

University of Rhode Island

Kinesiology

KIN 475: Gender Issues in Sport and Physical Culture, Spring Semester, Even Years

Instructor:	Dr. Kyle Kusz
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Office Hours:	(vary by semester)
Class Days/Time:	(vary by semester)
Classroom:	(Independence Square)

If General Education Course, List Integrated Skills:

(List 3 skills; for assistance:
http://www.uri.edu/facsen/gen_app/skills.html)

Course Description

Use of critical social theories to examine the complexities of how gender manifests within and unavoidably structures, every person's experience in sport and physical culture.

Course Goals

To read the complex gender politics of sport and physical cultures and various stories and spectacles produced in American sport media culture (television, print journalism, film, advertising).

To understand the complex, contradictory, and uneven ways in which American patriarchy is socially constructed historically, and in the present, within various sport and physical cultures and in sporting media.

To learn information and skills needed to become a participant and/or ally in the struggle for women's rights and against gender inequalities and violences in various American sport and physical cultures.

Student Learning Outcomes

(Learning Outcomes describe achievement expected in the course expressed in measurable and specific terms. Use verbs such as write, identify, summarize, describe, etc.). Outcomes are achieved results of the goals.)

Upon successful completion of this course, each student will be able to:

Define and explain the patriarchal history and character of American sports and physical cultures and how this history excluded, constrained, and marginalized women's participation.

Explain common ways in which American sport and physical cultures generate and reproduce patriarchal ideologies

Identify gender stereotypes and tropes in contemporary American sports media culture including television shows, advertising, print journalism, popular films, etc.

Deconstruct gender meanings and politics of various sports media texts like television shows, advertising, print journalism, popular films, etc. and cultural practices that constitute

Identify and explain common forms of cultural resistance to patriarchal norms and power relations within sport and physical cultures that open up new social opportunities, access more resources, and/or garner more social power, for women.

Required Texts/Readings

Textbook

None at this time...

Other Readings

All of the following readings are provided to students as pdf's in Sakai. I do this in order to make sure that the high cost of books is never an issue for students interested in taking my classes.

The readings consist of academic journal articles, book chapters, relevant print journalism on subject, and more accessible scholarly work I've collected from various on-line sites.

Since this is an upper-level class, after a quick review of key socio-cultural analytic concepts should have learned in their prerequisite classes, my aim is to introduce students to current and classic academic socio-cultural literature that investigates how gender power operates and is resisted in and through sport and physical cultures by reading one journal article per class (in almost all class meetings).

Sage, Ch.1, A Sociological perspective on sport

- Connell, R.W. (2002). The Question of Gender. In *Gender*. Polity: London.
- Lorber, J. (2003). The Social Construction of Gender. In *Reconstructing Gender: A Multicultural Anthology*. McGraw-Hill: NY.
- Baca Zinn, M. & Thornton Dill, B. (2003). Theorizing Difference: From Multicultural Feminism. In *Reconstructing Gender: A Multicultural Anthology*. McGraw-Hill: NY.
- Messner, M. (2000). Barbie Girls versus Sea Monsters: Children Constructing Gender. *Gender and Society*, 14, 6, 765-784
- Sanders, L. (2004). Hardly Sporting: Don't Gut Title IX Until You Know What it Does. In L. Flanders' *The W Effect: Bush's War on Women*. The Feminist Press: New York.
- Staurowsky, E. (2011). Title IX Literacy: What Every Citizen Should Know About Title IX, Gender Equity, and College Sport. In S. Prettyman & B. Lampman's *Learning Culture Through Sports*. Rowman & Littlefield: Lanham, MD.
- Bartky, S.L. (1993). Foucault, Femininity, and the Modernization of Patriarchal Power. Pringle, R. & Markula, P. (2005). No Pain is Sane After All: A Foucauldian Analysis of Masculinities and Men's Experiences in Rugby, *Sociology of Sport Journal*, 22, 472-497.
- Heywood, L. & Dworkin, S. (2003). Women We Love Who Kick Butt. In *Built to Win: The Female Athlete as Cultural Icon*. University of Minnesota Press: Minneapolis.
- Faludi, S. (2007). The Terror Dream. In *The Terror Dream: Fear and Fantasy in Post-9/11 America*. Metropolitan Books: NY.
- Ducat, S. (2004). Gender in a Time of Holy War: Fundamentalist Femiphobia and post-9/11 Masculinity. In *The Wimp Factor: Gender Gaps, Holy Wars, & the Politics of Anxious Masculinity*.
- Tragos, P. (2009). Monster Masculinity: Honey, I'll Be in the Garage Asserting My Manhood. *The Journal of Popular Culture*, 42, 3, 541-553.
- Messner, Carlisle Duncan, & Cooky, Silence, Sports Bras, and Wrestling Porn.
- Cooky, C. (2010). Do Girls Rule?: Understanding popular culture images of 'Girl power' and sport. In S. Spickard Prettyman's & B. Lampman's *Learning Culture Through Sports: Perspectives on Society and Organized Sports* (pp. 210-226). Lanham, MD: Rowman & Littlefield
- Banet-Weiser, S. (2004). Girls Rule!: Gender, Feminism, and Nickelodeon. *Critical Studies in Media Communication*, 21(4), p. 119-139.
- Messner, M., Dunbar, M. & Hunt, D. (2000). The Televised Sports Manhood Formula. *Journal of Sport and Social Issues*, 24(4), 380-394
- Kusz, K. (2008). Remasculinizing American white guys in/through new millennium American sports films. *Sport in Society*, 11, (2/3), 209-226.
- Fleras, A. & Dixon, S.M. (2011). Cutting, Driving, Digging, and Harvesting: Remasculinizing the Working-class Heroic. *Canadian Journal of Communication*, 36, 579-597.
- Dworkin, "Holding Back": Negotiating a Glass Ceiling on Women's Muscular Strength.
- Wacquant, L. (1993). Why Men Desire Muscles. Unpublished manuscript.
- Ezzell, M. (2009). 'Barbie Dolls' on the Pitch: Identity Work, Defensive Othering, and Inequality in Women's Rugby. *Social Problems*, 56, 1, 111-131.

