

KINESIOLOGY 106: WOMEN IN SPORT
Saint Mary's College of California

Professor:	C. Williams	Credit:	1
Office:	Saint Joseph Hall 106	Class Location:	TBD
Office Hours:	TBD	Meeting Time:	TBD
Email Address:	cmw9@stmarys-ca.edu	Semester/Year:	Spring 201X
Campus Phone:	925-631-4812	Course Website:	http://gaelllearn.stmarys-ca.edu/

Course Description

Changes in a variety of sociocultural conditions and implementation of federal legislation (Title IX) have afforded women and girls a wealth of opportunities to participate in sport. As we move toward gender equity in sport, research has shown that these increased opportunities have had a tremendous impact on the mental, physical, social, and moral development of young girls. Unfortunately, women have had limited success gaining political and economic power necessary to create true gender equity in all areas of sport. This course will analyze the relationship between gender and sport from multiple perspectives. We will focus on the economic, cultural, political, social, and educational influences on women in sport and will discuss the impact that women have on shaping a traditionally male domain. Emphasis will be placed on exploring the changing roles in sports for women, as well as how past and current beliefs regarding gender equity, health, and women's role in society shape the experiences of women in sports in our society today. Topics will include: the history of women in sport, structural constraints facing women in sport, race and ethnicity, women's health issues, sexuality and homophobia, the role of the media, Title IX and career opportunities for women, and the future of sports for women in our society.

Prerequisites: Kinesiology 10 and Kinesiology 15, or Women's & Gender Studies 01

Core Curriculum: This course has been granted American Diversity designation.

Note: This course is cross-listed with Women's and Gender Studies

Learning Outcomes

At the end of this course, students will be able to:

1. Identify various sociological theories and explain how they shape our thinking about gender equity
2. Explain the importance of theory and research in evaluating the sociocultural, psychological, political, and physiological issues pertaining to women in the sporting domain
3. Discuss the significance of several historical achievements for women in sport
4. Identify and explain the origins of sociological and political barriers that women in sport continue to face
5. Apply what was learned in class to their own sport/exercise experience
6. Integrate theory and research with practical strategies for positive social change
7. Develop strong communication skills (both verbal and written)
8. Analyze aspects of social diversity (e.g., ethnicity, race, socio-economic status, gender, sexual orientation, age, and ability) and how they affect society in the United States of America
9. Explain how social categories and structures of power may affect the human person

10. Articulate, in prose or through another communicative medium, a critical account of just social order
11. Demonstrate a capacity for coherent, principled analysis of concrete social problems

Required Texts

- A course reader will be provided for the course, and some readings will be available exclusively on GaelLearn.

Grades and Evaluation

Discussion Leader

10 points

In groups of two, students will lead the class in a discussion of the readings assigned for that day. When you enter the classroom, please write your questions on the room's board *and* provide me with a typed copy of your questions. Your questions should aim to facilitate shared inquiry around a significant topic from the day's reading (while questions of fact are acceptable, interpretive and evaluative questions are *highly* encouraged and will lead to a higher grade). Be sure to spend enough time selecting and analyzing your topic and constructing a good question. Partners will receive the same grade on this assignment.

Fieldwork

2 @ 15 points each

Students must complete two fieldwork assignments: an oral history of a female athlete who graduated from high school before the passage of Title IX in 1972 and an ethnography of a women's sporting experience. Further details about each fieldwork assignment will be provided in class.

Girls and Women in Sport Position Statement

TBD

Students must complete a position statement in which they use feminist (and other) theories presented throughout the semester to articulate their understanding of a just social order in relation to girls and women in sport. Students will discuss the status of girls and women in sport, their understanding of a just social order, and potential models of sport that promote their vision. This will take the form of a 3-4 page reflection paper. Further details about this assignment will be provided in class.

Research Papers

2 of 3 @ 100 points each

Students must complete two out of the three available research papers. The options include the following topics: female athlete triad OR ACL injuries, Title IX in 2014, and advertisements targeting female sport and fitness consumers. Further details about each research paper will be provided in class.

Quizzes

7 @ 10 points each

Unannounced quizzes will be given at the beginning of class and will cover only material assigned for that day's class. Students who read carefully and closely should have little difficulty excelling in this area. Students may **not** make up missed quizzes.

Exams

1 @ 90 points, 2 @ 100 points each

The exams will include essay-style questions. The exams must be taken/completed on the day assigned and will strongly emphasize critical thinking and the application of the materials covered in class. Exams will be closed-book and closed-note. A study guide will be provided for each exam.

