

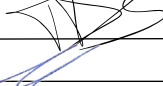
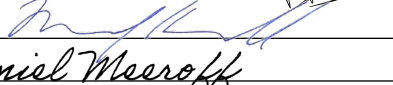
 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Undergraduate Programs</b>		UUPC Approval <u>10-11-21</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b>  <b>College</b> <i>(To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a>)</i>		
<b>Prefix Number</b>	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i>  <b>Lab Code</b>	<b>Type of Course</b>	<b>Course Title</b>
<b>Credits</b> <i>(Review Provost Memorandum)</i>	<b>Grading</b> <i>(Select One Option)</i>  <b>Regular</b>  <b>Pass/Fail</b>  <b>Sat/UnSat</b>	<b>Course Description</b> <i>(Syllabus must be attached; Syllabus Checklist recommended; see <a href="#">Guidelines</a>)</i>	
<b>Effective Date</b> <i>(TERM &amp; YEAR)</i>			
<b>Prerequisites, with minimum grade*</b>		<b>Corequisites</b>	<b>Registration Controls</b> <i>(Major, College, Level)</i>
<b>*Default minimum passing grade is D-. Prereqs., Coreqs. &amp; Reg. Controls are enforced for all sections of course</b>			
<b>WAC/Gordon Rule Course</b>  Yes                      No  WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See <a href="#">WAC Guidelines</a> .		<b>Intellectual Foundations Program (General Education) Requirement</b> <i>(Select One Option)</i>  General Education criteria must be indicated in the syllabus and approval attached to the proposal. See <a href="#">GE Guidelines</a> .	
<b>Minimum qualifications to teach course</b>			
<b>Faculty Contact/Email/Phone</b>		<b>List/Attach comments from departments affected by new course</b>	
<b>Approved by</b>		<b>Date</b>	
Department Chair 		 _____ 9.30.21	
College Curriculum Chair 		_____ 10-4-2021	
College Dean 		_____ 10-11-21	
UUPC Chair <u>Daniel Mesroff</u>		_____ 10-11-21	
Undergraduate Studies Dean <u>Edward Pratt</u>		_____ _____	
UFS President _____		_____	
Provost _____		_____	

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

# WST 4614-001 Gender and Sport

Day(s)/Time  
3 credits

Semester, Year  
Prof. XXXXX YYYYY

Office: XXXXX

Office hours:

Classroom: XXXX

Telephone: 561-297-XXXX

Email: [zzzzz@fau.edu](mailto:zzzzz@fau.edu)



TA name	xxxxxx xxxxxxxxx
Office	xxxxxxx
Office hours	MWF xx:xx – xx:xx
Telephone	561-297-xxxx
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## Course Description

Gender and Sport offers an interdisciplinary examination of the relationship between gender and athletic activity. Through lecture and discussion, students study the meaning and practice of sport in relation to gender, sex, and sexuality. Students will critically examine organized physical play through feminist and intersectional analytical lenses. Engaging with scholars and public intellectuals from varied academic fields, from philosophy to sociology and cultural studies, students consider how sport and gender shape and are influenced by other intersecting categories of identity and experience including class, race-ethnicity, and (dis)ability.

## Course Objectives/Student Learning Outcomes

As a result of this class, students will be able to:

1. Discuss scholarly perspectives on the relationship between gender and sport from multiple disciplines including cultural studies, philosophy, and sociology;
2. Apply to the study of sport key gender theory concepts including hegemonic masculinity, emphasized femininity, intersectionality, myth of masculine sameness, androcentrism, male

### *COVID-19 Statement*

*Due to the surge in COVID-19 cases and the delta variant, all students regardless of vaccination status are expected to wear masks while indoors in any FAU facilities, including classrooms and laboratories. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with confirmed positive cases of COVID-19, should immediately contact FAU Student Health Services (561-297-3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit <https://www.fau.edu/coronavirus/> In classes with face-to-face components, quarantined or isolated students should notify me immediately as you will not be able to attend class. I will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work. Vaccinated students have much lower chances of needing to quarantine and a much lower chance of missing class time.*

privilege, gender polarization, essentialism, heterosexism, homophobia, transphobia, and patriarchy;

3. Analyze controversies pertaining to gender and sports;
4. Understand Differences of Sexual Development and describe their relevance to gender, sex, and sport;
5. Evaluate sports critically and creatively as a force for ethical change in society.

