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 (24 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 Assignments and Grades**

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Percentage of Final Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Reading Responses</td>
<td>15%</td>
<td>Due on the date the reading is discussed</td>
</tr>
<tr>
<td>Analyzing Gender in Sport in Everyday Life</td>
<td>15%</td>
<td>Due: September 28 (before class starts)</td>
</tr>
<tr>
<td>Media Project</td>
<td>30%</td>
<td>Project Proposal: September 30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group Presentation (15%): TBD</td>
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<td></td>
<td>Project Report (15%): TBD</td>
</tr>
<tr>
<td>Final Essay Exam</td>
<td>30%</td>
<td>5:00PM, Monday, December, 14</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, title of the essay with Student Name and Number
- Be double-spaced, 12 point *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 grade 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 and/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 understanding of gender in sport, you will be asked to complete written assignments for each assigned readings. You must come prepared with a one- or two-page summary write-up of the day’s required readings (write-up for each readings or one combined write-up for all required readings of the day).

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 one or two 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 Wednesday. In order to ensure that these assignments have been completed before class (and not during it) written assignments will be due via email two hours prior to the start of the class (12:00PM). You should bring in a copy of your work (either in hardcopy or digital form) so that you can participate in the discussion as well. Late assignments will not be graded without prior approval.

Analyzing Gender in Sport in Everyday Life [individual] (Mon., Sept., 28, 2015 2:00PM, EST.)
Worth: 15%

This essay writing assignment should be 2-3 pages long, double-spaced excluding the reference. What are the gender relations in sport (and in sport culture) that you observe (and/or experience) in your everyday life (i.e., on the campus, at home, in a party, etc.)? Briefly describe your experience/observation, and then you should refer to the course material, particularly the course readings, to address the gender relations in sport and sport culture. You should critically analyze the gender relations with a sociological lens, and apply course material to understand the real world and daily life example of yours. Apply course readings from the first week to the week of September 21 (Use at least FOUR class readings). The focus for this assignment is your understanding of the authors’ arguments rather than your own opinion. Additional instructions for the essay will be discussed in lecture.
Media Project (Presentation + Project Report) [group]
Worth: 30% (15% Project Presentation + 15% Report 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?

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 source: sport’s section of bookstore, Newsstands, Websites of major sport media (T.V., Radio, Magazine), sport video games, yearbooks, trophy cases, and others.

Procedure:
1. Due Date: TBD
2. This is a ‘group’ project (3 students in each group, except 1 group with 4 students). 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.
3. EACH group should submit a project report within a week of their group presentation. (Use minimum 7 class readings). Additional instructions will be discussed in lecture.

Final Take-home Examination [individual] (5:00PM, Monday, December 14, 2015 EST.)
Worth: 30%

The final examination will be distributed in lecture on Monday, December 7, and must be returned to the professor via email by 5:00 p.m. on Monday, December 14. 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 (R)/Suggested (S) Readings
(readings/reading dates (M—Monday, W—Wednesday) are subject to change.)

Weeks of August 31 & September 7
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

READINGS

September 7. Labor Day Holiday, NO CLASS

Week of September 14
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
Week of September 21
Gender Socialization through Sport
   A. Naturalization of gender difference in sport
   B. Socialization of gender in/through sport

READINGS

Week of September 28
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

Week of October 5
Feminist Criticism: Contemporary feminist theories and sport

READINGS

Week of October 12
Feminist Criticism: Feminist theories of sport and Women in Sport Career

READINGS

October 12. Columbus Day Holiday, NO CLASS
Week of October 19
Feminist Criticism: The promise of intersectionality I

GUEST SPEECH: Kelly Doton, Head Coach, Boston College Women’s Field Hockey

READINGS

Week of October 26
Feminist Criticism: The promise of intersectionality II

READINGS

Week of November 2
Feminist Criticism: Men in feminism

READINGS

Weeks of November 9 & November 16
Cultural Studies and Cultural Bodies I: Gender Ideology
1. The Power of gender ideologies
2. De-naturalizing sport and the body

READINGS

Group Project Presentation I: Wednesday, November 11
Group Project Presentation II: Wednesday, November 18
Week of November 23
Cultural Studies and Cultural Bodies II: Resistance to the Conventional Gender Ideology
   3. Third Wave Feminism

READINGS

**Wednesday, November 25: Thanksgiving Holiday, NO CLASS**

Week of November 30
Homophobia and Heterosexism
   1. The invention of heterosexuality and historical perspectives on homophobia
   2. Lesbians experiencing sport and countering homophobia
   3. Queering sport

READINGS

Week of December 7
Media Productions: Debates about Representation and Representability
   1. Deconstructing Dominant Images
   2. Conclusions and Review for Final Exam

READINGS

**December 10-11, Study Days**

Week of December 14
Final Exam