

School of History, Technology and Society

HTS 3022 - Gender and Sports  
2<sup>nd</sup> Semester 2013-2014

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Office Hours: TTH 1:30-3:00 pm 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 female athleticism within US culture as well as the legal, scientific, economic and political forces which continue to shape gender and sport. 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 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 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 the family, youth and college sport, Title IX and the law, 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 two exams (one in-class and one take home), weekly readings assignments, and a final media case study 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 men's and women's 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 as a discussion-based class and thus class attendance is expected. You will also be asked to stay current with the required readings, writing assignments and each student will lead a class discussion. Your willingness to engage with the various theories and debates surrounding gender relations and sport will greatly influence your ability to master the material and contribute toward 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" (see <http://deanofstudents.gatech.edu/plugins/content/index.php?id=25>). 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 as soon as possible when you will miss a class due to a personal emergency or participation in an Institute approved activity so that appropriate arrangements can be made. Class attendance will be factored into your participation and final class grade. Those students missing over three classes will be penalized (see evaluation information below).

Students are expected to follow the Georgia Tech Honor Code (<http://www.honor.gatech.edu/plugins/content/index.php?id=9>). Violations will be treated seriously and in accordance with university guidelines.

**Laptop and Cell Phone Policy:** Since all course readings are available electronically on T-Square you should print these out or access them on computer so that you can refer to

them during class discussion. However if you do bring your laptop 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 (e.g. checking e-mail, posting to Facebook, etc.) during class time is prohibited. I reserve the right to revoke laptop privileges for those not following class rules. Also your cell phones (and other electronic devices) should be turned off during this class. Failure to follow these rules will result in the lowering of your participation grade.

**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.

**Evaluation:**

Participation	20 points
Weekly Reading/Writing Assignments	40 points
Student-Led Discussion	10 points
First Exam: In Class	60 points
Second Exam: Take Home Essay Exam	60 points
<u>Critical Media Analysis Case Study</u>	<u>20 points</u>
Total Points	210 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 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 3 absences before adversely affecting your grade. **For each absence over three, your final point total will be lowered by five points.** Thus if you miss four classes your final point total will be lowered five points; if you miss 5 classes your grade will be lowered 10 points, and so on. Repeatedly coming late to class (or leaving early) will count as (an) absence(s)

***Weekly Reading/Writing Assignments:*** To facilitate course discussion, assist you in honing your analytic skills and to prepare for your two exams, you will be expected to read that day's assigned readings and come prepared to discuss those readings during class time. Additionally you will be required to post a 1-2 page analysis of that week's readings to T-square. Typically you will post these on Thursday prior to class, but in a few cases these comments will be due to T-square after the Thursday class. Each Friday, I will post the next weeks' reading and writing assignment on T-square and will note due

dates. Students are required to complete 10 of the 13 (worth 40 points) reading assignments. Students may complete one additional assignment for extra credit (up to 4 points). If you do not complete the written assignment for a given week, you are still responsible for knowing the content of those readings during class discussions and exams.

Each written assignment is worth up to 4 points. You will be graded upon the following scale: 4—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; 3—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—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—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—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.

***Student-Led Discussion:*** Each student will be responsible for summarizing key ideas and leading class discussion on one reading during a class period. More information about this assignment will be forthcoming.

**Critical Media Analysis Case Study:** This 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. You will very briefly present your findings to the class. More information will be shared about this assignment over the course of the class.

***Exams:*** You will have two exams: an in-class test (short answer, definitions, essay, etc.) and a take-home essay exam. The first test will cover material contained in the first part of the course. For the second exam I will provide potential questions for the final take home essay exam at least two weeks prior to the due date, which will be during final exam week.

## COURSE OUTLINE, READING LIST AND WEEKLY SCHEDULE

Please note that I reserve the right to add or delete readings and to rearrange the class schedule as necessary. I will notify you in advance of any changes.

\*Designates the day that weekly writing assignments are due to T-Square (note I will post this information on T-Square and also when assignments are due after a given Thursday so that you can incorporate ideas/activities from Thursday's class into your analysis.