## Course Evaluation Method and Grading Scale

Assessment	Percent of Grade	Grade	Weight (%)
Quizzes	6pts/ 6%	A	100 % – 94.0 %
Term Paper	20pts/ 20%	A-	< 94.0% – 90.0 %
Gender and Sport Journal Project	25pts/ 25%	B+	< 90.0% – 87.0 %
Gender and Sport Essay and Presentation	25pts/ 25%	B	< 87.0 % – 84.0 %
Discussion Board Posts (6)	24pts/ 24%	B-	< 84.0 % – 80.0 %
	100pts/ 100%	C+	< 80.0 % – 77.0 %
		C	< 77.0 % – 74.0%
		C-	< 74.0 % – 70.0%
		D+	< 70.0 % – 67.0%
		D	< 67.0 % – 64.0%
		D-	< 64.0 % – 61.0%
		F	< 61.0 % – 0.0%

## Policy on Makeup Tests, Late Work, and Incompletes

Assignments are due at the specified due-date. Students are not entitled to have late assignments graded unless they have a reasonable excuse for the late assignment turn in. All late assignments, if they are graded, will receive a 5% penalty for each day they are late. Thus an assignment turned in three days after the due date will automatically receive a 15% deduction. Journal submission will only be graded once. Students are not permitted to submit revised journals for re-grading.

## Classroom Etiquette Policy

This course seeks to develop students' capacity to think critically as well as communicate effectively in a culturally heterogeneous (diverse) environment. Toward these ends, and the wider aims of the humanities as a discipline, readings, lectures, and class discussions will address sensitive questions and topics. The course will consciously facilitate the critical interrogation of common and lesser known theories, values, beliefs, and assumptions. A variety of ideas and viewpoints will be articulated, some of which you may find to be offensive. We will consider controversial issues that may challenge students' beliefs and evoke strong feelings as well as vigorous debate. Such experiences are elemental to a meaningful education in which we are challenged to develop intellectual and emotional maturity and both greater self-awareness and understanding of opposing points-of-view.

## Assignments

### Quizzes – 6%

Low-stakes quizzes will be administered throughout the term.

## **Gender and Sport Essay & Presentation – 25%**

### Option 1: Feminist Athletes: Research Essay and Presentation

Identify and research a prominent athlete, from the present or past, and assess their contributions to the critical interrogation of gender and sports. For this option students may answer one or more of these questions: how did the athlete challenge patriarchal gender norms through athletic performance? How did the athlete facilitate valuable critical dialogue concerning gender and sport? In what ways did the athlete exemplify feminist principles and values? How did the athlete combat sexism in sport? The resulting essay must be at least 1,200 words.

Students choosing this option *must* draw on assigned course readings and articulate a clear conception of feminism or the feminist critique of gender in their work. Students should not uncritically praise the chosen subject but rather consider opposing or critical views of the figure's relationship and/or contribution to sport and feminism, providing reasons for their claims about the particular athlete.

### Option 2: Talking about Gender and Sport: Interview, Summary Essay, and Presentation

For this assignment students are to interview a known legal adult capable of consenting to an interview about their gendered experience with sport. relationship between patriarchal gender and sport including how sport facilitates the construction of patriarchal gender and also how gender shapes ideas around and playing of sport.

Students will use this interview/conversation as the basis of a 1,000 to 1,200-word essay narratively presenting key details of the interview/dialogue. Students must also conclude the essay with at least one paragraph reflecting on how the subject's experience relates to the central questions of the course: How does sport facilitate the construction of patriarchal gender? How does gender shape sport? Does sport provide avenues for combating patriarchal ideology and practice?

