

Sociology 310 – Gender, Race, and Sports – Fall 2018

Chambers 3106 – W 1:30-4:20

Dr. Gayle Kaufman

Course Description

In this course, we will examine the interrelations between gender, race, and sports. We will view sports through a sociological lens and consider how sports are shaped by and in turn shape social interaction. We will focus on how sports influence our definitions of masculinity and femininity, the opportunities and obstacles sports provide for members of different racial/ethnic and gender groups, and the images associated with race, gender, and sports. We consider why certain sports are associated with certain races, Title IX and issues of gender segregation, sport and homophobia, white athletes and privilege, the politics of gender verification, exploitation in college sports, the criminalization of black masculinity in sports, and representations of race, gender, and sexuality in sports media. This course is a seminar and will be largely based on student-led discussion.

Fulfills: Justice, Equality, and Community (JEC) requirement, Social-Scientific Thought ways of knowing requirement, Sociology major requirement, Gender and Sexuality Studies major and minor requirement, Africana Studies major requirement, Communication Studies minor requirement

Learning Outcomes

By the end of this course, students will be able to:

- Recognize and explain how sports is a powerful social institution.
- Examine how sports affect the ways we think about race and gender.
- Analyze and critique sociological research on gender, race, and sports.
- Evaluate how sports can both enhance and disrupt racial and gender equality.
- For some, engage in empirical research.

Course Texts

Anderson, E., Magrath, R., & Bullingham, R. 2016. *Out in sport: The experiences of openly gay and lesbian athletes in competitive sport*. New York: Routledge.

Leonard, D. J. 2017. *Playing while white: Privilege and power on and off the field*. Seattle: University of Washington Press.

Martin, L. L. 2015. *White sports/Black sports: Racial disparities in athletic programs*. Santa Barbara, CA: Praeger.

Milner, A. N., & Braddock, J. H. 2016. *Sex segregation in sports: Why separate is not equal*. Santa Barbara, CA: Praeger.

The books are available for purchase at the bookstore and on reserve at the library. Other readings are available on Moodle (M).

Outside the classroom

My regular office hours are:

- Mondays 10:30-12:00 (Preyer 104)
- Tuesdays 2:30-4:30 (Preyer 104 with my dog, Tehya)
- Wednesdays 11:30-1:00 (Commons at Sociology or GSS table)

Email is the best way to contact me outside of class and office hours. You can reach me at gakaufman@davidson.edu. I will do my best to respond to you within 24 hours. If you have an emergency, you can text me at 704-787-1238. I am happy to set up an appointment if you would like to meet outside these times.

Course Requirements

Attendance and participation (15%)

Class time will be largely devoted to discussion, and all of you, both as discussion leaders/sports reporters and active participants, will have great control over what happens in class and what you get out of this class. Preparation and participation are key components to a successful class. This means you should **complete the assigned readings before class meetings**. Frequent insightful contributions will help your grade while occupying space without any significant contribution will hurt your grade. If you have trouble speaking in class, come see me during office hours. It is important that you respect the contributions of your classmates. If you participate in a sport, please provide me with a copy of your schedule or a note from your coach as soon as possible.

Pre-discussion papers (30%)

You are required to write a paper each week starting August 29 and continuing through until November 14. These papers are meant to help you digest the readings more fully and to help class discussions to be more informed by the class readings. In these papers, you should provide your critical evaluation of the reading assigned that week. These are short papers so you need not cover all the material. Instead, you should *clearly state/explain 3 important concepts/findings*. For each point, you should provide your own analysis. For example, you might consider the strengths and weaknesses of an argument, the implications of a study's findings, and/or the application of a finding within your own experiences. Papers should be 500-750 words. Papers are due by the beginning of class. **You should submit your paper via Moodle each Wednesday by 1:30 pm.** You may also bring a copy of your paper to class for your own reference. A penalty will be assessed for late papers. Papers will not be accepted after 1:30 on Friday. No paper is required the week you lead discussion. In addition, you may choose to not write a paper one other time during the semester, or I will delete your lowest grade (i.e., this grade will be based on your 10 highest grades).

