

School of History and Sociology
HTS 3022 - Gender and Sports
2nd Semester 2017-2018

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Office Hours: M and W 9:00-10:00 am and by appointment

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 wiki athlete project 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 and gender.

- have the opportunity to practice and enhance oral and written communication skills during class discussions 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 T-square. 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"

(<https://studentlife.gatech.edu/content/class-attendance>). 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 four (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 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 T-Square 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 device) 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 ADAPTS—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 (5 classes @ 2 points each)	10 points

Reading/Writing Assignments (4 @ 5 points each)	20 points
Tests (3 @ 40 points each)	120 points
Wiki Athletes Project	50 points
<u>Critical Media Analysis</u>	<u>30 points</u>
Total Points	260 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 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. You are allowed four absences before adversely affecting your grade. **For each absence over four, your final point total will be lowered by five points.** Thus if you miss five classes your final point total will be lowered five points; if you miss six 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 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 for an approved Institute activity 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 paper will be due to T-Square at the time of the final exam period (10:50 am on Wednesday, May 2). 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 and any written assignments (see below) to T-Square on the Friday prior to the next week's assignments. You will be required to also create:

a) Discussion Questions: Each student is required to write 3-4 discussion questions prior to a given class based upon that day's assigned reading. You must complete 5 of 7 discussion question opportunities. This assignment is worth 2 points for each day that I assign you to write questions, thus you may earn up to 10 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). We will also spend class time using your questions to facilitate class discussion over the course of the semester. I will communicate via the individual T-square Assignment link when you will write discussion questions. **You must write these questions in advance of class and you will turn in hard copies of your questions to me during class. Please do not complete this assignment during class as I reserve the right to not accept those completed during class time.**

b) Written Reading Assignments: For every reading assignment I will post discussion questions on the T-Square 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 T-Square site.** Each written assignment is worth up to 5 points so in total the written 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 students 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. Each test is worth 40 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 and short answers. I will give you the essay and short answer questions in advance of the third test due date. ***I reserve the right to change these dates due to unforeseen circumstances.

First Test: Wednesday, February 7

Second Test: Monday, March 5

Third Test: Monday, April 2 (Due to T-Square 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 athletics. Working in groups of three, 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 class Wiki page. Suitable, well-researched entries will then be

posted 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. Students will present their final work during the final week of class. Group members will be expected to work together outside of class time on this project including visiting the Georgia Tech Archives. School of History and Sociology PhD candidate Renee Shelby will assist students in helping you to create your articles. 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 a sport advertisement, image, or magazine cover. 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 T-Square at 10:50 am on Wednesday, May 2. More information will be shared about this assignment during the final weeks of class.

Extra Credit Opportunity: The Sports, Society, and Technology program at the Georgia Institute of Technology is sponsoring a panel conversation, **“Sports and the Black Freedom Struggle: The Legacy of 1968”** on Monday, February 19 at 4:30 pm in the Clary Theatre, Student Success Center. This panel addresses important issues surrounding the 50th year anniversary of 1968, a year of political struggle, conflict, and change. The Civil Rights and Anti-War movements were particularly influential touching every component of U. S. culture including sport. Historians Johnny Smith (School of History and Sociology, Georgia Institute of Technology) and Ashley Brown (Department of History, University of Wisconsin, Madison) reflect upon the legacies of Black sporting activism in 1968. This conversation is not only important in shedding light upon the diverse strategies utilized within the Civil Rights movement, but also in providing an historical context to better understand U. S. Black athlete activism in the contemporary moment. I will provide details of the accompanying assignment for this extra credit opportunity (worth up to 7 points) closer to the time of the panel.

COURSE OUTLINE, READING LIST AND WEEKLY SCHEDULE

Please note that I reserve the right to add or delete readings and to rearrange the class reading schedule listed below. Please check the daily Assignment links on T-Square for specific assignments and readings. I will post the next week’s (Monday, Wednesday and Friday) readings, guiding questions, and any assignment after class each Friday. All course readings will be posted on the T-Square Resource Link.

I. Introduction to the Course and Welcome!

Expectations and Syllabus Review

Reading

M 1/8 The Course Syllabus!

II. Conceptualizing and Locating the Field: From "Women in Sport" to "Gender, Race, Sexuality, and Class Relations in Sport"

W 1/10 Sagas, M. & Cunningham, G. B. (2014). Sports Participation Rates Among Underserved American Youth (pp. 1-7). *The Aspen Institute’s Project Play*.

F 1/12 Birrell, S. (2000). Feminist Theories for Sport. In J. Coakley & E. Dunning (Eds.), *Handbook of Sport Studies* (pp. 61-76). London: Sage.

M 1/15 Martin Luther King Day, Class Will Not Meet

Introducing Gender Performances and Binary Sport Matters

W 1/17 Grindstaff, L. & West, E. (2006). Cheerleading and the Gendered Politics of Sport. *Social Problems*, 53(4), 500-518.

Wade, L. (2012). The Manly Origins of Cheerleading. *Sociological Images Blog*.