Students are encouraged, but not required, to identify a subject who is willing to be recorded to allow for accurate transcription of the interview for the essay. *Under no circumstances may interviewees be recorded without their prior consent.* Interviewees should also be asked if they would prefer their real names or a pseudonym be used in the submitted paper.

The aim of the interview/conversation will be to not only gain information about their gendered experience with sport but also to facilitate critical self-awareness about their experience. In other words, the subject should be encouraged to contemplate how their conception of manhood or womanhood—or of power and weakness, success or failure—were influenced by their participation in athletics.

## **Gender and Sport Journal Project – 25%**

Throughout the semester students will be assigned to author reflections on assigned readings and in response to given prompts. These reflections are integral to class discussions, developing understanding of key course concepts, improving critical and ethical thinking, and aiding students in preparing for the term paper and exams. Standard journal entries must be no fewer than 151-words to receive any credit. Individual entries are not submitted but are compiled into a single word-document and submitted by the specified due-date via Canvas.

Upon completion of the final entry, students are to read over all journal entries and write a single-spaced self-evaluation addressing the work they have completed for the journal project. The self-evaluation must be at least 300-words to receive full-credit. In addition to addressing the work they have completed for the journal students are welcome to contemplate and evaluate their broader experience in the class. Questions to consider include: Have you developed new insights about yourself? Has your thinking developed or changed in any way? Have you developed new understanding relevant to the course? Did you discover or perhaps simply clarified something about yourself or others? You might also consider the impact of the journal project on your writing skills and retention of key concepts: How did your journal entries change over the course of the semester? Did you develop greater intellectual independence in your written reflections? Did writing on a regular basis improve your ability to express yourself? Did writing about key ideas help you understand and retain them?

### **Term Paper – 20%**

For this assignment students must author a thesis-driven response to a prompt. Papers must be a minimum of 1,400 words but should not exceed 2,400.

The grade for this assignment is based on assessing the student's knowledge of key concepts and/or works from the course. Therefore, *papers must explicitly engage assigned course materials to receive a grade greater than 50%. This means that papers must feature direct application, critique, and/or discussion of assigned readings, videos, and/or lectures.* Since such engagement with others' work is required, it ought to go without saying that submitted papers must also provide the relevant in-text citations and references in the works cited page.

Lastly, only papers that demonstrate critical thinking through consideration of competing perspectives, including objections or contrasting claims and arguments, will receive a grade of 70% or better. Though the central focus should be on advancing your unique thesis, be sure that you anticipate objections and/or alternative interpretations, explaining why you do not find such views compelling.

### **Discussion Board Post and Replies – 24%**

Students are required to author multiple original discussion board posts through Canvas. Each original post must be at least 250-words, respond to the specified prompt, and engaging the relevant assigned course readings. Students must also author original, substantive replies that exceed 100-words to two different colleagues' posts. Original posts and replies must feature proper spelling, complete sentences, and, generally, correct grammar. Rules of Netiquette must also be followed. Posts and replies must be completed by the specified deadline. Since the objective of this assignment is to facilitate timely dialogue on the specified topic, *late submissions of original postings and replies will not be permitted.*

#### Important Note about Replies

Unoriginal or superficial replies, including those that feature filler language, merely parrot what the original poster has written, ask general questions without offering original thoughts, and those that offer feedback on the way will receive no credit. Greetings, comments on style and clarity of writing, and effusive or general praise do not count toward the 100 word-count requirement. Replies are expected to thoughtfully engage the substance of the articulated ideas.