Scott-Dixon, K. (2008). Big Girls Don't Cry: Fitness, Fatness, and the Production of Feminist Knowledge. *Sociology of Sport Journal*, 25, 22-47.

Alexander, M. (2011). The New Jim Crow. *Ohio State Journal of Criminal Law*, 9(1), 7-26.

Hoffman, A. (2009). On the Run: Wanted Men in a Philadelphia Ghetto. *American Sociological Review*, 74, 339-357.

Leonard, D. (2009). Young, Black (& Brown), and Don't Give a Fuck: Virtual Gangstas in the Era of State Violence. *Cultural Studies & Critical Methodologies*, 9, 248-272.

Leonard, D. (2006). Not a hater, just keepin' it real. *Games and Culture*, 1(1), 83-88.

Sherman, R. (2014). Stardom Doesn't Change Where You're From. The MMQB. Retrieved from si.com on 4/9/2014.

Kimmel, M. (2008). Welcome to Guyland. In *Guyland: The Perilous World Where Boys Become Men: Understanding the Critical Years Between 16 and 26*. Harper: NY.

Kusz, K. (2013, March, 15). Taking the Man-boy Seriously. *The Feminist Wire [website]*.

Ballard, C. (2012, Sept. 3). The Last Happy Man. *Sports Illustrated*.

Jones, C. (2014, June/July). One Thousand Two Hundred and Fifty-Eight Pounds of Sons. *Esquire*.

Kusz, K. Notes on the cultural politics of man-boys in contemporary American popular culture. Paper presented at 2014 NASSS conference.

Classroom Protocol

Regular class attendance and active participation are expected and essential to students' successful performance in class.

Participation involves not simply speaking a lot during class discussions, but can be displayed by being attentive during lecture, taking notes, helping your classmates with their understanding of class ideas and concepts, and refraining from talking with others when someone else is speaking (whether myself or your classmates). Participation also includes abstaining from texting or instant messaging during class.

I can't stress this next point enough: *The quality and breadth of lessons learned from this class will be absolutely dependent upon students' dedication to coming to class prepared (having done all of the assigned readings and preparing questions or comments about the readings) and their willingness to offer their views (informed by readings and lectures) on various class topics. We all (myself included) can learn a lot from one another and I hope that we can create a learning environment that maximizes that potential.*

Texting, checking email, or doing work for other classes during this class will not be tolerated. Such activities do not allow one to participate actively in class, so please avoid such activities while in this class. If I see students persistently participating in these activities, s/he may be asked to leave class for that day.

Readings: Ideally, you should keep up with the listed readings on the Class Schedule so that you can participate in class discussions in an informed way that goes beyond merely expressing one's opinions on various topics.

Exams: Examinations will cover material in the assigned readings as well as class lectures and discussions. *Cheating and plagiarism will not be tolerated. Students caught*

cheating or plagiarizing another's work will automatically be given a zero for that examination and additional punishment at the University level may apply if the instructor deems it necessary.

