

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

SPMT 318—Gender and Racial Issues in Sport (3)  
Spring 2015

DAY/TIME:	MW 9:00 am - 10:15 am	LOCATION:	Thompson Hall L004
PROFESSOR:	Dr. Jacqueline McDowell	EMAIL ADDRESS:	<a href="mailto:jmcdowe7@gmu.edu">jmcdowe7@gmu.edu</a> (preferred method)
OFFICE LOCATION:	PW – Bull Run Hall Room: 201 E	PHONE NUMBER:	(703) 993-7088
OFFICE HOURS:	TBD based on student preferences	FAX NUMBER:	703.993.2025

PREREQUISITES: PHED 200 or Permission of Instructor

### **COURSE DESCRIPTION**

This course is designed to examine gender and racial issues in American sport. Through the utilization of both primary sources and scholarly interpretations, students will examine the development of gender and racial logic in connection with sports, how prevailing gender and racial logic constrains the lives of athletes and contributes to inequality in sport, and what cultural changes are required to realize equal opportunities in sport. Particular attention will be paid to the relationship between sport and popular beliefs about masculinity, femininity, and racial classification systems.

### **COURSE OBJECTIVES**

At the completion of this course, students should be able to:

1. explain why sports are more than mere reflections of gender and race relations in society;
2. describe how gender and race influence access to sport participation, decisions about playing sports, and the way in which sports are integrated into everyday life;
3. explain how sports are cultural sites where people formulate their ideas about gender and racial heritage;
4. illustrate how people use sport participation to express their gender and racial identity and their cultural differences; and
5. describe the challenges created by gender and racial diversity within sport and the larger American society.

### **COURSE POLICIES**

- Regular class attendance is expected. It enhances your academic success to be in every scheduled session. Attendance will not be taken, but the failure to show up to class can result in you missing valuable information and assignments.
- Assignments will be completed at the beginning of class. No late work is accepted in this course; hence if you have an unexcused absence for class you will miss your opportunity to complete the assignment. If you arrive late while the assignment is being completed, you will be allowed to complete the assignment, but will not receive

extended time. Only those excused absences supported by documentation will be addressed at the instructor's discretion on an individual basis (e.g. a physician's note for an illness). Alternative work due to intercollegiate athletic competitions or other legitimate university activity must be arranged **PRIOR** to the missed class period.

- You have three days after a graded assignment or exam has been returned to contact the professor to contest the grade. After three days, only the content of the graded assignment or exam can be discussed. If you have an unexcused absence on the day that an assignment or exam is returned, contact the professor ASAP to receive the assignment, as the three day contact period starts when the assignment was returned in class. For excused absences, the three day contact period starts when the student receives the assignment.
- I expect you to uphold the highest ethical standards and academic integrity. This includes refraining from cheating, fabrication, and plagiarism.
- Cell phone usage, working on assignments for other courses, reading newspapers or books, playing computer games, and sleeping will not be tolerated. If you participate in such behaviors, you will be asked to stop the behavior and/or asked to leave the class.

### **NATURE OF COURSE DELIVERY**

Face to face

### **REQUIRED READINGS**

Schultz, J. (2014). *Qualifying times: Points of change in U.S. women's sport*. Urbana, IL: University of Illinois Press

Miller, P. & Wiggins, D. (2004). *Sport and the color line: Black athletes and race relations in twentieth-century America*. New York: Routledge.

Other readings for the class including book chapters and journal articles will be provided throughout the semester and will be available on Blackboard (mymason.gmu.edu.). Please make your own hard copies of the supplemental readings required for this course.

### **GRADING**

The instructor is solely responsible for assigning grades. As such, the instructor reserves the right to assess student performance in each of the categories identified in the EVALUATION section of this syllabus. Student non-compliance with stated academic expectations will result in a '0' for the associated evaluation.

### **EVALUATION**

This course will be graded on a percentage system, with a total of 100% possible.

<b>REQUIREMENTS</b>	<b>Percent</b>
IN-CLASS ASSIGNMENTS Students will complete short assignments in class based on the assigned readings.	25%

<p><b>EXAMS</b></p> <p>Exams 1 and 2 are designed to test students' knowledge of the assigned readings for the first and second halves of the course material. The exams will consist primarily of short answer questions, but multiple choice, true/false, and fill-in-the-blank questions may be included.</p>	50%
<p><b>JOURNAL - LESSON REFLECTIONS</b></p> <p>By Thursday of each week, students are required to write a journal reflection on Blackboard. This assignment is designed to allow students to demonstrate their own understanding of the materials covered during each week. For this reflection, they should consider all that they have read and listened to, as well as topics brought up and addressed during the class discussions. Students should write a reflection narrative (300-400 words required, but can be longer if needed, which includes: (a) insights gained from peers' comments, assigned readings, and/or lesson notes, (b) self-reflections about the importance of this topic, and/or (c) questions or comments about the week's lessons. Reflections are due by Thursday midnight of each week</p>	25%
	100%