## **Policy on the Recording of Lectures**

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

## **Attendance Policy**

*Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.*

## **Counseling and Psychological Services (CAPS) Center**

*Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>*

## **Disability Policy**

*In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).*

## Code of Academic Integrity

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).*

## Required Texts/Readings

- Cheryl Cooky and Michael A. Messner. *No Slam Dunk: Gender, Sport and the Unevenness of Social Change*. Rutgers University Press, 2018. (ISBN: 9780813592046)
- Dave Zirin, *People's History of Sports in the United States*. New Press, 2008. (ISBN: 9781595584779)
- All other texts are provided in Canvas.

## Supplementary/Recommended Readings

- Joanna Harper. *Sporting Gender: The History, Science, and Stories of Transgender and Intersex Athletes*. Rowman & Littlefield Publishers, 2019. (ISBN: 9781538112960)

## Course Topical Outline

Assignments are indicated in **bold** throughout

### Week 1: Course Introduction

- Review Syllabus and Course Overview
- Acquire required books
- Complete Course Introduction **Quiz**

### Week 2: Introducing Feminist Theory and Sport

- Read: bell hooks, "Come Closer to Feminism" and "Feminist Politics: Where We Stand" in *Feminism is for Everybody*, xii-6
- Read: Susan Birrell, "Feminist Theories for Sport" in *The Handbook of Sports Studies*, 61-76
- Read: Hope Dean, "FAU's women, gender, and sexuality studies isn't a waste of time for everyone)" *University Press*, March 27, 2019
- **Journal:** Feminist Theory and Sport
- Complete "Plagiarism **Quiz**"

### Week 3: Philosophy of Sport

Philosophy of Sport: Fundamental Questions

- Read: Robert Solomon and Kathleen Higgins, "Doing Philosophy," 3-13
- Watch: School of Life, "What is Philosophy for?" (5-minutes)
- Watch: Amy Adkins, "Who am I? A philosophical inquiry," Ted-Ed, August 11, 2015 (5-minutes)
- Listen/Read: Bertrand Russell, "Individual and Social Ethics" Reith Lectures, January 30, 1949 (read first three pages; listen to the opening 12-minutes 12-second mark)

- Read: William J. Morgan, "The Philosophy of Sport: A Historical and Conceptual Overview and a Conjecture Regarding its Future," in *The Handbook of Sports Studies*, 204-212 [210]
- Read: Devine, John William and Francisco Javier Lopez Frias, "3. Topics in the Philosophy of Sport)," in "Philosophy of Sport", *The Stanford Encyclopedia of Philosophy* (Fall 2020)
- Watch: Alex Carter, "Philosophy of Sport: The Rules of the Game," May 2, 2020 (11-minutes)
- Read: Dave Zirin, *A People's History of Sports in the United States: 250 Years of Politics, Protest, People, and Play* (2008), 1-31
- **Journal:** Philosophy of Sport: Thinking Ethically
- Read: Anthony Weston, *A Practical Companion to Ethics*, "Getting Started" 1-15, Ethics with a Heart," 69-82
- Complete Philosophy and Sports **Quiz**

#### **Week 4: Critical Thinking and Democratic Discourse**

What is Critical Thinking?

- Read: Elliot D. Cohen, *Caution: Faulty Thinking Can be Harmful to Your Happiness, Logic for Everyday Living*, "Introduction" and "Rational Thinking as a Guide to Happiness," 3-5, 9-13
- Read: Cohen, *Caution* "Fallacies of Fact Gathering" and "Relevance Fallacies," 22-29, 60-66
- Read: The Critical Thinking Community, "Defining Critical Thinking.]"
- Read: Karen Warren, "Critical Thinking and Feminism," 155-172
- Watch: QualiaSoup, "Critical Thinking" (5-minutes)
- Watch: bell hooks, "Cultural Criticism & Transformation" (6-minutes)
- Write: Journal: What is Critical Thinking?
- Complete **Quiz:** Basics of Critical Thinking
- Read: bell hooks, *Teaching Critical Thinking: Practical Wisdom* (2010): "Critical Thinking," "Democratic Education," "Conversation," and "Conflict," pp. 7-11, 13-18, 43-47, 85-89
- Read: Adrienne Rich, "Claiming an Education," Douglass College Convocation, 1977.
- Read/Listen: Audre Lorde, "The Transformation of Silence into Language and Action.]"
- Read: "Controversy, Cultural Competency and Classroom Etiquette" in the syllabus
- **Journal:** Good Arguments