Presentations (20%)

Most of our class time will be devoted to discussion of the reading material and other relevant issues related to gender, race, and sports. To ensure a more active student role, you will be involved in two presentations:

- 1) Discussion leaders – two students will lead discussion of the week’s reading. I suggest the following format: 1) *provide a brief summary and critique* – what are the major points of the week’s reading? What are the major strengths and weaknesses of the reading? 2) *facilitate discussion* – develop 5-7 thought provoking questions for the class to discuss based on the assigned reading for the week. You should be prepared to share your own insights to the questions you develop. You may plan exercises or use other strategies to encourage class participation. Be creative! You are encouraged to use PowerPoint, the classroom board, or handouts and to use relevant sources, including video clips, webpages, physical objects, etc.
- 2) Sports reporters – two students will take on the role of sports reporters during the second part of class. The two of you will report on any interesting sports stories that have taken place locally, nationally, or internationally that might be relevant to our course. In addition to presenting sports stories, the reporters should discuss the significance of gender and/or race in the stories and how these stories connect to the course. This segment is intended to spark discussion. Again, use of PowerPoint, webpages, videos, handouts, or physical objects is encouraged.

Discussion leaders will lead discussion **during the first half of class** and the sports reporters will present **during the second half of class** starting on September 5. Please email me your top 3 preferences for dates for both discussion leader and sports reporter by August 27.

Final Paper (35%)

You have three options for your final paper:

- **Option 1:** Literature Review – write a paper about the research that already exists on a topic.
 - Cite at least twelve sources. Preferably, these should be recent (within the last twenty years), though you may come across an important older work that has shaped current research.
 - Questions to help guide you: what have other researchers learned about your topic? Are there agreements or disagreements among previous research? Are there shortcomings to any of these studies? What else should we know about this topic?
 - Use a journal article as an example for how you should write your literature review.
 - Structure: introduction, body (themes in research), conclusion (including summary of what we know, gaps in research and ideas for future research)

- **Option 2: Content Analysis** – write a paper in which you analyze some form of sports media (televised games, sports shows, sports magazines, newspapers, sports websites)
 - Choose topic and read relevant studies
 - Choose sample (e.g., ESPN Sports Center week of October 13, advertisements in all 2014 issues of SI)
 - Develop coding sheet (e.g., for analysis of female athletes in SI ads, look at number of female athletes, setting (on court/field or off), clothing (uniform or not), etc.)
 - Collect data – gather sources and note relevant information for each source (e.g., publication, date, time, etc.)
 - Code data – systematically review data. You should have a coding sheet for each source. Write additional relevant notes at bottom.
 - Analyze data – quantitative (counts) and qualitative (themes, text)
 - Structure: introduction, literature review (abbreviated, min. of 5 sources), data description, results, conclusion

- **Option 3: Research Paper** – write a paper about your original research (based on observations, interviews, survey)
 - Develop research question and read relevant studies
 - Design research – create interview/survey questions
 - Choose sample (e.g., baseball players, female coaches, etc.)
 - Collect data – conduct observations/interviews, distribute survey
 - Analyze data – code and organize thematically, statistical analysis
 - Structure: introduction, literature review (abbreviated, min. of 5 sources), data description, results, conclusion

In all cases you will need to start by reading research studies in order to find out what we know about a topic and what's already been done (and by extension what hasn't been done). Here are a few other suggestions as you begin your literature searches:

- Start with journals on the sociology of sport: *Sociology of Sport*, *Journal of Sport and Social Issues*, *International Review for the Sociology of Sport* (available through the library webpage)
- Database searches (use Sociological Abstracts, Social Sciences Abstracts, PsycINFO, EconLIT, ERIC, etc.).
- Use sociology and other social science journals and/or books or government sources. You should not use newspapers or magazines for the literature review section.
- If you find a good article, look at the reference list for other possible sources and/or Google Scholar to see sources that have cited the initial article.

Length: This paper should be approximately 15-30 pages double-spaced (including references, tables, figures, etc.).

Group projects: Option 1 is intended for individuals working on their own with limited background in sociological research. Option 2 is intended for 1-2 individuals who may have some background in sociology. Option 3 is intended for 1-2 individuals who have experience with sociological research. Those who work in groups of two will write one paper, make one presentation, and receive one grade.

Presentation: You will make a brief presentation of your findings to the class during the last two weeks of classes. I suggest using PowerPoint and treating this as an opportunity to develop your professional speaking skills. Feel free to consult the Speaking Center. Please sign up for a presentation date by November 2.