Academic Dishonesty: Cheating and/or plagiarism will not be tolerated in this class. Students caught plagiarizing will be given a zero on that specific assignment and may face penalties as severe as a failing grade for the entire class. It is now an official policy at URI to report all academic dishonesty to the Dean of Students, Dr. Mary Jo Gonzales. So, further penalty for academic dishonesty in this class may occur by the will of the Dean of Students or University.

For those uncertain about what constitutes plagiarism, please read below:

“According to the Merriam-Webster Online Dictionary, to "plagiarize" means

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source.

All of the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit to the original author
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed, and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism.

Students caught plagiarizing will be given a zero on that specific paper assignment and may face penalties as severe as a failing grade for the entire class, or punishment through official University procedures”

(taken from: http://www.plagiarism.org/plag_article_what_is_plagiarism.html).

Papers: All papers for this class should be original, well organized and presented, incorporate ideas learned from class lectures, discussions, and readings, and typed and stapled. Borrowed ideas and quotes must be properly cited using APA style.

Assignments: All assignments are to be turned in on time. Late work will not be accepted without prior permission of the instructor, or documentation of an emergency (i.e. doctor's note on official stationary). Papers for this class should be original, well organized and presented, incorporate ideas learned from class lectures, discussions, and readings, and typed. Borrowed ideas and quotes must be properly cited using APA style. As stated above, plagiarism of any kind will not be tolerated in this class! Students caught plagiarizing will be given a zero on that specific paper assignment and may face penalties as severe as a

failing grade for the entire class, or punishment through official University procedures.

Office Hours: I will be in my office everyday of the week. I am also available via email every day during the week. PLEASE COME SEE ME IF: 1) you are having trouble understanding class concepts and lessons, 2) you are interested in learning more about a topic discussed in class, 3) you would like to continue discussing/debating the topic being discussed in class, 4) you are puzzled or troubled about something said within class, 5) you need help with writing your journal, sport-related film analysis, or personal reflection paper, 6) you would like to discuss your grade, 7) you have ideas about how to make the course better, 8) you would just like to say, 'Hi!'

Assignments and Grading Policy

GRADING

Take Home Exam (sometime between weeks 5-7)	(100 pts)
Reflection papers (best 4 of 5)	(100 pts, 25 pts each.)
Gender Autoethnography	(100 pts)
Attendance & Participation	(140 pts, 10 pts/week)
	440 pts

Take Home Exam

Around the 6th to 8th week of classes students will receive a take home exam to complete and turn in the following week. The exam will provide students with an opportunity to demonstrate their ability to use ideas and concepts discussed up to that point in class.

Reflection Papers

These reflection papers will respond to gender issues raised in class lectures and readings. Usually, these papers will ask you to apply class ideas to develop a deeper understanding of the social aspects of your experiences in sport and physical activity and beyond.

These Reflection papers will be due at the beginning of class, otherwise they will be regarded as 'late' and appropriately penalized. They also should be typed and take the form of essays. So, use of complete sentences, paragraphs, flawless spelling, proper grammar, etc. is, at a minimum, expected. Failure to meet these requirements will negatively affect your grade.

Each Reflection should be no more than 2 pages in length. I know this is not a lot of space, but limiting your Reflection to 2 pages forces you to be more thoughtful and concise about the points you want to raise about the gender issue under discussion. It will also likely compel you to revise and edit your writing in order to fit your points into the 2 page limit. Over the years, students' Reflections have actually improved when I've imposed this page limit.

Grading on these assignments will follow these general parameters:

Exceptional reflection papers (A grade level) will be thoughtful, engaging, sincere, self-reflective (able to apply class ideas to one's own life experiences), and effectively utilize class concepts and ideas.

Average reflection papers (C level) will adequately answer the question asked or identify an observation about diversity from their everyday lives, but they will not thoughtfully and/or self-reflectively provide analysis or will they effectively utilize class concepts.

Inadequate papers (F level) will provide little thoughtfulness, self-introspection, or sincerity and inadequately use class concepts.

Gender Autoethnography:

For this autoethnography students must apply their developing sociological imagination (through the use of class concepts) to re-examine their own life experiences in physical activity to write an autoethnographic story which illuminates how their life experiences have been shaped by patriarchal ideologies and structures, or through experiences within cultures where gendered forms of resistance were practiced. A good personal story brings 'to life' your cultural experience so that an audience member can imagine themselves being there experiencing that culture and experience him/herself. This assignment is really best described as a creative writing assignment, so I invite students to take the bold path and choose a creative way in which to present your story. Students' papers can take the form of a story, spoken word, short play, or other form of thoughtful and well-constructed artistic display. Students may choose to focus on recapturing the gender dynamics of a specific sporting event that is significant in their memory, or they might discuss, for example, how the gender ideologies of their coaches, parents, or key figures on their team or in their community influenced their experiences in sport or physical culture. The possible themes that would work for this paper are virtually endless.

