

**KINE 3389 GENDER AND SPORT
SPRING 2018
College of Health Sciences
Department of Kinesiology**

Instructors: Emily A. Roper, Ph.D.
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Office Hours: Tuesdays and Thursdays immediately before or after class in HKC Office, or by appointment (I am on campus M-F)

Text: Roper, E.A. (2013). *Gender Relations in Sport*. Rotterdam, The Netherlands: Sense Publishers.

There will also be several articles sent to students electronically – students are responsible for reading all material disseminated in class or posted on blackboard.

Course Description:

The purpose of this course is to analyze the complex interactions of gender, race, sexuality, and class within sport throughout the 20th century. This course offers an introduction to current scholarship and debates surrounding issues of gender in sport. A critical perspective will be used to examine sport as a significant social institution and to explore its relationship to the cultural construction and interpretation of gender. This course is intended to help students develop and foster critical thinking skills, to learn and understand the historical and social context underlying the current state of men's and women's participation in sport, to explore critical and feminist theories and interpretive frameworks, and to become critical of the mediated representation of athletic bodies.

Course Format:

We will use a combination of readings, lectures, films, guest speakers, reflective assignments/projects, active learning, and in-class discussions to accomplish course objectives. I assume that you and I, students and professor, share the responsibility for making this class a successful learning experience. To contribute to and get the maximum benefit from class discussions, it is important that you attend and participate in class. While numerous topics are somewhat controversial, this class should remain a safe place for students to respectfully voice their views. You will be expected to think critically about - and challenge - your perceptions and attitudes surrounding gender.

Standards Matrix:

Objectives/Learning Outcomes	Activities	Performance Assessment	Standards
The candidate will be able to:			
Understand the role gender plays in sport participation patterns;	Lecture; In-class discussion; active learning	Assignments; Examinations	N/A
Understand and apply the theories of gender and sport, specifically critical and feminist theoretical frameworks;	Lecture; In-class discussion; active learning	Assignments/Examinations	N/A

Analyze the gendered sport media complex;	Lecture; In-class discussion; active learning	Assignments/Examinations	N/A
Understand the role sexual identity plays in men's and women's sport experiences;	Lecture; In-class discussion; active learning	Assignments/Examinations	N/A
Understand the history of women in sport since the late 1800s;	Lecture; In-class discussion; active learning	Assignments; Examinations	N/A
Understand the intersections of race and ethnicity in sport;	Lecture; In-class discussion; active learning	Assignments/Examinations	N/A
Understand the prevalence and experiences of sexual exploitation in sport;	Lecture; In-class discussion; active learning	Assignments; Examinations	N/A
Understand global issues and perspectives surrounding gender and sport; and	Lecture; In-class discussion; active learning	Assignments; Examinations	N/A
Understand the importance of studying the body as a gendered entity in sport.	Lecture; In-class discussion; active learning	Assignments/Examinations	N/A

Course Guidelines:

- Students must come to class on-time and prepared (having read the assigned reading and/or completed any assigned activities). As the professor, I have the ability to refuse any student's entry into the classroom after the scheduled class time has begun.
- Students are strongly encouraged to take notes. Notes will NOT be provided via Blackboard. Examination material will come from all sources (e.g., books, readings, films, guest speakers, discussions)
- All assignments must be typed (double-spaced).
- All materials submitted for this course must be original works of the student (see plagiarism and self-plagiarism statement). Papers/projects are to be used for this class only.
- Assignments are due on the assigned date. Late papers will be penalized 10 points per day.
- Turn off (or place in vibration mode) your cellular phones during class. Cell phones are not acceptable on the desk (unless emergency). If you need to take a call or text, please step outside the classroom to do so.
- If absent, it is your responsibility to obtain the notes (see attendance policy).
- Students that chose to use personal computers to take notes are only permitted to use the computer for note-taking purposes during class. Students using personal computers must sit in the first two rows.
- When emailing the professor, students MUST provide their name and the class (KINE 3389). Students should keep this in mind for all courses as professors teach multiple courses/sections each semester. Also, be sure to always professionally address your professor.
- Students should expect to regularly check their SHSU email account as any email announcements sent to the class will be sent through Blackboard.

- This syllabus is a contract between the student and professor – students will receive the syllabus on the first day of class and are required to follow the guidelines. A copy of the syllabus will also be available on Blackboard.