Timeline: Below is a timeline for completing steps that will help you finish your paper in a timely manner. I will comment on the materials you hand in but not grade them. However, if your work is not satisfactory, you will receive a minus. Each minus will result in a reduction of one-third of a letter grade on your final paper.

<u>Date</u>	<u>Item Due</u>
Sept 12	Topic – a few sentences about your research topic
Sept 26	Annotated bibliography – provide abstracts of 4 articles/books (summarize main points and note how each source will help you)
Oct 3	Options 2 and 3 only, methods outline – describe sample and provide coding sheet, interview questions, survey
Oct 17	Option 1 only, extended annotated bibliography – include 8 sources
Nov 16	Complete gathering sources/data collection
Nov 28 and Dec 5	Presentations
Dec 13	Final paper due by 5:15 pm

Grading

Attendance and participation	15%
Pre-discussion papers	30%
Presentations	20%
Research paper	35%
Total	100%

A	94-100	B	84-86	C	74-76	D	60-66
A-	90-93	B-	80-83	C-	70-73	F	<60
B+	87-89	C+	77-79	D+	67-69		

Honor Code

Please refer to the Honor Code in the Student Handbook <https://www.davidson.edu/about/distinctly-davidson/honor-code>. All students are expected to uphold these codes.

Davidson College Access Statement

The college welcomes requests for accommodations related to disability and will grant those that are determined to be reasonable and maintain the integrity of a program or curriculum. To make such a request or to begin a conversation about a possible request, please contact the Office of Academic Access and Disability Resources, which is located in the Center for Teaching and Learning in the E.H. Little Library: Beth Bleil, Director, [bebleil@davidson.edu](mailto:bebleil@ davidson.edu), 704-894-2129; or Alysén Beaty, Assistant Director, albeaty@davidson.edu, 704-894-2939. It is best to submit accommodation requests within the drop/add period; however, requests can be made at any time in the semester. Please keep in mind that accommodations are not retroactive.

Course Outline and Reading Assignments

Week 1 – August 22

Welcome to the class

How do gender and race shape sports? How do sports shape gender and race?

Week 2 – August 29

Why do we associate certain sports with certain races?

What is the role of racial socialization in ideas about black sports and white sports?

How can critical race theory explain American sporting oppression?

READ: Martin, chapters 1-5

Week 3 – September 5

Racism in a black-dominated sport

The underrepresentation of blacks in sports such as golf, tennis, etc.

Sports and the myth of a color-blind society

READ: Martin, chapters 6-9

Week 4 – September 12

Title IX – is separate equal?

Controversies of ‘separate but equal’

Sex-based vs. race-based policy

READ: Milner and Braddock, chapters 1-3

Week 5 – September 19

Social construction of sex and race in sports
The politics of opportunity and the need for change
The elimination of sex categories in sports

READ: Milner and Braddock, chapters 4-6

Week 6 – September 26

Sport and homophobia
Homophobia and declining homophobia
Gay and lesbian athletes in high school and college

READ: Anderson, Magrath, & Bullingham, chapters 1-5

Week 7 – October 3

Gay and lesbian athletes in recreational and professional sports
Impact of team climate on gay and lesbian athletes
Impact of diminished homophobia on straight athletes

READ: Anderson, Magrath, & Bullingham, chapters 6-10

Week 8 – October 10

White athletes as scrappy, intelligent, competitive
Crime and the culture of innocence
The new Jim Crow and white athletes

READ: Leonard, chapters 1-5

Week 9 – October 17

White women and sports
NASCAR and the politics of race
Sporting cultures and white victims

READ: Leonard, chapters 6-10

Week 10 – October 24

Gender and the politics of gender verification testing
Comparative coverage of Caster Semenya in the US and South Africa
Transgender athletes in a lesbian softball league

READ: Henne (M), Cooky, Dycus, and Dworkin (M), Travers and Deri (M)

Week 11 – October 31

Exploitation in college sports
Racial position segregation in college football
Racism and stereotyping on campus

READ: Van Rheenen (M), Pitts and Yost (M), Beamon (M)

Week 12 – November 7

Criminalization of black masculinity in sports
Policing blackness in sports
Linsanity as the antidote to blackness

READ: Leonard (M), Lorenz and Murray (M), McElroy (M)