Students will have an opportunity to read examples of excellent student papers from previous semesters, as well as, one of my own. More discussion and detailed instructions for this assignment will be forthcoming.

Attendance & Participation:

Regular class attendance and active participation are expected and essential to students' successful performance in class.

Participation involves not simply speaking a lot during class discussions, but can be displayed by being attentive during lecture, taking notes, helping your classmates with their understanding of class ideas and concepts, and refraining from talking with others when someone else is speaking (whether myself or your classmates). Participation also includes abstaining from texting or instant messaging during class.

Grading Scale:

A 94-100

A- 90-93

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-77
C- 70-72
D+ 67-69
D 60-66
F <60

Disability Accommodations and Opportunities

Accommodations for students with disabilities: If you have a documented disability that requires accommodations, please make an appointment with me prior to the third class meeting. We will discuss how to meet your individual needs to ensure your full participation and fair assessment procedures.

“Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require the University of Rhode Island to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustments or accommodations must self-identify with the Coordinator of Services for Students with Disabilities on the appropriate campus. After meeting with the Coordinator, students are encouraged to meet with instructors to discuss their needs and, if applicable, any laboratory safety concerns related to their disabilities.”

Students should also contact Disability Services for Students, Office of Student Life, 330 Memorial Union, 874-2098, for any additional support.

Additional Educational Services: All students are also encouraged to utilize the Academic Enhancement Center (which houses the University’s existing writing center and learning assistance program as well as other academic support services). Located on the 4th floor of Roosevelt Hall in University College, the AEC is a good place to go for both those in need of extra academic support and those wishing to help others to succeed academically.

KIN 475: Gender Issues in Sport and Physical Culture

INTRODUCTIONS/REVIEW

WEEK 1: Class Introductions (9/4)

Sage, Ch.1, A Sociological perspective on sport

BASICS/TOOLS

WEEK 2: Learning a framework for socio-cultural analysis (9/9)

- Tu Connell, R.W. (2002). The Question of Gender. In *Gender*. Polity: London.
Lorber, J. (2003). The Social Construction of Gender. In *Reconstructing Gender: A Multicultural Anthology*. McGraw-Hill: NY.
- Th Baca Zinn, M. & Thornton Dill, B. (2003). Theorizing Difference: From Multicultural Feminism. In *Reconstructing Gender: A Multicultural Anthology*. McGraw-Hill: NY.

WEEK 3: Constructing gender and patriarchy in sports (9/16)

- Tu Messner, M. (2000). Barbie Girls versus Sea Monsters: Children Constructing Gender. *Gender and Society*, 14, 6, 765-784
- Th Sanders, L. (2004). Hardly Sporting: Don't Gut Title IX Until You Know What it Does. In L. Flanders' *The W Effect: Bush's War on Women*. The Feminist Press: New York.
- Staurowsky, E. (2011). Title IX Literacy: What Every Citizen Should Know About Title IX, Gender Equity, and College Sport. In S. Prettyman & B. Lampman's *Learning Culture Through Sports*. Rowman & Littlefield: Lanham, MD.

REFLECTION PAPER OPPORTUNITY #1 DISSEMINATED

A SOCIOLOGICAL THEORY

WEEK 4: Discipline & normalization of gender 9/23

- Tu Bartky, S.L. (1993). Foucault, Femininity, and the Modernization of Patriarchal Power.
- Th Pringle, R. & Markula, P. (2005). No Pain is Sane After All: A Foucauldian Analysis of Masculinities and Men's Experiences in Rugby, *Sociology of Sport Journal*, 22, 472-497.

HISTORICAL CONTEXT

WEEK 5: Emergent, Residual, & Dominant Gender ideas in 2010s America (9/30)

- Tu Heywood, L. & Dworkin, S. (2003). Women We Love Who Kick Butt. In *Built to Win: The Female Athlete as Cultural Icon*. University of Minnesota Press: Minneapolis.
- Faludi, S. (2007). The Terror Dream. In *The Terror Dream: Fear and Fantasy in Post-9/11 America*. Metropolitan Books: NY.
- Th Ducat, S. (2004). Gender in a Time of Holy War: Fundamentalist Femiphobia and post-9/11 Masculinity. In *The Wimp Factor: Gender Gaps, Holy Wars, & the Politics of Anxious Masculinity*.
- Tragos, P. (2009). Monster Masculinity: Honey, I'll Be in the Garage Asserting My Manhood. *The Journal of Popular Culture*, 42, 3, 541-553.

