Boston College SOCY3358.01—Gender and Sport
Tuesday/Thursday 12:00pm – 1:15pm
Location: Stokes Hall 131S

Instructor: Professor. Kyoung-yim Kim
Office: 409 McGuinn Hall
Email: kyoung.kim@bc.edu
Office Hours: McGuinn Hall 409, Thursdays 2:00-3:30pm and other times by appointment

Course Description and Objectives
This course uses sport to understand gender relations in the U.S., and explores the dynamics of gender and sporting participation. To inform our analysis we will investigate a variety of sociological, feminist and cultural studies approaches that have been used to understand the complexity of gender relations in American culture. These perspectives will applied to 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.

Special consideration will be given to the ideological significance of sport in American culture and the role of sport in legitimating particular masculinities and femininities. We will also explore how race, class, and sexuality all structure opportunities and meanings in sport and the ways in which sporting women challenge existing power relations in American culture. Because existing assumptions about women, 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 dominant public sentiment. Course content will consist of lecture, discussion, small group work, guest speaker/s, the viewing of videotapes and student presentations.

Student Responsibilities
This class is designed as a discussion seminar and thus class attendance is expected. You will also be asked to stay current with the required readings and writing assignments. 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.

Communication
The preferred mode of communication for inquiries, etc. is through email. I will respond to your email within two business days (48 hours, except weekends and holidays). Where possible, consult the course outline prior to emailing since often the information is there. Course material will be reviewed in class only. Please include “SOCY3358” in the subject line of the email.

Academic Dishonesty
Academic dishonesty is not qualitatively different from other types of dishonesty. It consists of misrepresentation by deception or by other fraudulent means. This may include copying
or the use of unauthorized aids, plagiarism, aiding and abetting another student’s dishonesty giving false information for the purposes of gaining admission or credit, and giving false information for the purposes of obtaining deferred examinations or extension of deadlines. Academic dishonesty can result in serious consequences, e.g., the grade of zero on an assignment and/or more. It is your responsibility to understand what constitutes academic dishonesty. For more information consult: www.bc.edu/integrity

Course Readings
Course Reserves for 2 hours at O’Neill Library:

Other course reading materials will be available via the CANVAS site in pdf format. All required readings must be completed prior to the corresponding class session.

Class Participation and Attendance Policy
Your active participation is crucial to the development of your own personal understanding and to the success of this course. To actively participate you must complete the reading assignment before each class period, bring in a copy of that day’s reading assignment and come to class with questions and comments to offer for discussion. Thoughtful ideas shared with the entire class are especially valued. Class attendance is expected and will be factored into your participation grade. Additionally, for each absence over three (excused and unexcused) your final grade will be lowered by one full letter grade. Repeatedly coming late to class (or leaving early) will count as (an) absence(s).

Policy on Late Assignments and Missed Deadlines
Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments are due in lecture on their due dates and you are required to hand in your assignment by the beginning of lecture on the due date. Emailed assignments will not be accepted. An assignment will be penalized with a 20% grade reduction per day,
unless they are accompanied by a doctor’s note, or by other official documentation detailing a serious matter. The final examination is due on the stipulated date and time noted above with place T.B.D. For the Final Examination, 1 per cent of the student’s overall course grade will be deducted for each day (24 hour period) late without an acceptable and documented reason.

**Course Evaluation**

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Percentage of Final Grade</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Weekly Reading Responses</td>
<td>15%</td>
<td>Due on the date the reading is discussed</td>
</tr>
<tr>
<td>History Project</td>
<td>15%</td>
<td>Due: February 17 (before class starts)</td>
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<tr>
<td>Media Project</td>
<td>30%</td>
<td>Project Proposal: January 22</td>
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<td></td>
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<td>Group Presentation (15%): TBD</td>
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<td>Individual Report (15%): TBD</td>
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<tr>
<td>Final Essay Exam</td>
<td>30%</td>
<td>Exam date/time will be posted</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
<td>Grade to be calculated following final lecture</td>
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**Required Format for Written Assignments**

Mandatory Format Requirements: Unless specified otherwise, all written work must:
- Include a Title Page with Student Name and Number
- Be double-spaced
- Use 12 pt *Times New Roman* font
- Use one inch margins all around
- Have all pages numbered
- Use paragraphs (point form notes are not acceptable)
- Use APA formatting for in-text citations and referencing (see APA Publication Manual, 6th Ed.)