Week 13 – November 14

Excluding women's sports in news and highlight shows
Black athletes as naturally athletic, white athletes as smart
Sports media framing of coming out

READ: Cooky, Messner, and Musto (M), Cranmer (M), Kian, Anderson, and Shipka (M)

Week 14 – November 21

No class – Thanksgiving break

Week 15 – November 28

Project presentations

Week 16 – December 5

Project presentations

Summary Course Outline and Reading Assignments

Date	Topic	Reading	Due dates
Aug 22	Welcome		
Aug 29	Why do we associate certain sports with certain races?	Martin, chapters 1-5	
Sept 5	Why are black athletes underrepresented in certain sports?	Martin, chapters 6-9	
Sept 12	Is separate equal?	Milner and Braddock, chapters 1-3	Topic statement
Sept 19	Should we eliminate sex categories in sports?	Milner and Braddock, chapters 4-6	
Sept 26	Is homophobia declining in sports?	Anderson, Magrath, & Bullingham, chapters 1-5	Annotated bibliography
Oct 3	How does team climate affect gay and lesbian athletes?	Anderson, Magrath, & Bullingham, chapters 6-10	Methods outline (options 2 and 3)
Oct 10	What makes white athletes scrappy, intelligent, competitive?	Leonard, chapters 1-5	
Oct 17	What are the politics of race in NASCAR?	Leonard, chapters 6-10	Extended annotated bibliography (option 1)
Oct 24	What are the politics of gender verification testing?	Henne (M), Cooky, Dycus, and Dworkin (M), Travers and Deri (M)	
Oct 31	Are college athletes exploited?	Van Rheenen (M), Pitts and Yost (M), Beamon (M)	
Nov 7	How are black athletes criminalized?	Leonard (M), Lorenz and Murray (M), McElroy (M)	
Nov 14	How do media portray athletes differently by gender and race?	Cooky et al. (M), Cranmer et al. (M), Kian et al. (M)	
Nov 21	<i>No Class: Thanksgiving Break</i>		

Nov 28	Presentations		
Dec 5	Presentations		
Dec 13			Final paper due

Reading List (articles on Moodle)

- Henne, K. 2014. The 'science' of fair play in sport: Gender and the politics of testing. *Signs*, 39: 787-812.
- Cooky, C., Dycus, R., & Dworkin, S. L. 2013. "What makes a woman a woman?" versus "our first lady of sport": A comparative analysis of the United States and the South African media coverage of Caster Semenya. *Journal of Sport and Social Issues*, 37: 31-56.
- Travers, A., & Deri, J. 2015. Transgender inclusion and the changing face of lesbian softball leagues. *International Review for the Sociology of Sport*, 46: 488-507.
- Van Rheenen, D. 2013. Exploitation in college sports: Race, revenue, and educational reward. *International Review for the Sociology of Sport*, 48: 550-571.
- Pitts, J. D., Yost, D. M. 2013. Racial position segregation in intercollegiate football: Do players become more racially segregated as they transition from high school to college. *The Review of Black Political Economy*, 40: 207-230.
- Beamon, K. 2014. Racism and stereotyping on campus: Experiences of African American male student-athletes. *Journal of Negro Education*, 83: 121-134.
- Leonard, D. J. 2010. Jumping the gun: Sporting cultures and the criminalization of black masculinity. *Journal of Sport and Social Issues*, 34: 252-262.
- Lorenz, S. L., & Murray, R. 2014. 'Goodbye to the gangstas': The NBA dress code, Ray Emery, and the policing of blackness in basketball and hockey. *Journal of Sport and Social Issues*, 38: 23-50.
- McElroy, K. 2014. Basket case: Framing the intersection of 'Linsanity' and blackness. *The Howard Journal of Communications*, 25: 431-451.
- Cooky, C., Messner, M. A., & Musto, M. 2015. "It's dude time!" A quarter century of excluding women's sports in televised news and highlight shows. *Communication & Sport*, 3: 261-287.
- Cranmer, G. A., Bowman, N. D., Chory, R. M., & Weber, K. D. 2014. Race as an antecedent condition in the framing of Heisman finalists. *The Howard Journal of Communications*, 25: 171-191.
- Kian, E. M., Anderson, E., & Shipka, D. 2015. "I am happy to start the conversation": Examining sport media framing of Jason Collins' coming out and playing in the NBA. *Sexualities*, 18: 618-640.