
Moodle: gender (enrollment key)

Course Description: This course will examine the role gender played and continues to play in shaping sport in our society. Students will examine the following topics: history of sport, homophobia & athletes, Title IX, feminist perspectives as it intersects with sport, collegiate athletics, gender & social context, gender & coaching, and representation of athletes in the media, as well as other current issues.

Course Objectives:
The student will be able to:
1. define gender within the context of sport from a social and cultural perspective.
2. analyze the role of historical events in shaping sport opportunities and experiences for men and women.
3. analyze gender differences that appear in collegiate sports and coaching.
4. evaluate print and video media for bias and stereotypical language.

Tentative Course Schedule:
Day 1  Monday 1/17  Intro./Syllabus
Definitions and History of Sport (Female perspective)
*Read: Women and Sport Interdisciplinary Perspectives* Ch. 1

Day 2  Wednesday 1/19  Socialization
*Read: Chapter 2 Tucker Report* (complete key pts & questions)
*Interview 3 people: gender messages sent in childhood DUE*

Day 3  Friday 1/21  *On the Court, but not in the Stands* (come prepared to discuss);
*Play and Competition: An Ideological Dilemma*. (pdf) Respond to questions 1, 2 & 3 at the end of the chapter

Day 4  Tuesday 1/25  Kick Like a Girl DVD – discussion
*Read: “We Don’t Like Chick Coaches” Women at the Helm*
(answer discussion questions)
Day 5  Thursday 1/27  Title IX Overview – evaluate recent cases, debate merits & issues  
Read: Poll Results (.pdf) & Title IX stories (.doc)

Day 6  Monday  1/31  Group Sport Reports

Day 7  Wednesday 2/2  Gender Coaching and Communication  
Video: Kathy DeBoer  (complete in-class worksheet)  
Title IX evaluation of current case due

Day 8  Friday  2/4  Quiz  
Homophobia and Athletes  
Read: “More Young Athletes open about being gay and lesbian”  
LA Times

Day 9  Tuesday 2/8  Choose essay topic/athlete for research paper  
Read: “The Maintenance of Masculinity Among the Stakeholders of Sport” by Eric Anderson (.pdf). Respond to 5 of the discussion questions; be prepared to discuss all of the questions.

Day 10  Thursday 2/10  Media and Female Athletes  
Read: “Female Athletes Under Scrutiny” & “Forum Studies Women in Sport” (.pdf) (respond to discussion questions)

Day 11  Monday 2/14  Status of Women in Intercollegiate Sports  
Read: Acosta & Carpenter Report (.pdf)–share highlights from assigned sections of report with class (small groups)  
History of CSB/MN Sports for Women  
Carol Howe-Veenstra  Guest Speaker

Day 12  Wednesday  2/16  Women’s Physiology and Exercise (guest speaker: Don Fischer)  
Uneven Playing Field (.doc) (Respond to discussion questions)  
Evaluation of sports articles written about men and women – DUE

Day 13  Friday 2/18  Disordered Eating and Athletes  
Understanding the Female Athlete Triad: Eating Disorders, Amenorrhea, and Osteoporosis (.doc)  
Mirror, Mirror on the Wall... (.pdf)  
(Respond to discussion questions)

Day 14  Tuesday 2/22  Olympic Competition – “Heritage” research – find intriguing information about Olympic competition, and male/female athletes from your chosen country (typed). Olympic Fact Sheet & IOC Recommends Gender-Test Centers.
Day 15 Thursday 2/24  
*Dare to Dream (US Women’s SOCCER story)* (in class worksheet)  
Come 10 minutes early and leave 5 minutes late  

Day 16 Monday 2/28  
Current & International Gender Issues in Sport (bring an article on a new, interesting current topic to class)  

Day 17 Wednesday 3/2  
**QUIZ**  
Share paper highlights (Informal)  

Day 18 Friday 3/4  
**Paper Due**  

**Assessments:**  
1. Active participation and preparation for discussion (Type your answers to assigned discussion questions) 5 points each  
2. Gender Messages – Interview three people and ask them if they recall any messages given to them as a child in regards to how their particular gender was expected to act/behave or the type of activities that were considered appropriate. Type a one-page overview/reflection of your results. 10 points **Due 1/19**  
3. Sport Report – research the history of a chosen sport, type & present a report on the development of the sport. Indicate when and how women have been involved. Indicate what types of uniforms/dress/equipment (for both men and women) were appropriate for different time periods as well as any rule adaptations. 2 – 3 typed pages (include references) Some type of visual needs to be part of your presentation. 20 points (small groups) **Due 1/31**  
4. Evaluate a Title IX case – describe the issues, outcome expected or the final outcome if the case has already settled and your personal opinion. Make sure to clearly reference your article at the beginning of your report. (10 points) **Due 2/2**  
5. Find intriguing information about Olympic competition, and male/female athletes from your chosen country (10 pts) (we will all choose different countries) **Due 2/22**  
6. 2 Quizzes 30 points each  
7. Evaluate 2 sport articles; one written about males and one about females, the two articles should compare similar athletes such as two collegiate athletes or two high school athletes. The articles must include at least one image on each article. What differences stand out, what is emphasized for each gender? Do you see similarities or more contrasts? Why would females and males be covered differently in sports articles? Clearly reference your two articles. 2 – 3 pages 20 points **Due 2/16**  
8. Bring an interesting article about a current topic related to gender and sport, something we have not discussed in class – attach to the article one interesting discussion question and one response paragraph to this issue. Be prepared to share your information in class. 10 points **Due 2/28**  
9. Final paper 75 points  
Choose (with instructor approval) a biography of a female athlete or male athlete who competed in a traditionally “female” sport. Compare & contrast the experiences with information from our readings; give specific examples of how your athlete compares to concepts related to attitudes, upbringing, training, barriers, opportunities & lack of opportunities etc., do not just include statistics related to the success of your athlete. You will need to have 6-8 additional references. Pages required: 6 – 10 pages (not including references). **Due 3/4**
Type & Print all assignments two-sided. Late assignments lose 25% per day. Attendance is essential; absences will affect your final grade.

Grading Scale

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<tr>
<td>A</td>
<td>93-100%</td>
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**Cell phones** need to be OFF, not on Silent mode. Any type of cell phone use during class will count as an absence (unless you have made arrangements with me due to an emergency situation).

**Class Attendance Policy (CSB/SJU)**

Students are required to attend all class meetings of courses for which they are registered. It is the student's responsibility to contact an instructor - preferably in advance - of a necessary absence. A student absent from class for any reason assumes the responsibility for making up work which has been missed.

The instructor determines the attendance policy for his or her class. An instructor may fail a student if the instructor determines that unwarranted absences have earned the student a grade of "F", based on grading standards and attendance requirements defined in the course syllabus. Excessive absences in any class, even excused absences, may mean that a student cannot fulfill minimal course requirements. In such cases, an instructor should notify the student of this condition and encourage the student to withdraw from the course during the regular withdrawal period.

If you drop this course, you MUST officially drop it through the Registrar by the following dates: Feb. 1, last day to receive a Permanent drop on AB1 mod courses; Feb.16, last day to receive a "W" on AB2 mod courses (signature required)