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 integrates 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 devises) 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](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:**

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>20</td>
</tr>
<tr>
<td>Weekly Reading/Writing Assignments</td>
<td>40</td>
</tr>
<tr>
<td>Student-Led Discussion</td>
<td>10</td>
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<tr>
<td>First Exam: In Class</td>
<td>60</td>
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<tr>
<td>Second Exam: Take Home Essay Exam</td>
<td>60</td>
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<tr>
<td>Critical Media Analysis Case Study</td>
<td>20</td>
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<tr>
<td>Total Points</td>
<td>210</td>
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**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


January 14
Concepts Related to Gender and Sports
Readings


*January 16
Why Sporting Bodies Matter: Possibilities and Limitations
Readings

January 21
II. Science Constructs the Sporting Body
Science and Binary Bodies
Readings


*January 23
Reproducing the Gender Binary: The Case of Gender Verification
Readings


January 28
What is at Stake with the Gender Binary: From Sex to Hormone Testing:
Readings


*January 30
Challenging the Gender Binary?: The Case of Youth Sport
Readings

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


*February 6

Historical Differences Among Women in 20th Century Sport and Culture

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

Readings

February 11

Notable Athletes Challenging and Negotiating Gender Norms

Guest Speaker, Qiana Martin, Owner of Eat Soccer
http://www.northnet.org/stlawrenceauw/timeline.htm

Readings

*February 13

The Battle for Control of Women’s Sport

Readings


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  

*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.


*February 27  
**Gender Equity and Title IX: Facts and Fictions**

Readings  
Women’s Sports Foundation. (n.d.). Title IX Myths and Commonly Asked Questions and Answers.  
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  
March 6
V. Feminist Criticism

Contemporary Feminist Theories and Sports


March 11
The Promise of Intersectionality


March 13
Men in Feminism and Sports
Readings


SPRING BREAK MARCH 17-21
March 25

Gender and Leadership in Action: The Case of Coaching

Readings


March 27

*VI. Homophobia and Sports

The Invention of Heterosexuality and Historical Perspectives on Homophobia

Readings


April 1

Challenging Homophobia and Queering Sport

Readings


*April 3

VII. Cultural Studies and Cultural Bodies

The Power of Gender Ideologies and Glass Ceilings

Readings


Media Analysis Case Study Assignment Given
April 8

New Ways of Thinking about Gender and Sports


*April 10

VIII. Media Production, Images and Narratives: Debates about Representation and Representability
Deconstructing Dominant Images

Readings


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

*April 24

Final thoughts and Wrap Up of Class, Evaluation of Class

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