**Appeals Process**

You may ask for a grade reassessment on an assignment. This, however, is not an ordinary occurrence but an exception. Simply wanting a higher grade is not an acceptable reason for requesting a reassessment. If you believe that your assignment has been wrongly graded, explain why in a one-page, typed letter. Attach this to your graded assignment and hand it back to the professor by the next lecture. Your grade may go up, down, or remain the same. Grade reassessment decisions are final.
Assignments—Specific Instructions

Class Seminar Participation [individual]

Worth: 10%
Your mark is based on a demonstration that you have read the weekly readings and are able to discuss them and relate them to other readings as well as practical or personal situations. Your success depends on close and careful engagement with the texts. Your participation in class is a crucial element of learning. Although there is an attendance-check for each lecture, what really counts is your active and meaningful participation.

Weekly Reading Responses [individual]

Worth: 15%
To facilitate course discussion and to prepare you for your history project and exam, you will be asked to complete written assignments for each assigned reading. You must come prepared with a one- or two-page summary write-up of the day’s readings (each readings). General outline:

a. In the first paragraph, provide a brief summary: main argument, ideas, concepts, and/or themes that run through the readings for the week.

b. In the following paragraph, discuss in detail some of the key concepts and arguments. Discuss the readings in an integrative way, put the current readings in conversation with previous readings. Engage with the reading by giving a critical review of what you choose to focus on.

c. Then, give your view on some concepts. Which concepts/arguments make sense to you? Which do not? Use readings from previous weeks to support your claims.

d. Prepare some questions about the readings. What was confusing? What concepts ring true for you? Which contradict early discussions we have had? These questions may also help you clarify concepts from the readings that seem unclear, confusing, etc.

I typically assign the following week’s readings on the prior Thursday. In order to ensure that these assignments have been completed before class (and not during it) written assignments will be due via email an hour prior to the start of the class (11:00AM). You should bring in a copy of your work (either in hard or digital form) so that you can participate in the discussion as well. Late assignments will not be accepted without prior approval.

History Project [individual]  (12:00PM, Tuesday, February 17, 2015 EST.)
Worth: 15%

Objective: To understand the history and historical transformation of gender, race, class and sexuality ‘issues’ in sport participation through an examination of a familial history. Critical feminist theory requires that one put information/perceptions/issues in their ‘historical’ context recognizing factors/influences that may have encouraged or detracted females/males/others sports participation opportunities.

Procedure: Reflect one of your elder family member’s (55+) sporting experiences through personal conversation or informal interview. Discuss their sport experiences as affected by gender and their other (minority or privileged) social status. To what extent are your
experiences and attitudes towards sport similar/different than your family members? How have does gender, race, class, and sexuality affect you and your family members sport participation? Do not limit the examples to discrimination.

Factors that may have influenced or detracted their sports participation opportunities:
- Medical profession and health
- Education system/s (private/public) as well as educational philosophies of sport (competitive or participation goals)
- Religion
- Politics (suffrage, Olympics, etc.)
- Technology (Equipment, clothing, etc.)
- Women’s “liberation”/movement, etc.
- Associations, organizations, governance (AAU, AIAW, NCAA, etc.)
- Social class (who played what?)
- Leaders/role models/etc.
- Other

Affect of major historical events on participation opportunities:
- Civil War
- World Wars I and II
- Industrialization
- Depression
- Women’s/Civil Rights Movements
- Media
- Legislation (Civil Rights, Affirmative Action, Title IX, drug testing and sex testing)
- Modern Olympics
- Other

Your essay will be a SEVEN-page paper (double spaced, not including the cover page, references or appendices. Please follow the Mandatory Format Requirements). The essay is about you and your family member’s experiences and position/s in our society where you belong; the ways in which your gender, class, race/ethnicity, and other identity markers work around your sport participation. What implications do the intersections of the identity markers and its various manifestations have for those interested in sport?

The best papers will be analytical rather than merely descriptive; offer a clear and focused discussion of the historical changes, if there are any; identify and evaluate the impact of the feminist movement and the civil rights movement as related to sport involvement and raise one’s consciousness level by understanding the role that sport may play in contributing to, enhancing, or detracting from one’s place in society. Recognize old/current stereotypes of sportsperson and (sexual and other) minorities as revealed in your conversations/interviews. State carefully developed thoughts and link the thoughts engaging with the class readings to support your claims. Use concepts and theories from class materials (Use at least FIVE class readings).

Media Project (Group Presentation + Individual ‘Conclusion’ Paper) [group + individual]
Worth: 30% (15% Project Presentation + 15% Individual Paper)

Purpose:
1. To examine gender (race, class, and sexuality) stereotypes as presented in the media. Specific attention to sport/fitness ‘messages’ will be stressed.
2. To recognize the consequences to both men and women socialized in a culture that ‘worships sports.’ Media construct images that differ according to sex/race/and sexuality. Sport systems (programs/rules/regulations) then are ‘constructed’ that
seem to ‘naturalize’ this difference effectively maintaining a culture of segregation, sexism, racism and homophobia.