#### **Week 5: Culture, Feminist Theory, and Patriarchy**

- Read: Raymond Williams, "Culture" in *A Vocabulary of Culture and Society*. New York: Oxford University Press, 1976. 76-82
- Watch: 10-Minute Philosophy, "Hegemony." Listen to at least the first 8-minutes and 22-seconds of this video, which presents Antonio Gramsci's idea of "cultural hegemony."
- **Journal:** The Benefits and Detriments of Culture
- Read: Sheila Scraton and Anne Flintoff, "Gender, Feminist Theory, and Sport," 96-106
- Read: Aristotle, "The Rightness of Male Rule Over Women," Politics (350 BCE)
- Read: Augustine, "Monica's Story," in *The Confessions* (397-400 CE)
- Read: bell hooks, "Understanding Patriarchy" in *The Will To Change: Men, Masculinity, and Love* (2004)



- Watch: "Dr. Carol Gilligan Defines Feminism and Patriarchy" (5-minutes)
- **Journal:** Pondering Patriarchy

#### **Week 6: Women in Sport and Title IX**

- Read: Iris Marion Young, "The Exclusion of Women from Sport: Conceptual and Existential Dimensions," *Philosophy in Context*, Vol. 9, 1979, 44-53
- Watch: Stacy Sims, "Women are Not Small Men: a paradigm shift in the science of nutrition," *Tedx*, June 2019 (14-minutes)
- Kathleen McNamee, "Women's sports combatting a surprising barrier to entry: gear designed with men in mind," *ESPN*, March 12, 2021
- Felecia Mulkey, "Meet the newest sport for women: acrobatics and tumbling," *The Guardian*, August 30, 2013
- Maggie Vanoni, "A sport of their own: How acrobatics and tumbling is fighting for NCAA recognition," *Daily Emerald*, April 22, 2019
- Watch: "What is Acrobatics and Tumbling?" (6-minutes)
- **Journal:** Androcentrism and Sport
- Read: Joanna Harper, "Prehistoric Women's Sport," in *Sporting Gender: The History, Science, and Stories of Transgender and Intersex Athletes* (2020), 1-4, 7-8 (note pages 5 and 6 are unavailable)
- Read: Zirin, *A People's History of Sports in the United States*, 197-208, 241-246
- Read: History.com, "June 23, 1972: Title IX enacted"
- Peruse: NCAA, "Title IX Frequently Asked Questions"
- Watch: Erin Buzuvis and Kristine Newhall, "Equality, sports, and Title IX," *Ted-ed*, June 19, 2013 (5-minutes)
- Read: Mary Jo Kane, "Title IX at 40: Examining Mysteries, Myths, and Misinformation Surrounding the Historic Federal Law," *Research Digest*, 2012, 2-7
- **Journal:** Women in Sports
- **Discussion Board:** Androcentrism and Women in Sports

#### **Week 7: Politics, Power, and Sport**

- Read: Zirin, *A People's History of Sports*, 33-61
- Watch: Kathleen Coleman, "Gladiators: Heroes of the Roman Amphitheatre," *BBC*, February 17, 2011
- Read: Debbie McCauley, "Roman Society and the Games: Not just Torture and Bloodlust"
- Watch: George Carlin, "Baseball vs Football" (5-minutes)
- Watch: Noam Chomsky, "On Sports" in *Manufacturing Consent* (1992) (4:30-minutes)
- Watch: Vox, "The boxing film that was banned around the world" (9-minutes)
- Watch: Vox, "Muhammad Ali's biggest fights were outside the ring" (8-minutes)
- Watch: Noam Chomsky, *Requiem for the American Dream* (2016) (From 48:12 to 1:10:10)
- Watch: Dave Zirin, *Not Just a Game: Power, Politics & American Sports* (60-minutes)
- **Discussion Board:** Politics in Sport
- Read: David Leonhardt, "Massages for Men, Doubleheaders for Women," *New York Times*, June 4, 2021
- Read: Anya van Wagtenonk, "US women's soccer team wins its fourth World Cup," *Vox*, July 7, 2019

