



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
CYNTHIA ANN YOUNG	cay9	Liberal Arts (LA)	Not Available

Academic Home: Liberal Arts (LA)

Type of Proposal: Add Change Drop

Course Designation

(AFAM 114N) Race, Gender and Sport

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Race Gender Sport
Discipline: General Education
Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

- Writing/Speaking (GWS)
- Quantification (GQ)

Knowledge Domains

- Health & Wellness (GHW)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

Additional Designations

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3

Maximum Credits: 3

Repeatable: NO

Department with Curricular Responsibility: African American Studies (UPLA_AAST)

Effective Semester: Upon Approval

Travel Component: NO

Course Outline

A brief outline or overview of the course content:

From perspectives adopted in both the social sciences and the humanities, this course exams the social, political, and cultural relationships between race, gender, and sport in the United States. It engages these themes from two complementary directions simultaneously: (1) Sport is a reflection of the social order, and (2) Our social order is influenced by what happens in sport. The course asks students to consider how race and gender are "social constructions," to consider their material consequences in institutions and social structures, and to consider sport's significance for making race and gender meaningful and consequential. The course proceeds historically through case studies of major figures from sport's history and present, pivoting from a focus on the construction of race and gender to a consideration of sport's possibilities as a site from which to stage struggles for social, political, and economic justice. Along the way, the course considers the history of scientific racism and sexism, the terms and limits of American nationalism and patriotism, and the ways in which race and gender figure into civic engagement and political activism.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Introduction to the Course (1 week)

The Social Construction of Race & Gender (3 weeks)

- 19th Century scientific and medical discourse
- Critical theories of language and performance in race, masculinity, and femininity
- Intersectionality

Race, Gender, and Sport in the Early 20th Century (2 weeks)

- Major figure examples: Jack Johnson, Jesse Owens, Babe Didrickson, Althea Gibson

Race, Gender, Sport and the Spirit of the 1960s (4 weeks)

- Major figure examples: Jackie Robinson, Muhammad Ali, Billie Jean King, Wilma Rudolph

Race, Gender, and Sport in the Era of Multiculturalism (4 weeks)

- Major figure examples: Michael Jordan and Tiger Woods, Venus and Serena Williams, Michael Sam, LeBron James.

Conclusion/wrap up (1 week)

Course Description:

In 1969, sociologist Harry Edwards declared that a surge of protest among African American athletes marked "the newest phase of the black liberation movement in America." Nearly five decades later, athletes such as Richard Sherman, Serena Williams, and Michael Sam proved that the relationship between race, gender, and sport remains complicated, and that athletes continue to offer meaningful contributions to a variety of struggles for liberation. This course addresses the race, gender and sport relationship from two complementary angles. First, we will examine the ways that sport gives meaning to racial and gender identity. As concepts that shift over time, race and gender derive their influence from prevailing forms of scientific reason, social attitudes, and cultural mythologies. From Jack Johnson to Serena Williams, sport has found and intervened itself in each of these contexts, particularly as society and culture produce marginal or subordinate identities. We will consider, for example, how and why sport posits the differences between men and women according to assumptions about physical strength, and how and why sport reinforces dubious assumptions regarding the physical superiority and cognitive inferiority of black athletes. Second, we will examine the ways that sport works as a setting in which political struggles around race and gender are imagined and expressed. From the 1968 stand by black track and field Olympians, to Billie Jean King's 1973 famous "Battle of the Sexes," to tennis player Venus Williams' achievement of gender pay equity in 2007, to sports figures protesting on behalf of the Movement for Black Lives in 2016, athletes have long placed their social identities at the center of political speech. Finally, we will consider the historical trajectory of a narrative about the "activist athlete," which once held that athletes had abdicated political obligations in pursuit of wealth, but which

now seems to herald athletes' return to the nation's political scene in examples like LeBron James and Colin Kaepernick. This course will address sport's potential to rethink, resist, or challenge race and gender relations and other social hierarchies.

