

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Department of Kinesiology

WOMEN IN SPORT

Instructor:

Elizabeth Slator, Ph.D.
 Email: elizabeth.slator@csun.edu
 Phone: 818-677-6310
 Office Hours: Tuesday 12:45-2:00
 Thursday 9:30-11:00
 Office Location: RW 253

Course Information:

Semester: Spring 2008
 Course: KIN 407
 Class Location: RW 159
 Class time: 7:00-9:50 H

COURSE DESCRIPTION

This course offers an introduction to current scholarship and debates surrounding issues of gender in sport and particularly, women's participation in sport. A critical perspective will be used to examine sport as a significant social institution and to explore its relationship to the cultural construction and interpretation of gender. This course is intended to help student's develop and foster critical thinking skills, to learn and understand the historical and social context underlying the current state of women's participation in sport, to explore critical and feminist theories and interpretive frameworks, and to become savvy media critics.

EXPECTED OUTCOMES

Upon successful completion of the course, students will be able to:

1. demonstrate knowledge of the development of women's involvement in American sport.
2. show familiarity with the socio-cultural context of modern sport in the U.S..
3. explain recent feminist perspectives and approaches for understanding women's sport experiences.
4. draw connections between women's oppression in sport and women's oppression in society.
5. develop persuasive arguments.
6. demonstrate how the course material applies to the field of Kinesiology

Class Format

The emphasis in the class is on *how* to think, not *what*, to think. That is to say, everyone's opinion and point of view will be respected in lectures and class discussions, but we will be challenging each other to critically examine the processes by which we reach and hold opinions about women in sport.

This class will be student driven. This means discussion and even leadership by students is built into the course. My job is not to fill your minds with information. My job is to provide you with the tools for processing new information and that help you make up your own mind about women's issues in sport. Because this course is student driven, every student needs not only to attend class but to contribute to the class's project of co-constructing knowledge. To this end, we will use several techniques to involve members of the class in organizing knowledge.

Electronic Policy

All electronic devices (including but not limited to cell phones, pagers/beepers & PDAs) are to be set in silent mode and kept out of sight during class. Laptop computers are not necessary for student participation in this course and WILL NOT be allowed without special permission.

Required Texts & Readings

Guthrie, S., Magyar, M., Maliszewski, & Wrynn, A. (2006). *Women, Sport & Physical Activity: Challenges and Triumphs*. Kendall Hunt Publishing (<http://www.kendallhunt.com/>).

Course Evaluation and Requirements

◆ **Class Discussion (10%):**

Your involvement in class will greatly enhance your experience of this topic. You will be expected to be in class and be able to engage in conversation regarding the readings. **It is expected that class readings be completed before the day in which they will be discussed in class.** Students needing to take an excused absence must inform the instructor beforehand via phone or email.

◆ **Personal Journal (25%)**

You are required to keep a journal of personal responses and reflections on issues and topics discussed in the course. You must have one entry per week (for a total of 15 entries). Journals can be handwritten in a spiral notebook, or done on the computer. The purpose of this assignment is to provide occasion within the context of the course for you to make connections between the material and ideas that we will be studying and your own personal life and ideas you may have about women's participation in sport. It is also meant to be a more open-ended, creative assignment to balance the more focused and constrained projects that are often assigned in other classes. Journal entries should express a serious and honest attempt to come to terms with what you are learning, but should give you ample opportunity to express any thoughts or concerns you may have about the issues that are focused on in the course.

Remember, journal entries should not simply be a summary of lecture content or of the content of a reading assignment. They should always be a personal reflection on or response to that content.

◆ **Observation of Sporting Events (25%)**

During the semester, you will attend both a women's and men's sporting event and compare and contrast the two. See p. 6 of the syllabus for details.

◆ **Quizzes (40%)**

There will be no 5 announced *or unannounced* quizzes given throughout the semester to assess both your diligence in keeping up with the assigned readings and your willingness to stay focused during class discussions. Each quiz will consist of questions regarding the assigned reading for the day and/or the previous day's discussion. Quizzes will typically be given in the beginning of the class period. **Late or absent** students will not be allowed to make up the quiz unless written documentation is provided to me.

ATTENDANCE POLICY & PROCEDURES

This course will include some graded in-class activities/participation that will not be possible to recreate. If you expect to have an extended absence or multiple absences you should speak to me about the feasibility of keeping up with the course work.

If you miss graded assignments other than the in-class activities because you are absent and the absence falls under the conditions for an excused absence, I will work with you to help you make up the work through comparable, but alternative assignments. Be prepared to show documentation.

ACADEMIC HONESTY

Every member of the academic community at California State University Northridge is expected to act with honesty and trustworthiness. In this course acts of cheating, plagiarism, misrepresentation, or other forms of dishonesty will not be tolerated. Student academic dishonesty will result in penalties ranging from a failing grade on an assignment or examination, to a failing grade in the course, to referral to the Office of Student Affairs for a determination of suspension or dismissal from the University, as described in the University Catalog, refer to the California Code of Regulations, Section 41301, Title 5.

DISABILITY STATEMENT

This instructor, in conjunction with the California State University Northridge, is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the office of Students With Disabilities Resources located in 110 Student Services Building, or call (818) 677-2684 for an appointment. Any information regarding your disability will remain confidential. Because many accommodations require early planning, requests for accommodations should be made as early as possible. Any requests for accommodations will be reviewed in a timely manner to determine their appropriateness to this setting.