- Read at least one of these pieces:
  - Nancy Lough, "The case for boosting WNBA player salaries," *The Conversation*, August 9, 2018
  - David Berri, "Basketball's Growing Gender Wage Gap: The Evidence the WNBA Is Underpaying Players," *Forbes*, September 20, 2017
  - Josh Strupp, "Visualizing the Gap: The NBA and WNBA wage gap explained via professional chess, Major League Soccer, and "Hero Ball," *Medium*, March 10, 2021
- Read: Donald H. Yee, "The Supreme Court's NCAA ruling will turn sports upside down. Here's how," *The Washington Post*, June 22, 2021
- Read: Kareem Abdul-Jabbar, "College Athletes of the World, Unite," *Jacobin*, November 12, 2014
- Read: Derek Thompson, "Why American Sports Are Socialist, and Why European Sports are Not," *The Atlantic*, June 20, 2016
- Read: Jimmy Joseph Tran, "Sports and Socialism," *Medium*, July 3, 2020
- Read: Lee Levin, "Socialism and Sports," *Truth Out*, November 1, 2013
- Watch: Richard Wolff, "Ask Prof Wolff: Are High Paid Athletes Workers?," *Democracy At Work*, August 20, 2021 (7-minutes)
- **Journal:** Gender, Class, and Sport

#### **Week 8: The Social Construction of Gender**

- Read: Alex Mills, "Sexual Reproduction Fundamentals," in *Biology of Sex*, 43-47
- Watch: Emma Bryce, "How menstruation works," Ted-Ed, January 12, 2016 (4-minutes)
- Watch: "Judith Butler's Gender Trouble: A Short Introduction," University Quick Course, July 17, 2020 (9-minutes)
- Watch: Judith Butler, "Your Behavior Creates Your Gender," Big Think, June 6, 2011 (3-minutes)
- Read: Jeremy Adam Smith, "Astonishing Science of Fatherhood," *The Daddy Shift: How Stay-at-Home Dads, Breadwinning Moms, and Shared Parenting are Transforming the American Family*, 120-145
- Watch: Dateline, "Dateline Explains: Intersex," December 4, 2018 (4-minutes) [note the erroneous conflation of "gender" and "sex" in the video's explanation of "intersex" identity.]
- Watch: You Can't Ask That, "Intersex people answer 'What is Intersex?,'" April 14, 2019 (3-minutes)
- Read: Joanna Harper, "The Science of Intersex Conditions," in *Sporting Gender* (2020), 9-20
- Watch: Tatenda Ngwaru, "This Black Intersex Woman Shares Her Powerful Story," *The Root*, October 26, 2018 (3-minutes)
- Watch: Teen Vogue, "What Was Done To These Intersex People Was Not Okay," June 28, 2017 (4-minutes)
- Read: Zirin, *A People's History of Sports in the United States*, 33-47
- **Journal:** Sex and the Social Construction of Gender

#### **Week 9: Sport and the (Re)Production of Gender**

- Read: Nancy Theberge, "Gender and Sport," in *The Handbook of Sports Studies*, 322-333