F 1/19 Messner, M. (2000). Barbie Girls Versus Sea Monsters: Children Constructing Gender. *Gender & Society*, 14(6), 765-784

M 1/22 Messner, M. (2011). Gender Ideologies, Youth Sports and the Production of Soft Essentialism. *Sociology of Sport Journal*, 28, 151-170.

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

W 1/24 Vertinsky, P. (1994). Women, Sport and Exercise in the 19th Century. In D. M. Costa & S. Guthrie (Eds.), *Women and Sport: Interdisciplinary Perspectives* (pp. 63-82). Champaign: Human Kinetics.

Archives Orientation for Wiki Athlete Project

F 1/26 Wikipedia: Your Frist Article https://en.wikipedia.org/wiki/Wikipedia:Your_first_article

Review Folder on T-Square Resource Link Titled “Georgia Tech Archives Resources”

M 1/29 Wikipedia: What Wikipedia is Not

https://en.wikipedia.org/wiki/Wikipedia:What_Wikipedia_is_not

Review Folder on T-Square Resource Link Titled “Georgia Tech Archives Resources”

Historical Differences Among Women in 20th Century Sport and Culture Screen & Discuss “Dare to Compete: The Struggle of Women in Sport”

W 1/31 Schultz, J. (2014). Rules, Rulers and the “Right Kind” of Competition. In Schultz, J. *Qualifying Times: Points of Change in U. S. Women’s Sport* (p. 73-102). Champaign: University of Illinois

F 2/2 Liberti, R. (1999). "We Were Ladies, We Just Played Like Boys": African-American Women and Competitive Basketball at Bennett College, 1928-1942. *Journal of Sport History*, 26(3), 567-584.

M 2/5 Review for Test 1 Based Upon Your Questions; Time for Wiki Work

W 2/7 TEST 1

The Battle for Control of Women’s Sport

F 2/9 Cahn, S. (1994). "Games of Strife": The Battle Over Women’s Competitive Sport. In *Coming on Strong: Gender and Sexuality in Twentieth-Century Sport* (pp. 55-82). New York: The Free Press.

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

M 2/12 Slatton, B. (1982). AIAW: The Greening of American Sport. In J. Frey (Ed.), *The Governance of Intercollegiate Athletics*. West Point: Leisure Press.

Contemporary Theorizing: Science Constructs Sporting and Binary Bodies

W 2/14 Fausto-Sterling, A. (2000). Dueling Dualisms: Male or Female? In A. Fausto-Sterling, *Sexing the Body: Gender Politics and the Construction of Sexuality* (pp. 1-29). New York: Basic.

Fausto-Sterling, A. (2002). The Biological Connection. In I. Grewal & C. Kaplan (Eds.), *An Introduction to Women's Studies: Gender in a Transnational World* (pp. 42-43). Boston: McGraw-Hill.

Science and the Gender Binary: The Case of Gender Verification

F 2/16 Wackwitz, L. (2003). Verifying the Myth: Olympic Sex Testing and the Category "Woman." *Women's Studies International Forum*, 26(6), 553-560.

Oudshoorn, N. (2002). Sex and the Body. In I. Grewal & C. Kaplan (Eds.), *An Introduction to Women's Studies: Gender in a Transnational World* (pp. 8-11). Boston: McGraw-Hill.

What is at Stake with the Gender Binary: From Sex to Hormone Testing:

M 2/19 Karkazis, K. & Jordan Young, R., et al. (2012). Out of Bounds? A Critique of the New Policies on Hyperandrogenism in Elite Female Athletes. *The American Journal of Bioethics*, 12(7), 3-16.

Karkazis, K. & Jordan Young, R. (2012). You Say You Are a Woman? That Should Be Enough. www.nytimes.com/2012/06/18/sports/olympics/olympic-sex-verification-you-say-youre-a-woman-that-should-be-enough.html

"Sports and the Black Freedom Struggle: The Legacy of 1968" Panel on Monday, February 19 at 4:30 pm in the Clary Theatre, Student Success Center (Extra Credit Opportunity)

W 2/21 Schultz, J. (2011). Caster Semenya and the Question of "Too": Sex Testing in Elite Women's Sport and the Issue of Advantage. *Quest*, 63(2), 228-223.

The Law, Gender and Title IX

F 2/23 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.

Carpenter, L. J. & Acosta, R. V. (2014). *Women in Intercollegiate Sport: A Longitudinal, National Study Thirty-Seven Year Update: 1977-2014*.

Gender Equity and Title IX: Facts and Fictions

M 2/26 Equity in Athletics Data Analysis. *U.S. Department of Education*. <https://ope.ed.gov/athletics/#/>

Women's Sports Foundation. (2013). Title IX Myths and Commonly Asked Questions and Answers.

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

National Women's Law Center (2017). Battle for Gender Equity in Athletics in

Elementary and Secondary Schools.

National Women's Law Center (2015). *Finishing Last: Girls of Color and School Sport Opportunities*.

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

W 2/28 The Unintended Consequences of Gender Equity and Title IX

Boutilier, M. & SanGiovanni, L. (1994). Politics, Public Policy and Title IX: Some Limitations of Liberal Feminism. In S. Birrell, & C. Cole (Eds.), *Women, Sport & Culture* (pp. 97-109). Champaign: Human Kinetics.