The name(s) of the faculty member(s) responsible for the development of the course:

| Name: CYNTHIA ANN YOUNG (cay9)

Title:

Phone:

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| Name: ABRAHAM KHAN (axk418)

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Address: 0218 SPARKS BLDG

Campus:

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

1. Students will acquire a working knowledge of sport's historical relationship to the construction of race, gender, and other axes of social identity to which they articulate.
2. Students will acquire the skills required to conduct a critical analysis of the way race and gender influence the conduct of social, political, and cultural institutions.
3. Students will learn to evaluate the potential wisdom and effectiveness of a variety of modes of political engagement.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

Although exact grading requirements will necessarily vary by instructor and location, students will be evaluated with the following criteria and emphases in mind: participation in class discussions, short analytical papers, and a final research paper.

(1) 2 Analytical papers (50%). These papers include (a) A review of a film (not used in class) that asks students to illustrate how issues related to race and gender in sport are reflected in American culture, and (b) A review of a non-fiction book (also not used in class) that asks students to identify how contemporary scholars frame the problems of race and gender in sport.

(2) Critical History or Biography (30%). This paper project asks students to choose a person, group of people, or event and conduct an analysis that illuminates (a) his/her/or its relevant historical context, (b) his/her/its significance and contribution, and (c) his/her/or its importance to understanding contemporary struggles for social justice.

(3) Class participation and attendance (20%).

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

This course fulfills an elective requirement for both the major and the minor in African American Studies. It is part of a suite of courses [AfAm 100, AfAm 101, AfAm 102, AfAm 110 and courses still in development] that will serve as a gateway to the major and minor. This course is part of a curricular redesign, aimed at reducing course duplication and revising or replacing courses that do not reflect the current faculty's areas of research or the current state of the field. A course on sport complements existing departmental or cross-listed courses on black literature, music, theater and philosophy. It can also serve as an elective for students majoring or minoring in History, Women's, Gender, and Sexuality Studies, Communications Arts and Sciences, and Kinesiology. It might also appeal to students focusing on African American or African Diasporic literatures and cultures in English.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

MAJOR: The course will meet the requirements for an elective in the African American Studies major—currently two 3-credit electives at the 100-300 level are required for the major. The course complements others offered on black cultures, as well as those on literature, arts, philosophy, and other aspects of African diasporic cultures. Course topics build on the major's required courses, including ones on race and gender; black freedom struggles; and African American history.

MINOR: This course will also be an elective option for the minor in African American Studies. Currently, students are required to take one 3-credit course at the 100-300 level. The course may also fulfill one such elective requirement at the Abington campus, where the minor is also offered.

GENERAL EDUCATION: This course addresses the following General Education Learning Objectives: (a) Effective Communication, (c) Critical and Analytical Thinking, and (d) Integrative Thinking. The course's essays and required participation help students to develop effective communication skills in both written and oral forms. Students will engage in discussions and debates about the effectiveness of various modes of political engagement seen in sport—both practicing and analyzing communication skills. The course's analytical papers ask students to illustrate how race and gender function in sport and more broadly in contemporary culture in both scholarly and creative texts. The course likewise challenges students to identify linkages between the social,

political, and cultural realities of sport and the broader history of the African diaspora. Students are asked to synthesize material from African American Studies, History, Women's, Gender, and Sexuality Studies, and other courses on race and gender with the course's materials in order to assess how that material pertains to the world of sport and how sport pertains to the broader social and political context in which it is imbedded. A particular emphasis is on the shifts in the relationship between sport, gender and race in different historical periods and how that history impacts the contemporary moment.

A description of any special facilities:

None

Frequency of Offering and Enrollment:

At least once in alternating academic years. Enrollment will be capped at 35 students.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

Effective Communication - This learning objective is accomplished in 3 ways: 1) Students will be introduced to theories of communication which hold that human symbol usage (language, images, and moving images) produce and give meaning to gender and race as categories of social identity. Moreover, students will be introduced to primary texts from diverse fields such as biology, sociology, anthropology, and social psychology that illustrate the ways in which gender and race are communicated in sport. As students come to evaluate these texts, they become familiar with communication's role in constituting social and political life. 2) Students will examine examples of public address and other kinds of persuasive communication (such as television advertisements and documentary film) that enact informed and persuasive discourse. 3) Students will participate in a free and open exchange of ideas in discussion portions of the class designed to stimulate creative thinking and reasoned problem-solving.