REFLECTION PAPER OPPORTUNITY #2 DISSEMINATED

CASES IN GENDERING PHYSICAL CULTURES

WEEK 6: Examinations of the Cultural Politics of 'GirlPower' (10/7)

- Tu Messner, Carlisle Duncan, & Cooky, Silence, Sports Bras, and Wrestling Porn. Cooky, C. (2010). Do Girls Rule?: Understanding popular culture images of 'Girl power' and sport. In S. Spickard Prettyman's & B. Lampman's *Learning Culture Through Sports: Perspectives on Society and Organized Sports* (pp. 210-226). Lanham, MD: Rowman & Littlefield
- Th Banet-Weiser, S. (2004). Girls Rule!: Gender, Feminism, and Nickelodeon. *Critical Studies in Media Communication*, 21(4), p. 119-139.

TAKE HOME EXAM DISSEMINATED

WEEK 7: Media representations of masculinity in American popular culture (10/14)

- Tu Messner, M., Dunbar, M. & Hunt, D. (2000). The Televised Sports Manhood Formula. *Journal of Sport and Social Issues*, 24(4), 380-394
- Th Kusz, K. (2008). Remasculinizing American white guys in/through new millennium American sports films. *Sport in Society*, 11, (2/3), 209-226.
- Fleras, A. & Dixon, S.M. (2011). Cutting, Driving, Digging, and Harvesting: Re-masculinizing the Working-class Heroic. *Canadian Journal of Communication*, 36, 579-597.

TAKE HOME EXAM DUE

WEEK 8: Gender & Building Muscle (10/21)

- Tu Dworkin, "Holding Back": Negotiating a Glass Ceiling on Women's Muscular Strength
- Th Wacquant, L. (1993). Why Men Desire Muscles. Unpublished manuscript.

GENDER AUTOETHNOGRAPHY ASSIGNMENT DISSEMINATED

REFLECTION PAPER OPPORTUNITY #3 DISSEMINATED

WEEK 9: The Double-Binds of being a woman & athlete (10/28)

- Tu Ezzell, M. (2009). 'Barbie Dolls' on the Pitch: Identity Work, Defensive Othering, and Inequality in Women's Rugby. *Social Problems*, 56, 1, 111-131.
- Th Scott-Dixon, K. (2008). Big Girls Don't Cry: Fitness, Fatness, and the Production of Feminist Knowledge. *Sociology of Sport Journal*, 25, 22-47.

WEEK 10: Black Men 'on the run' in New Jim Crow America (11/4)

- Tu Alexander, M. (2011). The New Jim Crow. *Ohio State Journal of Criminal Law*, 9(1), 7-26.
- Th **NO CLASS!**

REFLECTION PAPER OPPORTUNITY #4 DISSEMINATED

WEEK 11: Physical Cultures & Race (11/11)

- Tu **NO CLASS!**
- Th Hoffman, A. (2009). On the Run: Wanted Men in a Philadelphia Ghetto. *American Sociological Review*, 74, 339-357.

WEEK 12: Physical Cultures & Race (11/18)

- Tu Leonard, D. (2009). Young, Black (& Brown), and Don't Give a Fuck: Virtual Gangstas in the Era of State Violence. *Cultural Studies & Critical Methodologies*, 9, 248-272.
- Th Leonard, D. (2006). Not a hater, just keepin' it real. *Games and Culture*, 1(1), 83-88.
- Sherman, R. (2014). Stardom Doesn't Change Where You're From. *The MMQB*. Retrieved from si.com on 4/9/2014.

WEEK 13: Examining the cultural politics of man-boys (11/25)

- Tu Kimmel, M. (2008). Welcome to Guyland. In *Guyland: The Perilous World Where Boys Become Men: Understanding the Critical Years Between 16 and 26*. Harper: NY.
- Kusz, K. (2013, March, 15). Taking the Man-boy Seriously. *The Feminist Wire [website]*.

REFLECTION PAPER OPPORTUNITY #5 DISSEMINATED

WEEK 14: Examining the cultural politics of man-boys: Case Study: The Gronks (12/2)

- Tu Ballard, C. (2012, Sept. 3). The Last Happy Man. *Sports Illustrated*.
- Jones, C. (2014, June/July). One Thousand Two Hundred and Fifty-Eight Pounds of Sons. *Esquire*.
- Th Kusz, K. Notes on the cultural politics of man-boys in contemporary American popular culture. Paper presented at 2014 NASSS conference.

GENDER AUTOETHNOGRAPHY DUE