Course Requirements

A. Attendance: Attendance is mandatory. Students are expected to be in class on time. Should you miss any classes, you alone are responsible for all material covered. According to university policy, students are permitted three absences without penalty. A fourth absence will result in a drop of one letter grade, a fifth absence will result in a drop of two letter grades, and six absences will result in a failing grade.

NOTE: Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

B. Sport Autobiography: Students will develop an autobiography about their entrance into and involvement in sport/exercise/physical activity. You may discuss how and when you became involved in sport/exercise; your personal experiences related to family relationships/dynamics, friends, school, teachers, coaches; key moments (negative and/or positive), intense memories, current situation, and anticipated future.

Think back to your early experiences of playing physical games and sports and describe them in terms of when they occurred, the context in which they occurred, and what was going on in your life as they occurred. How were those early experiences related to your age, social class, gender, race or ethnicity, family, and neighborhood or community?

When children first play sports (or not play sports through childhood), they do so in connection with ideas about themselves, their bodies, and the meaning of their experiences. Where did these ideas come from in your childhood (ages 4-12)? How did they influence the patterns of your experiences and the emotions that accompanied them? Have they changed in your life since age 12? How have they influenced your experiences since childhood up to the present time?

Opportunities to play sports and the character of sport experiences often are different for boys and girls and for children from different racial or ethnic groups, and from different social class backgrounds. Write about how gender, race/ethnicity, and social class influenced the sports you did or did not play as a child. Have factors related to gender, race, ethnicity, and social class influenced your experiences through your life to the present? Explain as best you can.

The goal is to be self-reflective as you remember, describe, and analyze your sport experiences, the contexts in which they occurred, and the impact they had on you and others who were involved.

Papers should be no longer than 3 pages in length, double-spaced. **Papers are DUE: Feb 8**

B. Media Analysis – Group Activity – details to be shared in class.

C. Case/Event Analysis

Students will independently analyze and write a report (5-7 pages) about a sporting event of their choice (see list – no more than two students per event).

Students will select an event/case from the list below (or propose an event, with approval of the instructor) and conduct an in-depth analysis of the case/event – people, places, history, etc.). I expect students to thoroughly read news articles (from a variety of sources), scholarly articles (using library databases), and reports/analyses published regarding the event. While each of us is familiar with many of the events listed below, most of us do not know the details – we have relied on surface information and sound bites that only merely scrape the surface of the event/case.

DUE: May 3

List of Cases/Events*:

- Penn State University sexual abuse case (Jerry Sandusky)
- Sexual assault scandal at Baylor University/Title IX
- Sexual assault case with USA Gymnastics
- Steubenville High School football rape case (2012)
- Brock Turner's case (former Stanford swimmer)
- Rene Potland (Penn State's former women's basketball coach) – anti-lesbian bias
- The significance of Michael Sam disclosing his sexuality prior to the draft
- Jenny Moshak vs. University of Tennessee
- Removal of "Lady Vols" (at University of Tennessee) – backlash and significance
- Sex-abuse scandal within USA swimming
- Decline of men's collegiate gymnastics programs (in US)
- Caster Semenya (South African runner) – intersex athletes
- Shannon Miller's dismissal from the University of Minnesota (Title IX case)
- Miami dolphins bullying case (Jonathan Martin and Richie Incognito)
- Backlash following Gabby Douglas (not placing hand on heart for National Anthem)
- Gender testing in the Olympics
- Chris Ernst and Yale Crew
- Fight for equal pay in women's professional soccer (current)
- Inequality (gender and race/ethnicity) in collegiate and professional sport administration
- Resignation of University of Missouri's university president (after football team walks out)
- University of Minnesota's football team boycott over teammates' suspensions
- Tonya Harding and Nancy Kerrigan scandal

* It is important to note – and recognize – that many of the cases/events are especially disturbing (and may include graphic sexual information). Please only select an event you are comfortable investigating. If you do not see anything of interest on this list, please feel free to make an additional recommendation (for approval).

D. Examinations: There will be two examinations throughout the semester. Specifics regarding each examination will be discussed in class. Each examination will be worth 50 points.

EXAMS: March 6th; Final during finals week

Grading	Points
Sport Autobiography	100
Media Analysis	100
Event Analysis	150
Examinations	100 (50 points each)
TOTAL	450

To calculate your grade, simply add your total points and divide by 400 (total points in course)

Grading scale: A = (90-100%) B = (80-89.9%) C = (70-79.9%) D = (60 – 69.9%) F = (0 – 59.9%)

Writing: Students will be graded on their writing ability (organization, flow, grammar, spelling, and creativity). Students are encouraged to visit the SHSU writing center at Farrington 111 (936-294-3680, wctr@shsu.edu).

Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Please refer to the University's Code of Student Conduct for actions that may result from student academic misconduct. The consequences for any infraction will include no credit for the assignment and being reported to academic affairs. If you have any questions about what constitutes plagiarism, please see me.

Self-plagiarism represents a significant problem in academia as it serves to undermine the learning process and outcomes that are a key feature of each course that is offered as a part of a student's curriculum. As a result, the Department of Health and Kinesiology has a strict policy in place to prevent self-plagiarism in the classroom. Self-plagiarism is defined as the submission of any type of assignment that contains content that is recycled from other assignments or a prior publication that one submits for course credit in another course.

Each instructor is provided the discretion to evaluate whether a student has engaged in self-plagiarism on a course assignment. If a student is unsure whether use of prior content would constitute self-plagiarism, they must consult with the instructor of the course within a reasonable period of time prior to the due date of the assignment. In most cases, this consultation should take place a minimum of 10 business days prior to submission. Following submission of the assignment, if the instructor deems that the student has engaged in self-plagiarism, he or she has the right to state that the student has violated Section 5.3 of The Texas State University Rules and Regulations dealing with Academic Honesty and the student is thereafter subject to any and all penalties and punishments present in the policy. This may include failure of the assignment and/or failure of the course. Additionally, the student may be referred to the Department Chair of Health and Kinesiology, the Dean of the College of Health Sciences, the Dean of Students, and/or the Provost and Vice-President for Academic Affairs for further academic review.

Americans with Disabilities Act (ADA): At the beginning of the semester, any student with a disability should inform the course instructor of instructional accommodations or academic adjustments that will be needed. For more information about the ADA and academic accommodations or adjustments,

contact the Office of Disability Resources and Services at - <http://www.shsu.edu/~counsel/sswd.html> or (936) 294-1720.

Academic Grievance Procedures for Students (AP 900823)

Recommended for inclusion on syllabi. Academic grievances include disputes over course grades, unauthorized class absences/tardiness, suspension for academic deficiency, instructor's alleged unprofessional conduct related to academic matters, graduate comprehensive and oral exams, theses and dissertations, and withdrawal or suspension of privileges related to degree-required clinical rotation, internships, or other clinical service delivery in professional degree programs.

If the dispute is determined to be based upon professional judgment, the aggrieved student is entitled to have, as appropriate and in turn, the department/school chair, College Academic Review Panel, academic dean, Dean of Graduate Studies (for graduate student issues), and Provost and Vice President for Academic Affairs form an opinion about the dispute and so advise the individual(s) involved.

<http://www.shsu.edu/dotAsset/0bb1346f-b8d6-4486-9290-dba24123d0d8.pdf>

All SHSU Policies: <http://www.shsu.edu/intranet/policies/>

COURSE CONTENT

MODULE	TOPIC AREA(S)	READINGS/RESOURCES
1.	Introduction/Review Syllabus	
2.	Introduction to Terms and Concepts; Gender and Sport Participation	(a) Chp 1 (Roper)
3.	History of Women's Sport Participation and Title IX	(a) Acosta and Carpenter 2014 executive summary; (b) Racial and Gender Report Card (TIDES)
4.	Theories of Gender and Sport	(a) Chp 2 (Roper)
5.	Sexual Identity and Sport	(a) Chp 3 (Roper)
6.	Gender and Sport Media	(a) Chp 4 (Roper)
7.	Intersections of Race, Ethnicity and Gender	(a) Chp 5 (Roper); (b) Racial and Gender Report Card (TIDES)
8.	Studying the Athletic Body	(a) Chp 7 (Roper)
9.	Sexual Harassment and Abuse in Sport	(a) Chp 8 (Roper)
10.	Gender and Disability Sport	

* This table is meant to provide you with an outline of the order of topics to be addressed in the course. Each module will require several days in class (sometimes weeks). I will always make announcements about when we are moving on to the next topic area and any reading expectations. The chapter numbers are for the required course textbook (*Gender Relations in Sport*). Be sure to stay on top of your readings and consult Blackboard for additional readings/resources.

Calendar of DUE DATES

DATE	Assignment/Exam
Feb 1	Selection of event/case analysis topic
Feb 8	Sport autobiography
March 6	Mid-term examination
May 3	Event/case analysis
Finals Week	Final event