Critical and Analytical Thinking - This learning objective is accomplished in the process of lecture, discussion, and assessment, as students are expected to prepare analytical essays that offer critical judgment on texts, individuals, groups, and/or events that characterize the role sport plays in historical and contemporary understandings of race and gender. Students will be familiarized with basic modes of interpretive reasoning, the ability to marshal text-based evidence, and methods of applying scholarly ideas to cultural discourse. The basic thrust of the course is to urge students to push past common sense representations of gender and race in sport and to interrogate the assumptions upon which such representations are frequently based.

Integrative Thinking - This learning objective is accomplished in 3 ways: 1) Students will be expected to connect historical examples of how race and gender operate in sport to contemporary issues and controversies that render sport socially and politically significant. Examples include (a) linking the history of scientific racism from the 19th century to 21st century claims that particular races are genetically suited to play certain sports or certain positions, and (b) linking the moral panic of the early 20th century regarding women's bodies to contemporary beliefs regarding the inferiority of women's athletics. 2) Students will be expected to synthesize ideas presented in critical, humanistic, and social scientific domains in lessons that illustrate the interdisciplinary study of sport in society. 3) The course puts a variety of knowledge domains into striking juxtaposition - 19th century pseudoscience, 20th century history and public address, contemporary social science, critical theory, and popular culture from the early days of boxing cinema to the modern spectacle of the Super Bowl.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered

in this course? This assessment must be included as a portion of the student's overall performance in this course.

The course learning objective will be assessed based on the following criteria:

(1) 2 Analytical papers (50%). These papers include (a) A review of a film (not used in class) that asks students to illustrate how issues related to race and gender in sport are reflected in American culture, and (b) A review of a non-fiction book (also not used in class) that asks students to identify how contemporary scholars frame the problems of race and gender in sport.

(2) Critical History or Biography (30%). This paper project asks students to choose a person, group of people, or event and conduct an analysis that illuminates (a) his/her/its relevant historical context, (b) his/her/its significance and contribution, and (c) his/her/its importance to understanding contemporary struggles for social justice.

(3) Class participation and attendance (20%).

In particular #1, #2 speak to all three General Education objectives. They are designed to evaluate critical and analytical thinking, the student's ability to synthesize information across historical periods, compare and contrast case studies and historical periods and employ close reading and historical analysis to critique social scientific theories, political strategies and rhetorical argumentation.

#3 speaks to the General Education objective of "effective communication" evaluating whether students can make compelling oral arguments based on the course reading and viewing, as well as other students' oral contributions.

General Education Domain Criteria

General Education Designation: Inter-Domain

GH Criteria

Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas

Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses

Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities

Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range

Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

Students will gain a basic literacy in methods of humanities inquiry, particularly textual analysis of cultural artifacts related to sport. Students will be asked to think critically about texts in class discussion and paper assignments. Students will relate historical events to contemporary issues (such as evolving patterns of sports participation among women and African Americans). The course is grounded broadly in an appreciation for the contributions of women and people of culture through sport in American communities.

GS Criteria

Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas

Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences

Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings

Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems

Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

Students will be exposed to the modes of inquiry that underpin a number of social science fields: communication, sociology, anthropology, political science, and economics, including the methods of inquiry that establish identity formation theory as foundational to the interdisciplinary study of gender and race. Students will be instructed in the ways that sport, as a cultural, social, and political institution helps to produce prevailing attitudes regarding gender and race alongside science, political discourse, and popular culture. As students come to terms with the social, cultural, political, and ethical implications of sport, they will acquire an understanding of how modes of scholarly research (e.g. human biology) participate in or are obligated to challenge the social hierarchies sport helps to construct.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

The intellectual framework of the humanities is addressed as students are exposed to primary historical texts — speeches, essays, and athletic performances — that speak to sport's social and political significance. Examples include the boxing films of Jack Johnson in 1908, Jackie Robinson's speech to the House UnAmerican Activities Committee in 1947, Harry Edwards's extended mediation on the protest movement associated with the 1968 Olympics (Revolt of the Black Athlete), original footage of

Billie Jean King's "battle of the sexes" tennis match in 1973, and Beyonce's Super Bowl halftime performance in 2016.