Grading Scale (600 points total)

A = 540 – 600 pts.
B = 480 – 539 pts.
C = 420 – 479 pts.
D = 360 – 419 pts.
F = <359 pts.

Academic Integrity

Saint Mary’s College expects every member of its community to abide by the Academic Honor Code. According to the Code, “Academic dishonesty is a serious violation of College policy because, among other things, it undermines the bonds of trust and honesty between members of the community.” Violations of the Code include but are not limited to acts of plagiarism. For more information, please consult the *Student Handbook* at <http://www.stmarys-ca.edu/your-safety-resources/student-handbook>. Accordingly, all papers and responses must be your own work and must be original for this course. All sources that you use (either directly or indirectly) must be cited in a consistent manner.

In accordance with Department of Kinesiology policy and to help ensure adherence to the SMC Honor Code we will be using Turnitin in this class. This means that students will be responsible for submitting all course projects into Turnitin accessible through our GaelLearn site. Assignments not submitted to Turnitin will not be graded and students will not be given credit for completing the assignment.

Diversity Statement

The School of Liberal Arts at Saint Mary’s College has three educational purposes: 1) to free the mind from ignorance and error; 2) to foster self-discovery and personal development; and 3) to promote understanding of the world and one’s place in it. In accordance with these goals and in compliance with applicable law and its own policy, Saint Mary’s College prohibits discrimination against any member of the school’s community on the basis of race, color, religion, national origin, age, sex/gender/marital status, ancestry, sexual orientation, medical condition or physical or mental disability. Furthermore, the curriculum is designed, implemented, and evaluated in a manner that promotes the acquisition and application of knowledge, skills, and dispositions necessary to help *all* students learn.

Student Disability Services

Student Disability Services extends reasonable and appropriate accommodations that take into account the context of the course and its essential elements for individuals with qualifying disabilities. Students with disabilities are encouraged to contact the Student Disability Services Office at (925) 631-4358 to set up a confidential appointment to discuss accommodation guidelines and available services. Additional information regarding the services available may be found at the following address on the Saint Mary’s

website: <http://www.stmarys-ca.edu/sds>.

Technology Policies

To avoid distraction of your colleagues and me as the professor, you are prohibited from using personal technology devices for anything other than instructor assigned tasks during class. Your desk must be clear of all personal electronic devices, including cell phones. For each infraction of this policy, your final grade may be reduced by one letter grade.

Students are expected to check their SMC email accounts on a daily basis. SMC email is considered an official form of communication.

When emailing me, do not use “text language.” Instead, every email should include a short and accurate subject header, a proper salutation (i.e., Professor Williams), a clear message written in complete sentences, and an appropriate closing. Reread your emails for proper grammar and spelling before sending.

Library Statement

Reference/Information assistance is available at the Reference Desk, by phone (925-631-4624), text message (925-235-4762), or Chat (IM). Check the Library’s “Ask Us” link for details: <http://www.stmarys-ca.edu/library/ask-us>.

Center for Writing Across the Curriculum (CWAC)

CWAC is located in Dante 202 and offers two options for all students of all disciplines and levels:

Writing Circles: During weekly, small-group workshops, students discuss their own writing projects, at all stages of the process. Students register for a quarter-credit course and select a weekly Circle time. Students sign up before or during the first week of class.

One-on-one sessions: Writing Advisers guide their peers toward expressing ideas clearly, always weighing audience and purpose. Writers bring their assignment sheets and readings. Writers brainstorm ideas, revise drafts, or work on specific aspects of writing, such as grammar, citation, thesis development, organization, critical reading, or research methods. They may discuss any genre, including poetry, science lab reports, argument-driven research, or scholarship application letters. Students may make an appointment or drop in: Sunday (5-8 p.m.), Monday (2-6 p.m.), and Tuesday through Thursday (2-8 p.m.). Please call (925.631.4684) or visit the CWAC website (www.stmarys-ca.edu/center-for-writing-across-the-curriculum) for more information.