Pickett, M. (2012). Race and Gender Equity in Sports: Have White and African American Females Benefited Equally From Title IX? *American Behavioral Scientist*, 56, 1581-1603.

F 3/2 Finish Up Title IX: Review for Test Based Upon Your Questions; Wiki Group Work

M 3/5 TEST 2

IV. Feminist Criticism

Contemporary Feminist Theories and Sports

W 3/7 Scraton, S. & Flintoff, A. (2013). Gender, Feminist Theory and Sport. In D. Andrews & B. Carrington (Eds.), *A Companion to Sport*. Oxford: Blackwell.

F 3/9 Wiki Athletes Project Work Day

M 3/12 Jamieson, K. (2005). "All My Hopes and Dreams": Families, Schools and Subjectivities in Collegiate Softball. *Journal of Sport and Social Issues*. 29(2), 133-147.

The Promise of Intersectionality

W 3/14 McDonald & Thomas (2011). The Rutgers Women's Basketball Team Talk Back: Intersectionality, Resistance and Media Power. In S. S. Prettyman & B. Lampman (Eds.), *Learning Culture Through Sport* (pp. 78-91). Lanham, MD: Rowan and Littlefield.

F 3/16 Crenshaw, K. (2002). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. In I. Grewal & C. Kaplan (Eds.), *An Introduction to Women's Studies: Gender in a Transnational World* (pp. 207-213). Boston: McGraw-Hill.

Crenshaw, K. (2015). Kimberle Crenshaw Discusses "Intersectional Feminism"
https://www.youtube.com/watch?v=ROWquxC_Gxc

SPRING BREAK MARCH 19-23

M 3/26 Men in Feminism and Sports

Feminism: Find Out If You Have Caught It. In M. Kaufman & M. Kimmel, *The Guy's Guide to Feminism*. Berkeley: Seal.

Pringle, R. (2008). Sport, strong women and feminist epiphanies. (pp. 238-245). In S. Tarrant (Ed.), *Men Speak Out: Views on Gender, Sex and Power*. New York: Routledge

Kimmell, M. (1998). Whose Afraid of Men Doing Feminism? In T. Digby (Ed.), *Men Doing Feminism* (pp. 57-68). New York: Routledge.

Connell, R. W. (1998). Gender Politics for Men. In S. Schacht & D. Ewing (Eds.), *Feminism and Men: Reconstructing Gender Relations* (pp. 225-236). New York: New York University.

V. Negotiating Ideologies Related to Homophobia and the Gender Binary

W 3/28 Katz, J. N. (2001). The Invention of Heterosexuality. In P. Rothenburg (Ed.), *Race, Class, and Gender in the United States: An Integrated Study* (Fourth Edition) (pp. 55-67). New York: Plume.

Iannotta, J. & Kane, M. J. (2002). Sexual Stories as Resistance Narratives in Women's Sports: Reconceptualizing Identity Performance. *Sociology of Sport Journal*, 19, 347-369.

F 3/30 Class Will Not Meet: Use the Time to Work on Your Take Home Test and Wiki Project

M 4/2 Test 3 due to T-Square by 10:10 am; Wiki Work Day

VI. Ideological Role of the Sports Media and Challenges Via Activism & New Media

W 4/4 Cooky, C. (2013). Women Play Sport, But Not on TV: A Longitudinal Study of Televised News Media. *Communication and Sport*, 1-28.

F 4/6 Martin, A. & McDonald, M. G. (2012). Covering Women's Sport? An Analysis of Sports Illustrated Covers from 1987-2009 and ESPN the Magazine Covers from 1998-2009. *Graduate Journal of Sport, Exercise & Physical Education Research*, 81-97.

M 4/9 Does Sex Sell Sport?

Kane, M. J., LaVoi, N. & Fink, J. (2013). Exploring Elite Female Athletes' Interpretations of Sport Media Images. A Window Into the Construction of Social Identity and "Selling Sex" in Women's Sports. *Communication and Sport*, 269-295.

W 4/11 Athletes Activism In Challenging Assumptions and Via Social Media

Clark, R. (2016). Hope in a Hashtag: The Discursive Activism of #Why I Stayed. *Feminist Media Studies*, online.

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

F 4/13 Kane, M. J. (1995). Resistance/Transformation of the Oppositional Binary: Exposing Sport as a Continuum. *Journal of Sport and Social Issues*, 19(2): 191-218.

Schilling, C. & Bunsell, T. (2009). The Female Bodybuilder as a Gender Outlaw. *Qualitative Research in Sport and Exercise*, 1(2), 141-61.

M 4/16 Travers, A. (2008). The Sports Nexus and Gender Injustice. *Studies in Social Justice*, 2(1), 78-101.

W 4/18 Student Wiki Athlete Project Presentations

F 4/20 Student Wiki Athlete Project Presentations

M 4/23 Student Wiki Athlete Project Presentations; Final Thoughts, Class Wrap-Up

W 5/2 @ 10:50 am Critical Media Analysis, Wiki, & Discussion Goals Papers due to T-Square