Methodologies in the humanities are addressed as students are exposed to textual analysis, rhetorical criticism, and studies of gender, race, and representation. Students will be introduced to these methods and asked to demonstrate their understanding of them in paper assignments.

The intellectual framework of the social and behavioral sciences is addressed as students are exposed to scholarly research in fields such as communication, sociology, political science, and economics on the racial and gendered disparities in sport and sport media. Examples include content analyses of commentary during sports telecasts, research into the experiences of college athletes on campus, statistical evidence of structural and/or institutional racism in sporting institutions, and economic analyses of the way college sports are funded, professional sports are supported by advertising, and personnel decision making at various levels of sport. Moreover, students will gain an understanding of the history of scientific racism and sexism as it has been expressed historically and the way they it be linked to contemporary folklore regarding racial difference, e.g. "blacks are good at sports," and sex difference, e.g. "women make inferior athletes."

Methodologies in the social and behavioral science are addressed as students are expected to acquire a working literacy in social science research in order to complete paper assignments.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

Each course topic and assignment will ask students to integrate material with each domain. For example, one course topic will be Billie Jean King's tennis match with Bobby Riggs in 1973, the "Battle of the Sexes." Riggs had goaded King into the match in public forums, and the telecast became elaborate gender theater. In addition to viewing some of the original video and examining the mediated discourse surrounding the performance, we will stretch out study of those events historically by connecting them to early 20th century texts that express a hysteria surrounding women's bodies, and then examine the "Battle of the Sexes" contemporary significance by connecting it to the political and sociological effects of Title IX legislation and the economic choices made by media institutions in covering women's sports.

Another course topic will be the Olympic Project for Human Rights, the protest movement initiated by sociologist Harry Edwards in 1968. We will examine Edwards' key text, *Revolt of the Black Athlete*, with particular attention to the way it narrates the experiences of black athletes who began to integrate university campuses in the 1960s. In addition to connecting those narratives to contemporary stories regarding the experiences of athletes on campus and the way they cultivate attitudes regarding civic engagement, we will consider the text's relationship to late 20th Century and 21st Century sociopolitical shifts: changes in university admission policies, racial disparities in team sports positions (a phenomenon called "stacking"), racial disparities in coaching, the question of labor exploitation, and developments in professional sports (e.g. the National Football League's "Rooney Rule").

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

Professor Abraham Khan, developer of the course, will teach this course at least once every other year. It is also possible that a new assistant professor in history Amira Rose Davis, whose specialization is Race, Gender and Sports will also offer this course in the intervening years. Because she was a Richards Center postdoctoral fellows, Prof. Davis was informally consulted on this proposal but could not be formally consulted because she is not yet a PSU employee.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

The film analysis assignment is broadly construed, it invites students to take any of a number of approaches: students may opt to analyze a film for its representations of race and gender, considering its cultural implications (e.g. stereotyping), students may opt to analyze a film for its literary qualities, drawing out themes that reveal moral or ethical lessons, students may opt to analyze a film for its political message, drawing out an argument that can be validated or supported by anthropological, sociological, economic, communication, or political science data.

The non-fiction book analysis asks students to engage with scholarly material that may be drawn from either the humanities or social and behavioral sciences. In either case, students will be asked to summarize the scholarly argument, explain the author's use of evidence, and evaluate the book's significance relative to issues discussed in the class. (Student book selection will require instructor approval).