### **January 7**

#### **I. Introduction to the Course and Welcome!**

##### **Expectations and Syllabus Review**

Reading

The Course Syllabus!

### **January 9**

#### **Theorizing and Locating the Field: From "Women in Sport" to "Gender, Race, Sexuality, and Class Relations in Sport"**

Readings

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

Sabo, D. & Veliz, P. (2008). *Go Out and Play: Youth Sports in America*. East Meadows, NY: Women's Sports Foundation.

### **January 14**

#### **Concepts Related to Gender and Sports**

Readings

Lazreg, M. (2002) Feminism and Difference. In I. Grewal & C. Kaplan (Eds.), *An Introduction to Women's Studies: Gender in a Transnational World* (pp. 338-340). Boston: McGraw-Hill.

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

### **\*January 16**

#### **Why Sporting Bodies Matter: Possibilities and Limitations**

Readings

Velija, P., Mierzwinski, M. & Fortune, L. (2013). 'It Made Me Feel Powerful': Women's Gendered Embodiment and Physical Empowerment in the Martial Arts. *Leisure Studies online* November. 1-18.

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

## January 21

### II. Science Constructs the Sporting Body Science and Binary Bodies

#### Readings

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.

## \*January 23

### Reproducing the Gender Binary: The Case of Gender Verification

#### Readings

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.

Cooky, C., Dycus, R. & Dworkin, S. (2013). "What Makes a Woman a Woman?" Versus "Our of Lady of Sport": A Comparative Analysis of the United States and the South African Media Coverage of Caster Semenya. *Journal of Sport and Social Issues* (37)1, 31-56.

## January 28

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

#### Readings

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](http://www.nytimes.com/2012/06/18/sports/olympics/olympic-sex-verification-you-say-youre-a-woman-that-should-be-enough.html)

## \*January 30

### Challenging the Gender Binary?: The Case of Youth Sport

#### Readings

Messner, M. (2009). Looking for a Team Mom. In M. Messner (2009). *It's All for the Kids: Gender, Families and Youth Sport*. Berkeley: University of California.

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

## **February 4**

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

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

#### Readings

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

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.

## **\*February 6**

### **Historical Differences Among Women in 20<sup>th</sup> Century Sport and Culture**

View the Video: *Dare to Compete: The Struggle of Women in Sports*

#### Readings

Lucas, J. & Smith, R. (1978). Women's Sport: A Trial of Equality. In *The Saga of American Sport* (343-372). Philadelphia: Lea & Feinberg.

## **February 11**

### **Notable Athletes Challenging and Negotiating Gender Norms**

Guest Speaker, Qiana Martin, Owner of Eat Soccer

<http://www.northnet.org/stlawrenceaaaw/timeline.htm>

#### Readings

Reilly, J. & Cahn, S. (2012). Selected documents from: *Women and Sport in the United States: A Documentary Reader*. Boston: University Press of New England

## **\*February 13**

### **The Battle for Control of Women's Sport**

#### Readings

Reilly, J. & Cahn, S. (2012). Selected documents from: *Women and Sport in the United States: A Documentary Reader*. Boston: University Press of New England

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

## **February 18**

**Exam I:** In class

**\*February 20**

**IV. The Impact of Title IX and the Limitations of Gender Equity Arguments  
Competing Models of College Sport: The AIAW vs. the NCAA**

Readings

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

Carpenter, L. J. & Acosta, R. V. (2005). *Title IX*. Champaign, IL: Human Kinetics.

**February 25**

**Title IX and Its Impact**

Selections from the *Chronicle of Higher Education* (2007, June 29). Special Issue on gender equity in college sport. (articles include Title IX Enforcement Called Deeply Troubling; Black Female Participation Languishes Outside of Basketball and Track; How One College Program Raised 2 Million.

Carpenter, L. J. & Acosta, R. V. (2012). *Women in Intercollegiate Sport: A Longitudinal, National Study Thirty-Five Year Update: 1977-2012*.

**\*February 27**

**Gender Equity and Title IX: Facts and Fictions**

Readings

Gender Equity Data Base (2008, August 8). *The Chronicle of Higher Education*.