#### GRADING SCALE

A = 94 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A- = 90 – 93	B = 84 – 87	C = 74 – 77	F = 0 – 59
	B- = 80 – 83	C- = 70 – 73	

#### TENTATIVE COURSE OUTLINE

DATE		TOPIC	ASSIGNED READING (S)
January	21	Introduction to class; expectations, policies and learning assessments	
	26	Defining Race, Ethnicity and Sex: What Does it Mean to Be _____?	Oliver Button is a Sissy
	28	The Color and Sex of Sport: Why Do All the _____ Play _____?	Harrison, L, Lee, AM, Belcher, D. (1999). Race and gender differences in sport participation as a function of self-schema. <i>Journal of Sport &amp; Social Issues</i> , 30-51.
February	2	"Historical" U.S. Race Relations and Boxing  Film: Unforgiveable Blackness: Story of Jack Johnson	Roberts, R. (2004). Year of the comet: Jack Johnson versus Jim Jeffries, July 4, 1910. In <i>Sport and the color line: Black athletes and race relations in twentieth-century America</i> (pp. 45-62). New York: Routledge.

DATE		TOPIC	ASSIGNED READING (S)
February	4	"Historical" U.S. Race Relations and Boxing	<p>Rang, D. (2004). The greatest Muhammad Ali's Confounding Character. <i>Sport and the color line: Black athletes and race relations in twentieth-century America</i> (pp. 289-303). New York: Routledge.</p> <p>Wiggins, W. (2004). Joe Louis: American folk hero. <i>Sport and the color line: Black athletes and race relations in twentieth-century America</i> (pp. 127-146). New York: Routledge.</p>
	9	Then and Now: African Americans in Baseball	<p>Read 2 of 3 of the following readings</p> <p>Lomax, M. (2004). Black entrepreneurship in the national pastime: The rise of semiprofessional baseball in black Chicago, 1890–1915. <i>Sport and the color line: Black athletes and race relations in twentieth-century America</i> (pp. 25-43). New York: Routledge.</p> <p>Lanctat, N. (2004). “A general understanding” organized baseball and black professional baseball, 1900–1930. <i>Sport and the color line: Black athletes and race relations in twentieth-century America</i> (pp. 63-82). New York: Routledge.</p> <p>Tygiel, J. (2004). Jackie Robinson “A Lone Negro” in Major League Baseball. <i>Sport and the color line: Black athletes and race relations in twentieth-century America</i> (pp. 167-189). New York: Routledge.</p>
	11	Jueguen Bola! Latinos in Baseball	<p>Sosa, J. &amp; McDowell, J. (2011). Fan Perceptions of Latino Baseball Players and Their Influence on Overall Fan Satisfaction with Major League Baseball. <i>NINE: A Journal of Baseball History and Culture</i>, 20, 81-91.</p> <p>Harkins, B. (2012, February 21). Is Baseball Turning Into Latin America's Game? NBC Sports. Retrieved from <a href="http://www.nbcsports.com/baseball/baseball-turning-latin-americas-game">http://www.nbcsports.com/baseball/baseball-turning-latin-americas-game</a></p>
	16	Asians' Experiences in U.S. Sport  Film: The Year of the Yao	No Assigned Readings
	18	Asians' Experiences in U.S. Sport	Huang, F. (2013). Globalization of Sport: The NBA's Diffusion in China. <i>The International Journal of the History of Sport</i> , 30, 267-284

February	23	Native American Mascots  Film: In Whose Honor?	No Assigned Readings
	25	Native Americans' Sport Experiences	Rubinfeld, M. (2007). The mythical Jim Thorpe: re/presenting the twentieth century American Indian. In Ed. C.R. King, <i>Native American and Sport in North America: Other People's Game</i> (pp. 30-52).
March	2	Racial History of College Sports	Spivey, D. (2004). "End Jim Crow in sports" The Leonard Bates Controversy and Protest at New York University, 1940–1941. <i>Sport and the color line: Black athletes and race relations in twentieth-century America</i> (pp. 147-166). New York: Routledge.  Martin, C. (2004). Jim Crow in the gymnasium: The integration of college basketball in the American south. <i>Sport and the color line: Black athletes and race relations in twentieth-century America</i> (pp. 233-250). New York: Routledge.
	4	<b>Exam 1</b> or The Color of Sport Leadership	McDowell, J., Hart, A., & Gill, E. (2014). Lingerin issues in race and ethnicity. In J. Borland, G. Kane, & L. Burton. <i>Sport Leadership in the 21st Century</i> . Burlington, MA: Jones and Bartlett Learning, LCC  or Exam 1
	9	Spring Break	
	11	Spring Break	
	16	<b>Exam 1</b> or The Color of Sport Leadership	McDowell, J., Hart, A., & Gill, E. (2014). Lingerin issues in race and ethnicity. In J. Borland, G. Kane, & L. Burton. <i>Sport Leadership in the 21st Century</i> . Burlington, MA: Jones and Bartlett Learning, LCC  or Exam 1
	18	Don't Let Them Play: Women in Sports Before Title IX  Film: Throw Like A Girl: A Revolution In Women's Sports - The history of Title IX	No Assigned Readings