The critical history or biography is also broadly construed, and it asks students to choose an individual or event that has shaped either (a) the character of social hierarchies with respect to race, gender, or both, (b) the socioeconomic environment in which sport and its institutions are situated, or (c) sport's contribution to protest, politics, or patterns of civic engagement. Regardless of the student's approach, they will be asked to make an interpretive argument supported by textual, anthropological, sociological, economic, communication, or political science data.

General Education Designation Requirements

Bachelor Of Arts Requirements:

- BA: Natural Sciences
- BA: Other Cultures
- BA: Foreign/World Lang (12th Unit)
- BA: Humanities
- BA: Social and BA: Behavioral Sciences
- BA: Arts

BA: Quantification

BA: Foreign/World Lang (All)

See our long description of the course itself as well as the text under the justification for the inter-domain designation.

Intercultural Requirements:

#1-3 have been addressed in the course outline, the section on "special categories" and in the long course description.

In terms of #4:

Describe how the course encourages students to develop understanding of the historical backgrounds, cultural and scientific contributions, economic, social, psychological, and political circumstances of the group being studied. While no one course or section is expected to achieve every criterion, each course proposal must clearly specify which criteria it proposes to meet. Thus the proposal should explain how students, within the context of the course, will be encouraged to do or achieve three or more of the following:

- a. see nations, cultures, and/or social identities not in isolation, but in relation to each other;
- b. cultivate awareness of the pluralism and diversity within the United States and international cultures;
- c. increase knowledge of different cultural values, traditions, beliefs and customs;
- d. appreciate the diversity that exists among persons who share a particular social identity;
- e. increase knowledge about the range of cultural achievements and human conditions through time;
- f. recognize and be sensitive to the different ways social identities have been valued;
- g. re-examine beliefs and behaviors about social identities (ethnicity, race, class, religion, gender, physical/mental disability, or sexual orientation);
- h. increase understanding of the nature of stereotypes and biases of other cultures and other nations;
- i. interact successfully with representatives of other nations and with persons of different social groups;
- j. increase ability to locate and evaluate information and gain knowledge about other peoples of the world.

This course addresses a-h, looking at both how race is refracted through and impacted by gender and vice versa. The content of the course will increase student knowledge regarding the contributions of African American athletes to debates about social justice. It will also develop student knowledge about black athletes' history or and ongoing participation in social justice movements. The course's focus on scientific racism in the 19th and 20th century will also deepen student understanding of how racial stereotypes develop within the context of ongoing scientific and philosophical debates and increase their sense of how different social identities are differentially valued. Complement other African American Studies courses on the intellectual and political contributions of African Americans to U.S. and global society, this course foregrounds sport as an arena of social and political contestation increasing students' appreciation for the unique cultural achievements of black athletes.

In terms of how these learning objectives will be evaluated, each assignment asks students to demonstrate their knowledge of intersectional identity, the relationship between politics and sport, the contributions of black athletes in particular historical contexts and political moments and the impact of scientific racism on the ways black athletes are framed and evade those frames.

Campuses That Have Offered () Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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Course Description

In 1969, sociologist Harry Edwards declared that a surge of protest among African American athletes marked “the newest phase of the black liberation movement in America.” Today, athletes such as Richard Sherman, Serena Williams, and Michael Sam remind us that the relationship between race, gender, and sport remains complicated, and that athletes continue to offer meaningful contributions to a variety of struggles for liberation. This course addresses the race, gender and sport relationship from two complementary angles. First, we will examine the ways that sport gives meaning to racial and gender identity. As concepts that shift over time, race and gender derive their influence from prevailing forms of scientific reason, social attitudes, and cultural mythologies. From Jack Johnson to Serena Williams, sport has found and intervened itself in each of these contexts, particularly as society and culture produce marginal or subordinate identities. We will consider, for example, how and why sport posits the differences between men and women according to assumptions about physical strength, and how and why sport reinforces dubious assumptions regarding the physical superiority and cognitive inferiority of black athletes. Second, we will examine the ways that sport works as a setting in which political struggles around race and gender are imagined and expressed. From the 1968 stand by black track and field Olympians, to Billie Jean King’s 1973 famous “Battle of the Sexes,” to tennis player Venus Williams’ achievement of gender pay equity in 2007, to sports figures protesting on behalf of the Movement for Black Lives in 2016, athletes have long placed their social identities at the center of political speech. Finally, we will consider the historical trajectory of a narrative about the “activist athlete,” which once held that athletes had abdicated political obligations in pursuit of wealth, but which now seems to herald athletes’ return to the nation’s political scene in examples like LeBron James and Colin Kaepernick. This course will address sport’s potential to rethink, resist, or challenge race and gender relations and other social hierarchies.