COURSE CALENDAR *Subject to change with notice*

Date	Theme & Reading	Assignments
	Course Foundations	
1/22	Introduction to course	
	Feminism/Feminist Theory	
1/31	Reading: Feminist Politics, Where We Stand bell hooks (http://books.google.com/books?id=0au7QbAJH0gC&pg=PA1&dq=feminist+politics:+where+we+stand&lr=&sig=TDdBjyY2KD37u7_BrcChg2_auBQ#PPA1,M1) Reading: Feminist Perspectives Costa & Guthrie, pp.235-251 (http://books.google.com/books?hl=en&lr=&id=EyZsohz8DmsC&oi=fnd&pg=PA235&dq=costa+and+guthrie&ots=FSB9VvDhzB&sig=u7i_Ys2mAHNqLrx6NoIiqamzC0w#PPA235,M1)	
	Historical Perspectives	
2/7	Reading: Agents of Social Control: The role of physical educators as guardians of women's health, Joan Paul (pgs. 183-206) (http://books.google.com/books?hl=en&lr=&id=ygL421jfYVYC&oi=fnd&pg=PP11&dq=%22joan+Paul%22&ots=tNkIFGO2Iz&sig=BZPBM1a8EWaO_rERi6RwNk36bUg#PPP10,M1) Reading: Heroines paving the way (HANDOUT)	
2/14	Reading: Charlotte Perkins (pgs. 7-26) Film: Dare to Compete	
2/21	Reading: Look out for the Ladies (pgs. 27-46) Film: Dare to Compete	
2/28	Reading: A Sense of Community- Japanese-American Softball in Los Angeles (pgs. 63-74) Reading: African American Womanhood and Basketball at Bennett College (pgs. 47-61)	
	Title IX	
3/6	Reading: Title IX Compliance (pgs. 75-100) Reading: A place on the team: Clarifications amid controversy (pgs. 125-141) http://books.google.com/books?id=_8vDZWFZssMC&print	

	sec=frontcover&dq=Title+IX&lr=&sig=DwfjpkGq1eSq1CL78oIcOCMvADE#PPP12,M1	
	Cultural and Social Dimensions	
3/13	Reading: The Social Construction of Gender (pgs. 113-117) Socialization Reading: Just do...what? (pgs. 119-129)	
3/27	Reading: Fear of Feminism: Why Young Women Get the Willies (pgs. 153-158) Reading: Success and Gender: Advancement of Intercollegiate AD's (pgs. 143-152)	
	Psychological Dimensions	
4/3	Reading: Challenge and Conformity to the Contested Terrain (pgs. 176 -192) Movie: Playing Unfair	
4/15	Reading: The Exercise and Self-Esteem Model in Adult Women: The Inclusion of Physical Acceptance (pgs. 193-206) Reading: Living the Paradox: Female athletes negotiate femininity and muscularity (pgs. 207-225)	Observations due
	Homosexuality, Homonegativity, Heterosexism	
4/22	Reading: Turning the Closets Inside/Out: Towards a Queer-Feminist Theory in Women`s Physical Education (article handout) Reading: Changers and the Changed: Moral Aspects of Coming Out in Physical Education (article handout)	
4/29	Catch Up/check in	
	Physiological Dimensions	
5/6	Reading: Physical Activity and Women's Health (pgs. 240-262) Physical Activity and Hormone Status (pgs. 264-283) Pregnancy and Exercise (pgs. 286-291)	
5/15	Finals	Journal due

Course outline is subject to change. Please come to class to find out any changes to the course outline, assignments, or class material.

Observation of Athletic Event:

Students must observe 1 women's college sporting event and 1 men's college sporting event. The sport does not matter to me, but be sure and pick a sport wherein you can watch both a women's and men's team play (so that you are making an "apples to apples" comparison). For each event, you should observe and report the following:

- ◆ Type of Event
- ◆ Date, Time and Location of Event
- ◆ Crowd Observations:
 - Size of the Crowd
 - Demographic Make-up (Race, Gender, Ethnicity, Students, Faculty, and Community Members, etc)
 - Overall Assessment of Crowd Behavior: Pre-game, During Game, Post Game, or any significant events affecting crowd behavior?
- ◆ Pre-game Rituals - General observation first!
- ◆ Behavior of the Mascot (s)
- ◆ Pre-Game Warm-up Activities
- ◆ Coaching Staff Behaviors (e.g., Position on the bench, talk to players, officials, etc.)
- ◆ Behaviors of the Officials (e.g., Talk to the people at the score table, coaches, fans)
- ◆ Athletic Event Sponsors (Location of the Ads - Scoreboard, Media Guide, Uniforms, etc.)
- ◆ Activities during Timeouts? (e.g., Role of Cheerleaders [Males and Females], Type of Music Played, -Other entertainment? What did the mascot do?)
- ◆ Role of Security Police (How many; where located in the arena school?)
- ◆ Post Game Activities (Behavior of Officials, Behavior of the Coaches [Teams Winning and Losing], Behavior of the Players [Teams Winning and Losing], Behavior of the Fans)
- ◆ General Comments about the Athletic Event

After you have observed both contests, you will discuss, in written form, the similarities and differences between the two.