- Karen Yuan and Caroline Kitchener, "How Cheerleading Went from Raucous and Male to Restrictive and Female: The history and future of gender in the sport," *The Atlantic*, April 27, 2018
- Read: Jennifer Hargreaves and Eric Anderson, "Sport, Gender, and Sexuality: Surveying the field," in *Routledge Handbook of Sport, Gender, and Sexuality*, 3-18
- Read: Michael Messner, "Barbie Girls versus Sea Monsters: Children Constructing Gender," 11-30 [also in *No Slam Dunk*, 93-112]
- Read: Michael Messner, "Gender Ideologies, Youth Sports, and the Production of Soft Essentialism," in *No Slam Dunk*, 15-31
- **Journal:** Sport and the (Re)Production of Gender

#### **Week 10: Sexualization of Women in Sport**

- Read: American Psychological Association, "Report of the APA Task Force on the Sexualization of Girls," 2008
- Watch: "In Conversation With Laura Mulvey (Interview)," March 7, 2017 (8-minutes)
- Read: Robert Jensen, "Getting Radical: Feminism, Patriarchy, and the Sexual-exploitation Industries," *Dignity: A Journal of Sexual Exploitation and Violence*, 1-7
- Paige Skinner, "NFL Cheerleaders' Fight to Be Heard," *Sports Illustrated*, June 28, 2021
- Melanie Ehrenkranz, "Leaked NFL handbook reveals the sexist rules cheerleaders endure — for abysmal pay," *Mic*, February 16, 2017
- Read: Paul Davis "Sexualization and Sexuality in Sport" in *Ethics in Sport* (2001), 285–292
- Read: Pamela Bettis and Natalie G. Adams, "Interrogating the Body in Contemporary Cheerleading," in *Routledge Handbook of Sport, Gender, and Sexuality*, 209-217
- Read/View: Julie Compton, "Photo Series Explores 'Sexploitation' in Athletic Uniforms," NBC News, August 22, 2016
- Watch: CBS New York, "Norwegian Women's Beach Handball Team Fined For Refusing To Wear Bikini Uniforms," July 21, 2021 (2-minutes)
- Read: Sarah Zipp and Sasha Sutherland, "Sexism and sport: why body-baring team uniforms are bad for girls and women," *The Conversation*, August 5, 2021
- Watch: Lorraine, "Norwegian Women's Beach Handball Team React To Being Fined For Ditching Bikini Bottoms," (7-minutes)
- Read: Rachael Jefferson-Buchanan, "Uniform discontent: how women athletes are taking control of their sporting outfits," *The Conversation*, July 25, 2021
- Watch: *The Codes of Gender: Identity and Performance in Pop Culture* (73-minutes; the full-length version, *not* the abridged version)
- Read: Zirin, in *A People's History of Sports*, 91-111
- **Discussion Board:** Sexualization of Women in Sports by 11:59pm, Monday, October 24

#### **Week 11: Sex, Sexuality, and Sport**

- Read: Zirin, *A People's History of Sports*, 211-228
- Read: Pat Griffin, "Overcoming Sexism and Homophobia in Women's Sports: Two steps forward and one step back," in *Routledge Handbook of Sport, Gender, and Sexuality*, 265-273
- Read: Mark McCormack, "Contextualizing Homophobic Language in Sport," in *Routledge Handbook of Sport, Gender, and Sexuality*, 283-289
- **Journal:** Sexuality, Homophobia and Sport
- **Submit Term Paper**

### **Week 12: Men, Masculinity, and Sport**

- Read: Lorber, "Feminist Studies of Men," 215-224
- Read: Judith Kegan Gardiner, "Men, Masculinities, and Feminist Theory," 35-37
- Read: Douglas Hartmann, "The Sanctity of Sunday Football: Why men Love Sports," 263-271
- Read: Michael Messner, "Reflections on Communication and Sport: On Men and Masculinities," in *No Slam Dunk*, 235-246
- Watch: Robert Jensen, "Radical feminism is a gift to men," Ted-Ed, August 28, 2019 (16-minutes)
- Read: Veterans Speak Out Against The Militarization Of Sports, July 20, 2018
- Read/Watch/Listen: Democracy Now, "How Black Football Players at University of Missouri Changed the Game on Racism," November 10, 2015
- Read: Zirin, *A People's History of Sports*, 91-111, 131-180
- Read: Kasia Boddy, "Watching Women Box," in *Routledge Handbook of Sport, Gender, and Sexuality*, 254-261
- **Discussion Board:** Men and Sport