This course meets the criteria for General Education designation in the B.A. fields of Humanities (GH), Social and Behavioral Sciences (GS), and United States Cultures (US).

Course Learning Objectives

1. Students will acquire a working knowledge of sport’s historical relationship to the construction of race, gender, and other axes of social identity to which they articulate.
2. Students will acquire the skills required to conduct a critical analysis of the way race and gender influence the conduct of social, political, and cultural institutions.
3. Students will learn to evaluate the potential wisdom and effectiveness of a variety of modes of political engagement.

General Education Learning Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

Course Texts

A course reading packet will be made available to students. Students are also advised to check Canvas for additional readings and other media texts.

The Syllabus

This document provides a general outline for the course. On occasion, changes or adjustments may be necessary. Attend class regularly for the most recent course information.

Grading and Assignments

Student grades will be determined by performance on four items. (1) Class citizenship - 20%, (2) Short essay 1 - 22.5%, (3) Short essay 2 - 22.5%, (4) Final paper - 35%.

Class citizenship (20% of your final grade): Since attendance is a basic expectation, participation is not earned by attendance. Your grade for course citizenship depends on your proactive participation in class discussion as well as your engagement with the intellectual life of the classroom. Generally speaking, your grade for course citizenship will depend on your adherence to scholarly norms befitting university education, respect for deadlines, and willingness to address the class in meaningful ways. Moreover, course citizenship entails an appreciation for the communicative norms that make higher education productive and worthwhile. If you have questions or concerns regarding your grade for course citizenship, stop by my office hours for a discussion or make an appointment to see me.

Short Papers 1 & 2 (22.5% of your final grade each): Students are required to submit two short papers, the first submitted by the beginning of class on **October 3**, and the second submitted by the beginning of class on **November 7**. PLEASE SUBMIT THESE PAPERS AS ATTACHMENTS ON CANVAS. You may choose from among the options listed below, but you may not choose the same paper option more than once. It does not matter which you submit when, but both papers must meet their deadlines. Moreover, each paper should be approximately 1000 words - you will not be penalized for writing more, but papers short of 1500 words are likely to be too underdeveloped to earn an A or B:

- (a) **Critical biography:** This paper should closely examine an individual (either historical or from the present) whose history reveals something significant and insightful about the relationship between race and sport. The figure you choose can be famous or less than famous, but should be responsible for enough public discourse for your paper to contain at least 5 scholarly sources. Remember that this is a “critical biography,” not a simple recounting of events. “Critical” does not mean that you are required to say something negative about the subject of your biography, but instead that your paper must offer an interpretation and advance that interpretation with an argument. Students choosing this option are highly encouraged to have their selection of a biographical figure approved by the instructor.
- (b) **Film analysis:** This paper should closely examine a film (recent or older) that reveals something significant and insightful about the relationship between race and sport. A good film analysis will lay out a case for an interpretive frame or critical point of view and then apply those ideas to the film. A better film analysis will relate the essay’s interpretive argument to a historical or current event or controversy. Simply explaining the plot of the film is insufficient to receive a passing grade for the film analysis. Like the critical biography, the essay should offer an interpretive claim advanced in argumentation. This paper should contain at least 3 scholarly sources. Finally, students choosing to write this paper **MUST** have their film selection approved by the instructor.
- (c) **Book review:** This paper should closely examine a recent book (not one that is excerpted in class) that reveals something significant and insightful about the relationship between race and sport. The book you choose should be a work of non-fiction, and preferably a scholarly text published in the last 10 years (you may not choose a novel or book of poetry, but I will consider approving book reviews on major or significant texts that are more than ten years old). Good book reviews explain a book’s argument, its organization and purpose, and evaluates its ability to persuade its intended audience or contribute to its scholarly community. Better book reviews will relate the paper’s evaluative claim to an event or controversy external to the book under review. Students choosing to write this paper **MUST** have their book selection approved by the instructor.

