

SMC Core Curriculum Course Proposal Form
Fall 2014
RESUBMISSION

Electronically submit this course form and attachments to the Chair of the CCC by October 1. Please submit a separate proposal for each desired learning goal.

1. **Name of Proposer:** Claire Williams
2. **Email address:** cmw9@stmarys-ca.edu
3. **Department/Program of Proposer:** Kinesiology
4. **Name of Department/Program housing the course:** Kinesiology/Women's & Gender Studies (the class is cross-listed)
5. **Name(s) of Program Director/Department Chair housing the course:** Steve Miller (KINES) and Denise Witzig (WGS)
6. **Course Acronym, Number and Title:** KINES 106: Women in Sport
7. **Proposal is for All Sections of the course:** Yes
Proposal is for instructor's section(s) (Engaging the World only): _____
8. **Course Prerequisites (if any):** KINES 010 and KINES 015, or WGS 001
9. **Unit Value of Course:** 1
10. **Mark with an X the Learning Goal for which the course is being proposed.** (Please submit a separate proposal for each desired goal.)

Pathways to Knowledge (at most one)

- Artistic Understanding – Artistic Analysis only: _____
Artistic Understanding – Creative Practice only: _____
Artistic Understanding – Both Artistic Analysis and Creative Practice: _____
Mathematical Understanding: _____
Scientific Understanding: _____
Social, Historical, Cultural Understanding: _____
Christian Foundations: _____
Theological Explorations: _____

Engaging the World (as appropriate, generally zero to two)

- American Diversity: _____
Common Good: X
Community Engagement: _____
Global Perspectives: _____

11. **Expected Attachments:**

- a) **Syllabus:** Please see the attached document.
- b) **Teaching and Learning:** Please see below.

LEARNING OUTCOME #2:

- Articulate, in prose or through another communicative medium, a critical account of just social order

TEACHING

Through readings, films, guest speakers, and class discussions, students spend the semester discussing the status of girls and women in sport in the United States. As sport is a traditionally male domain, we spend a significant amount of time considering questions of gender equity in sport, what equity should look like, and how equity in sport might contribute to a just social order (e.g., access to sport, a major societal institution, free of discrimination is an important societal goal). In order to consider what equity might look like and to give students a framework to construct their own “critical account of a just social order,” we start the semester by reading and discussing an article titled “Feminist Theories for Sport.” Here, students are introduced to a liberal feminist perspective on sport (e.g., Title IX, where equality in sport means that women’s and men’s sport should be separate but the same as one another), a radical feminist perspective on sport (e.g., Association of Intercollegiate Athletics for Women, where equality meant that women’s and men’s sport should be separate, and that women’s sport should be operated with a uniquely female perspective as distinct from the male, competitive model of sport), and a third wave feminist perspective on sport (e.g., where equality in women’s and men’s sport means that women’s and men’s sports are separate and female athletes can unproblematically embody both hyper-femininity and strength—think Anna Kournikova). Using these various theories, as well as others (e.g., equality in sport can only be achieved through the elimination of sex-segregated sport under the premise that “separate but equal” is inherently unequal), students are provided a framework through which to consider the present status of girls and women in sport and their own ideas of which model might best achieve a more just social order.

LEARNING

Students will be asked to complete a position statement for a just social order in relation to girls and women in sport. Students will use the feminist (and other) theories presented throughout the semester to craft their statement. This assignment will be due in the last third of the semester so that students will best be prepared to 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.

LEARNING OUTCOME #3:

- Demonstrate a capacity for coherent, principled analysis of concrete social problems

TEACHING

Throughout the semester students learn about the status of girls and women in sport and come to better understand why their sub-par status is a concrete social problem worthy of our scholarly attention and analysis. In order to best teach this course, I primarily rely upon a carefully selected set of peer-reviewed research articles as well as popular press accounts of women in sport. Through our readings and discussions, students are increasingly able to formulate specific and reasoned arguments in relation to the status of girls and women in sport. Furthermore, we use feminist theories and theories of power to best help guide our analyses.

LEARNING

Students in this course complete two research papers that ask them to consider in detail various topics related to women in sport (e.g., the female athlete triad, ACL injuries, Title IX, advertisements targeting female sport and fitness consumers). Each of these assignments requires students to demonstrate a capacity for coherent, principled analysis of concrete social problems (e.g., the second-class status of girls and women in sport). For the research paper related to Title IX, students analyze the present day status of Title IX and its impact on girls and women in sport. In their paper, students must first provide an overview of Title IX including why it was necessary in 1972, its original intent, and its consequences, both intended and not. Students then must present arguments for and against Title IX, specifically responding to an article by an author who opposes Title IX. This requires that students have an in-depth understanding of the law, the positions of its supporters as well as its detractors, and how/why Title IX is in place to rectify past wrongs in relation to girls and women in sport. Finally, students provide their own recommendations for maintaining Title IX as is or making modifications to it and its requirements. This is just one example of how students in this course meet this learning objective related to the Common Good.