Class Schedule (subject to change)

Date	Topic	Readings, Films, and Assignments
2/11	Introduction	Syllabus Introductions
2/13	Overview	Social Issues in American Women's Sports (Costa, 2003) Psychosocial Impacts of Athletic Participation (Sabo, 1988) <i>In-class: Nine for IX: The '99ers (50 min)</i>
2/18	Theoretical Foundations	<i>Playing with the Boys: Chapter 1 (McDonagh & Pappano, 2008)</i>
2/20	Theoretical Foundations	Feminist Theories for Sport (Birrell, 2000) Changing the Game (Griffin, 1992) Owning the Middle (Fagan, 2013)
2/25	History	Competing Cosmologies (Schiebinger, 1991) <i>Dare to Compete (81 min) @ SMC Library on reserve</i> <i>Guest Speaker: Professor Lamont</i>
2/27	History	Pedestriennes (Shaulis, 1999) <i>Guest Speaker: Professor Lamont</i>
3/4	History (20 th Century)	Grass-Roots Growth & Sexual Sensation in the Flapper Era (Cahn, 1994) African-American Women Olympians (Gissendanner, 1996)
3/6	Health and Sport	<i>Playing with the Boys: Chapter 2 (McDonagh & Pappano, 2008)</i> <i>In-class: Assignment #1 discussed</i> DUE: Fieldwork #1 (Oral History)
3/11	Health and Sport	The Uneven Playing Field (Sokolove, 2008) Too Much of a Good Thing (Maliszewski, 2009)
3/13	EXAM #1	EXAM #1
3/18	Socialization	Learning Life's Lessons in Tee Ball (Landers & Fine, 1996) Separating the Men from the Moms (Messner & Bozada-Deas, 2009)
3/20	Socialization	The Gender Gap in Youth Sports (Sabo, 2009) Influence of Involvement in the GOT Program (Waldron, 2007) If She Would Only Play? (Taylor & Turek, 2010) <i>Guest Speaker: Professor Miller</i> DUE: Assignment #1 (Saturday, March 22 @ 11:59pm)
3/25	Title IX	Gender and Sport (Lopiano, 2006) Too High a Price to Play (Farrey, 2012)
3/27	Title IX	Changing Sides (Ridpath, Yiamouyiannis, Lawrence, & Galles, 2009) College Teams, Relying on Deception, Undermine Gender Equity (Thomas, 2011)

4/1	Title IX	1972: "You Can't Play Because You're a Girl" (Kocher, 2005) DUE: Fieldwork #2 (Women in Sport Ethnography)
4/3	Title IX	Athletic Scholarships for Women (Sack & Staurowsky, 1998) Women in Intercollegiate Sport: Executive Summary (Acosta & Carpenter, 2012) <i>In-class:</i> Assignment #2 discussed
4/8	Title IX	"The Heart of the Game" (Brake & Williams, 2008) <i>The Heart of the Game</i> (97 min.) @ SMC Library on reserve
4/10	EXAM #2	EXAM #2
Spring Break (April 14 – April 21)		
4/22	Cheerleading	Short Skirts and Breast Juts (Bettis & Adams, 2006) Feminist Case for the NCAA's Recognition of Competitive Cheer (Buzuvis, 2011)
4/24	The Media	Sports Photographs and Sexual Difference (Duncan, 1990) Women Play Sport, But Not on TV (Cooky, Messner, & Hextrum, 2013) <i>In-class:</i> Playing Unfair (30 min.) DUE: Assignment #2 (Saturday, April 26 @ 11:59pm)
4/29	The Media	Sexist Acts in Sports (Fink, Borland, & Fields, 2011) Framing Gender and Disability (Buysse & Borcharding, 2010) <i>In-class:</i> Assignment #3 discussed
5/1	The Media	Discipline and Push-Up (Schultz, 2004) Nike's Commercial Solution (Lucas, 2000)
5/6	Consumer Behavior	Women's Sport Spectatorship (Farrell, Fink, & Fields, 2011) Sex Sells Sex, Not Women's Sports (Kane, 2011) Lingerie League Goes Legit (Paulas, 2012)
5/8	Sporting Spaces	"Cause That's What Girls Do" (Craig & Liberti, 2007) The Female Signifiant in All-Women's Amateur Roller Derby (Carlson, 2010)
5/13	Sport Policy	Mainstream Sport Reaffirms Orthodox Gender Ideology (Messner, In press) Fallon Fox (Hass, 2014) <i>In-class:</i> 100% Woman (60 min.)
5/15	Women as Agents of Change	Benchmarking Women's Leadership: Executive Summary (2010) DUE: Assignment #3 (Saturday, May 17 @ 11:59pm)
Final Exam Week Tuesday, May 20, 2014 @ 1:00pm - 3:00pm EXAM #3		