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

National Women's Law Center (2010). Title IX: Equity in School Athletics.

National Women's Law Center (2012). The Next Generation of Title IX: Athletics.

National Women's Law Center (2012). Title IX and Men's Sport: A False Conflict.

**March 4**

**The Unintended Consequences of Gender Equity and Title IX**

Reading

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.

**\*March 6**

**V. Feminist Criticism**

**Contemporary Feminist Theories and Sports**

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

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.

**March 11**

**The Promise of Intersectionality**

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.

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.

**\*March 13**

**Men in Feminism and Sports**

Readings

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. (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* (p. 57-68). New York: Routledge.

Brillante, K. (2008). Engendering the Classroom : Experiences of a Man in Women's and Gender Studies (pp. 219-226). In S. Tarrant (Ed.), *Men Speak Out: Views on Gender, Sex and Power*. 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.

SPRING BREAK MARCH 17-21

## **March 25**

### **Gender and Leadership in Action: The Case of Coaching**

#### Readings

Kampoff, C. (2010). Bargaining With Patriarchy: Former Coaches' Experiences and Their Decision to Leave Collegiate Coaching. Relations. *Research Quarterly for Exercise and Sport*, 81(3), 360-372.

Norman, L. (2010). Bearing the Burden of Doubt: Females Coaches' Experiences of Gender Relations. *Research Quarterly for Exercise and Sport*, 81(4), 506-517.

Fagan, K. & Cyphers, L. (2013). The Glass Wall. *ESPNW and ESPN The Magazine*.

## **March 27**

### **\*VI. Homophobia and Sports**

#### **The Invention of Heterosexuality and Historical Perspectives on Homophobia**

#### Readings

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.

Cahn, S. (1994). Crushes, Competition and Closets: The Emergence of Homophobia in Women's Physical Education. In S. Birrell & C. Cole (Eds.), *Women, Sport & Culture* (pp. 327-339). Champaign: Human Kinetics.

## **April 1**

### **Challenging Homophobia and Queering Sport**

#### Readings

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.

Broad, K. L. (2001). The Gendered Unapologetic: Queer Resistance in Women's Sport. *Sociology of Sport Journal*, 18(2), 181-204.

## **\*April 3**

### **VII. Cultural Studies and Cultural Bodies**

#### **The Power of Gender Ideologies and Glass Ceilings**

#### Readings

Dworkin, S. (2001). "Holding Back": Negotiating a Glass Ceiling on Women's Muscular Strength. *Sociological Perspectives*, 44(3): 333-350.

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.

#### **Media Analysis Case Study Assignment Given**

## **April 8**

### **New Ways of Thinking about Gender and Sports**

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

Capranica, L., Piacentini, M. F. et al. (2012). The Gender Gap in Sport Performance: Equity Influences Equality. *Journal of Sports Physiology and Performance*, 8(1) 99-103.

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.

## **\*April 10**

### **VIII. Media Production, Images and Narratives: Debates about Representation and Representability**

#### **Deconstructing Dominant Images**

#### Readings

Kian, T., Vincent, J. & Mondello, M. (2008). Masculine Hegemonic Hoops: An Analysis of Media Coverage of March Madness. *Sociology of Sport Journal*, 25: 223-242.

Messner, M. & Cooky, C. (2010). *Gender in Television Sports: News and Highlight Shows, 1989-2009*. Los Angeles: Amateur Athletic Foundation of Los Angeles.

### **Final Exam Essay Questions Given**

## **April 15**

### **Popular Media Narratives and Counter-Narratives**

Student Presentations of Media Analysis Case Studies

## **April 17**

### **Popular Narratives of Sport and Video Games**

Lecture on video games: Dr. Nick Taylor, North Carolina State University

## **April 22**

### **Does Sex Sell Sport?**

#### Readings

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.

## **\*April 24**

Final thoughts and Wrap Up of Class, Evaluation of Class

**Final Exam Due to T-Square During Finals Week by Wednesday @ 12noon.**