### **Week 13: Sex, Gender, and Fairness in Sport**

- Read: Jane English, "Sex Equality in Sports," *Philosophy & Public Affairs*, Vol. 7, No. 3 (Spring 1978), 269-277
- Read: Elizabeth H. Jarratt, "Feminist Issues in Sport," *Women's Studies Int. Forum* (1990), 491-499
- Sophie Williams, "Are women better ultra-endurance athletes than men?," BBC News, August 11, 2019
- Read: Doriane Lambelet Coleman and Wickliffe Shreve, "Comparing Athletic Performances: The Best Elite Women to Boys and Men," Duke Law School
- **Journal:** Sex Equality in Sports OR Comparing Athletic Performances
- Read: Eileen McDonagh and Laura Pappano. "What's the Problem," *Playing With the Boys: Why Separate is Not Equal* (2008)
- Listen: Eileen McDonagh and Laura Pappano: "Playing With the Boys" (Oxford) (51-minutes)
- Read: Jan Rintala, "Book Review: *Playing With the Boys: Why Separate Is Not Equal in Sports*," *Journal of Intercollegiate Sport*, 2010, 3, 200-203
- Read: Jeremy Goff, "Book Review: *Playing with the Boys: Why Separate Is Not Equal in Sports*," *Marquette Sports Law Review* (2010)
- **Discussion Board:** Is Sex Segregated Sport Justified?

### **Week 14: Sport Beyond the Binary: Intersex Athletes**

- Read: Harper, "Intersex Athletes in the 1930s" in *Sporting Gender*, 21-34
- Read: Harper, "Postwar Sex Testing," in *Sporting Gender*, 35-45
- Read: Harper, "Caster Semenya," in *Sporting Gender*, 105-114
- Read: Harper, "The Caster Semenya Trial," in *Sporting Gender*, 233-245
- Read: David Epstein, "Why I Changed My Mind About the Caster Semenya Case I used to think that rules regulating testosterone in sports made sense. Now I'm not so sure" *Slate*, September 18, 2020
- Watch: *Vox*, "The problem with sex testing in sports" (12-minutes)
- Read: Cheryl Cooky and Shari L. Dworkin, "Policing the Boundaries of Sex," in *No Slam Dunk: Gender, Sport and the Unevenness of Social Change*, 37-50

- **Journal:** Intersex Athletes and the Fairness of Competition Question

**Week 15:** Sport Beyond the Binary: Trans Athletes

- Read: Ivan Natividad, "Why is anti-trans violence on the rise in America?," Berkeley News, June 25, 2021
- Watch: The Economist, "Are the rules for trans athletes fair?" (5-minutes)
- Listen: Joanna Harper, "A Researcher Is Trying To Settle The Transgender Athlete Debate — Using Science," *All Things Considered*, May 24, 2021 (4-minutes)
- Read: Harper, "Transgender 101" in *Sporting Gender*, 47-56
- Read: Harper, "Early Transgender Athletes," in *Sporting Gender*, 57-67
- Watch: Andie Taylor, "I'm a Trans Runner Struggling to Compete Fairly," *New York Times*, August 12, 2021 (6-minutes)
- Read: Emma N Hilton and Tommy R. Lundberg, "Transgender Women in the Female Category of Sport: Perspectives on Testosterone Suppression and Performance Advantage. *Sports Med* 51, 199–214 (2021).
- Watch: CBS, "New Zealand weightlifter Laurel Hubbard ignites debate over transgender athlete," June 22, 2021
- **Journal:** Trans women and Women's Sport: An Open Reflection

**Week 16/17:**

- Complete and Submit Journal Project
- Presentations given during exam period