3. To understand issues of ‘invisibility’ and ‘visibility.’ What are the consequences and/or implications when ones ‘gender’ or ethnic group or race or sexual minority is rarely seen in media? Conversely, if members of these various groups ARE seen, how are they depicted?

3 Media Sources: (in total, 9 media data or more)
1. Three Advertisements in print media (magazines) and electronic media
2. Three Newspaper analysis of ‘sport’s section’ (local, regional, national)
3. Three Analysis of sport magazine ‘covers’
4. BONUS: Analysis of sport’s section of bookstore, Newsstands, Websites of major sport media (T.V., Radio, Magazine), sport video games, yearbooks, trophy cases, toy stores, sport uniform trends, other.

Procedure:
1. Due Date: TBD
2. This is a ‘group’ project (3 or 4 students in each group). The entire project must be organized with 3 distinct sections (Ads, Newspaper, Magazine ‘covers’), and prepare a ~15 minutes group presentation of the analysis results in class. All group members are expected to be involved in the presentation. Because of the limited amount of time available for the presentation, it is important that the group be well-prepared, and develop an efficient method of presenting information to the audience.
3. EACH student should submit a ‘separate’ conclusion paper within a week of their group presentation. Write a conclusion paper and use course readings to support your findings and conclusions (minimum 5 class readings).

Final Essay Examination [individual] (5:00PM, Tuesday, May 12, 2015 EST.)
Worth: 30%

The final examination will be distributed in lecture on Thursday April 30, and must be returned to the professor by 5:00 p.m. on Tuesday May 12. It will involve a series of short essays in which students are asked to demonstrate a comprehensive knowledge of all aspects of course materials (lectures, readings, videos, assignments and other materials as appropriate). Answers must be thoroughly researched. More details will be given during the term.

I may submit your Final Exam to Turnitin, an Internet-based service that scans submitted works for similarity to material that may have been copied from public web-sites, etc., including essays and assignments submitted previously to Turnitin. The service is able to detect strings of words as short as eight in its digital data base. Of course, it is expected that your paper will comply with the college’s mandate for academic honesty and integrity.

Lecture Outline—Overview of Topics and Required/Suggested Readings
(readings are subject to change.)

Weeks One and Two (Weeks of Jan. 12 & Jan. 19)
Introduction to the Course
1. What counts as sport? What counts as participation? What counts as gender?
2. Locating the field from “women in sport” to “gender, race, sexuality, and class relations in sport”
3. Gender analysis and sport

**January 21. Last Date for Undergraduates to drop/add a course**

**READINGS**


**Week Three (Week of January 26)**

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

1. The new woman vs. the strenuous life for men
2. Competition vs. non competitive models of sport
3. Historical differences among women in 20th Century sport and culture

**READINGS**


**Weeks Four and Five (Weeks of February 2 and February 9)**

Sport Governance, Law and Gender

A. The Introduction of Title IX
B. The impact of Title IX and the limitations of gender equity argument

**READINGS**


Weeks Five, Six, Seven and Nine (Weeks of Feb. 9, Feb. 16, Feb. 23 and March 9)

Feminist Criticism
1. Contemporary feminist theories and sport
2. The promise of intersectionality
3. Current debates and issues challenging the study of sport
   A. The epistemological and ontological debate: What is a woman?
   B. Identity politics versus the politics of identity
   C. Narrative matters
   D. Men in feminism
   E. Feminist theories of sport in action

Week Eight (Week of March 2): SPRING VACATION—NO CLASS

READINGS


Weeks Ten and Twelve (Weeks of March 16 and March 30)
Homophobia and Heterosexism
1. The invention of heterosexuality and historical perspectives on homophobia
2. Lesbians experiencing sport and countering homophobia
3. Queering sport

Week Eleven (Week of March 23): NO CLASS due to professor’s academic activity

READINGS

Weeks Twelve, Thirteen and Fourteen (Weeks of March 30, April 6 and April 13)
Cultural Studies and Cultural Bodies
1. The Power of gender ideologies
2. De-naturalizing sport and the body
3. Third Wave Feminism

READINGS

Weeks Fourteen and Fifteen (Weeks of April 13 and April 20)
Media Production, Images and Narratives: Debates about Representation and Representability
1. Media Production
2. Deconstructing Dominant Images

READINGS

Week Sixteen (Week of April 27)
Conclusions and Review for Final Exam

May 1-4, Study Days