Final Paper (35% of your final grade): Students are required to submit a final paper, uploaded to Canvas as an attachment, by Monday, **December 10**, 2016. The final paper should be approximately 2500 words — you will not be penalized for writing more, but papers short of 1500 words are likely to be too underdeveloped to earn an A or B. The paper should analyze either historical events or contemporary issues for the purpose of accomplishing three things (a) demonstrate your full understanding of the event or issue, (b) present an interpretive argument about the event or issue, and (c) explain your argument’s contribution to our understanding of race and/or gender and sport. Let’s say, for example, that you choose Texas Western’s victory over Kentucky for the 1966 NCAA basketball championship. You should offer an account of what happened, present a comment on what happened, and then explain what your comment adds to our understanding of the race/sport interface. Similarly, let’s say that you choose Michael Jordan’s contribution of \$2 million to charitable organizations. You should explain what happened, present it with relevant context, comment on what happened, and then explain what your comment adds to our understanding of the race/sport interface. The bottom line is that the final paper should reflect a serious effort to understand the details of a historical event or contemporary issue, and should demonstrate that you’ve reflected earnestly on the relation between race and sport. This paper must contain at least 10 scholarly sources. (Students are encouraged to come to office hours or make an appointment to meet with me at least two weeks before the paper is due for topic approval and direction on how to write the paper. I will *always* read a paper draft, provided that you show it to me at least a week before the paper is due.)

Grade Expectations

Generally speaking, a grade of “A” represents work that exceeds routine assignment expectations profoundly and demonstrates both mastery of the subject and unique intellectual insight; a grade of “B” represents work that exceeds basic assignment expectations and demonstrates complete knowledge and/or accurate application of course ideas; a grade of “C” represents work that meets assignment expectations and demonstrates an accurate understanding of course material (keep in mind that a “C” is not given to poor work - it is earned by work that meets requirements); a grade of “D” represents work that fails to meet basic assignment expectations and/or contains flaws in either substance or style; a grade of “F” represents work that contains major substantive or stylistic flaws or which demonstrates so little effort as to be considered unworthy of credit.

Course Schedule & Reading Assignments

Week 1

Course introduction and orientation to key ideas

Week 2

Considering the interface of race and sport

Jeffrey Sammons, "Race and Sport: a Critical Examination," *Journal of Sports History* 21.3 (1994), 203-278.

Douglas Hartmann, "Rethinking the Relationships Between Sport and Race in American Culture: Golden Ghettos and Contested Terrain," *Sociology of Sport Journal* 17 (2000), 229-253.

Week 3

Considering the interface of gender and sport

Jennifer Hargreaves & Eric Anderson, "Sport, Gender, and Sexuality: Surveying the Field," in *Routledge Handbook*.

Week 4

The problems of biological determinism

Martin Kane, "An Assessment of Black is Best," *Sports Illustrated*, January 18, 1971.

Harry Edwards, "The Sources of the Black Athlete's Superiority," *The Black Scholar* 3.3 (1971), 32-41.

Matt Slater, "Sport & Gender: A History of Bad Science and Biological Racism," BBC Sport, July 29, 2015.

Week 5

Intersectionality

Mary G. McDonald, "Mapping Intersectionality and Whiteness: Troubling Gender and Sexuality in Sport Studies," in *Routledge Handbook*.

John M. Sloop, "'This Is Not Natural': Caster Semenya's Gender Threats," *Critical Studies in Media Communication* 29.2 (2012)

Week 6

Whiteness

Douglas Hartmann, "Rush Limbaugh, Donovan McNabb, and a 'Little Social Concern': Reflections on the Problems of Whiteness in Contemporary American Sport," *Journal of Sport and Social Issues* 31 (2007), 45-60.

