Wiki Presentations

F 4/17 Student Wiki Presentations

M 4/20 Student Wiki Presentations; Final Thoughts, Class Wrap-Up

W 4/29 @ 10:50 am Critical Media Analysis, Wiki, & Discussion Goals Papers due to Canvas