March	23	Don't Let Them Play: Women in Sports Before Title IX	<p>Schultz, J. (2014). Rules, rules, and the "right kind" of competition. <i>Qualifying times: points of change in U.S. women's sport</i> (pp. 73 - 101). Urbana, IL: University of Illinois Press.</p> <p>McDowell, J., &amp; Hoffman, J. (2012). Women's and gender issues in collegiate athletics. In G. Sailes (Ed.), <i>Sports in Higher Education: Issues and Controversies</i>. Cornell.</p>
	25	Let Them Play: Women in Sport After Title IX	<p>McDowell, J., &amp; Hoffman, J. (2012). Women's and gender issues in collegiate athletics. In G. Sailes (Ed.), <i>Sports in Higher Education: Issues and Controversies</i>. Cornell.</p>
	30	Racialized Gender: Experiences of African American Women in Sport	<p>Liberti, R. (2004). "We were ladies, we just played like boys" African-American Womanhood and Competitive Basketball at Bennett College, 1928–1942. <i>Sport and the color line: Black athletes and race relations in twentieth-century America</i> (pp. 83-99). New York: Routledge.</p> <p>Cahn, S. (2004). "Cinderella's" of sport Black women in track and field. <i>Sport and the color line: Black athletes and race relations in twentieth-century America</i> (pp. 211-232). New York: Routledge.</p>
April	1	Prove You're A Woman: The Politics of Sex Testing	<p>Schultz, J. (2014). Women's sport and questionable sex. <i>Qualifying times: points of change in U.S. women's sport</i> (pp. 103-121). Urbana, IL: University of Illinois Press</p>
	6	<p>Women's Sport Media Coverage</p> <p>Film: Media Coverage &amp; Female Athletes</p> <p>A Tucker Center/tptMN video documentary</p>	No Assigned Readings
	8	Women's Sport Media Coverage	<p>Fink, J., Kane, M.J. &amp; LaVoi, N.M. (2014). The Freedom to Choose: Elite Female Athletes' Preferred Representations within Endorsement Opportunities. <i>Journal of Sport Management</i>, 28, 207-219.</p>

April	13	What Should A Woman Look Like? Women's Bodies in Sport	Schultz, J. (2014). From “women in sports” to the “new ideal of beauty.” <i>Qualifying times: points of change in U.S. women’s sport</i> (pp. 123-148). Urbana, IL: University of Illinois Press.
	15	Show Me The Money: Gender Pay Inequalities in Sport	Debate: Men and women should be paid the same vs. Men and women should not be paid the same
	20	You Don't Belong In Here: Women Reporters in Men's Locker Rooms  Film: Let Them Wear Towels	No Assigned Readings
	22	You Don't Belong In Here: Women Reporters in Men's Locker Rooms	Sexual Violence and the Reproduction of Male Power in the Locker Room: The "Lisa Olson Incident"
	27	Cheerleading is NOT a sport!?!	Schultz, J. (2014). Something to cheer about? (pp. 167-186). <i>Qualifying times: points of change in U.S. women’s sport</i> . Urbana, IL: University of Illinois Press
	29	LBGT Issues in Sport	Cahn, S. (1994). Beauty and the butch: the “mannish” athlete and the lesbian threat. <i>Coming on Strong: Gender and Sexuality in Twentieth-Century Women’s Sport</i> (pp. 164-184). Cambridge, MA: Harvard University Press  Anderson, E. (2011). Updating the outcome gay athletes, straight teams, and coming out in educationally based sport teams. <i>Gender &amp; Society</i> , 25, 250–268.
May	4	Exam 2	

## STUDENT EXPECTATIONS

- Always come to class with a positive attitude and try to have fun as you learn about yourself, others, and the topic at hand! Much of the value of the course will be generated from in-class discussion. As such, you are asked to prepare for discussion by reading assigned items (prior to class) and actively participate in the conversation.
- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

#### **PROFESSIONAL BEHAVIOR**

Students are expected to exhibit professional behaviors and dispositions at all times.

#### **CORE VALUES COMMITMENT**

The College of Education and Human Development (CEHD) is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