Michael Butterworth, "Race in 'The Race': Mark McGwire, Sammy Sosa, and Heroic Constructions of Whiteness," *Critical Studies in Media Communication* 24.3 (2007), 228-244.

Week 7

Masculinity

Eric Anderson, "I Used to Think Women Were Weak: Orthodox Masculinity, Gender Segregation, and Sport," *Sociological Forum* 23.2 (2008), 257-280.

Jeffrey Hill, "Sporting Fictions: In Praise of Masculinity?," in *Routledge Handbook*.

Week 8

Media framing and stereotypes

Susan Tyler Eastman & Andrew Billings, "Biased Voices of Sports: Racial and Gender Stereotyping in College Basketball Announcing," *Howard Journal of Communications* 12.4 (2001), 183-201.

Matthew J. Kobach & Robert F. Potter, "The Role of Mediated Sports Programming on Implicit Racial Stereotypes," *Sport in Society* 16.10 (2013), 1414-1428.

Week 9

Race and sport mid-century: Integration

Jackie Robinson, "Text of Jackie Robinson's Statement to House Unit," *New York Times*, July 18, 1949.

Stuart Kneebly, "Jim Crow Strikes Out: Branch Rickey and the Struggle for Integration in Major League Baseball," *Culture, Sport, Society* 6.2-3 (2003), 71-87.

Week 10

Gender and sport mid-century: Title IX

Susan Ware, "In the Meantime: The Early Days of Title IX," in *Game, Set, Match: Billie Jean King and the Revolution in Women's Sports* (Chapel Hill: UNC Press, 2011).

Theresa Walton, "Framing Title IX," in *Gender Relations in Sport*, ed. Emily Roper (Rotterdam: Sense, 2013).

Week 11

Sport and protest in the 1960s: Muhammad Ali & the Olympic Project for Human Rights

Harry Edwards, excerpt from *Revolt of the Black Athlete* (1969).

David K. Wiggins, "'The Struggle That Must Be': Harry Edwards, Sport, and the Fight for Racial Equality," *International Journal of the History of Sport* 31.7 (2014), 760-777.

Muhammad Ali, "The Black Scholar Interviews Muhammad Ali," *The Black Scholar*, (June 1970), 14-21.

Michael Ezra, excerpt from *Muhammad Ali: The Making of an Icon* (2009).

Week 12

Gender and sport in the 1970s: The Battle of the Sexes

Susan Ware, "Billie Jean King, Inc.," in *Game, Set, Match: Billie Jean King and the Revolution in Women's Sports* (Chapel Hill: UNC Press, 2011), 75-115

Susan Ware, "The Feminist Moment That Wasn't," in *Game, Set, Match: Billie Jean King and the Revolution in Women's Sports* (Chapel Hill: UNC Press, 2011), 147-178.

Week 13

Sport, gender, and race at the end of the 20th Century: Jordan, Woods, and the Williams sisters

William C. Rhoden, excerpt from *Forty Million Dollar Slaves: The Rise, Fall, and Redemption of the Black Athlete* (2007).

Nancy E. Spencer, "Sister Act VI: Venus and Serena Williams at Indian Wells: 'Sincere Fictions' and White Racism," *Journal of Sport and Social Issues* 28.2 (2004).

Week 14

21st Century issues and barriers

Taylor Branch, "The Shame of College Sports," *The Atlantic*, October 2011.

Michael Ezra, "Progress Narratives, Racism, and Level Playing Fields: Recent Academic Literature on Sports," *American Studies* 51.3/4 (2010), 185-192.

Anjana Sreedhar, "The Inspiring Story of How Venus Williams Helped Win Equal Pay for Women Players at Wimbledon," *New York Times*, July 10, 2015.

Week 15

The age of self-determination

Jamal Ratchford, "Black Fists and Fool's Gold: The 1960s Black Athlete Reconsidered: The LeBron James Decision and Self-Determination in Post-Racial America," *The Black Scholar* 42.1 (2012), 49-59.