

WOMEN & SPORT: A WINDOW TO AMERICAN CITIZENSHIP

American Studies 101 – University of Miami – Spring 2018

PROFESSOR: Cat Ariail, Ph.D. Candidate, Department of History

CLASS AND CONTACT INFO:

Date/Time: T/TR 9:30-10:45

Email: cat.m.ariail@gmail.com

Office Hours: T/TR 11:00-12:15 or by appointment

COURSE DESCRIPTION:

How does sport inform our understanding of citizenship? How do the rights, opportunities, and recognitions accessible through sport resemble, reinforce, and/or resist those of citizenship? How do the sporting experiences of women demonstrate the contours of citizenship in the past and present of the United States?

These questions will drive this course. Using the trials and triumphs encountered by women in sports as a lens, this course will introduce students to key ideas and methods of American Cultural Studies. Through explorations of athletes, teams, organizations, opportunities, and other women's sport-related developments, we will interrogate the meanings of a variety of keywords – from race and gender to democracy and capitalism to fashion and technology. We will use a range of texts about women in sport to develop definitions and understandings of these terms, particularly considering how keywords concepts structure citizenship, for women and all persons, in the U.S.

COURSE OUTCOMES:

- Students will become familiar with American Studies as an interdisciplinary mode of inquiry.
- Students will be able to summarize and explain the meanings and usage of keywords.
- Students will be able to draw on keywords, their complexities, overlaps, and limitations to analyze a range of texts and experiences.
- Students will be able to discuss and critique the ways in which keyword concepts structure the experiences of women in sport.
- Students will be able to “read” sport as a text that reveals the operation of political, social, cultural, and economic ideas and realities.

GRADING:

Participation: 10%

Reading Response Questions: 10%

Quarter Quizzes: 10%

Mid-Term Exam: 10%

Historical Research Exploration: 15%

Keywords Anthropological Exploration: 15%

Final Paper Project: 20%

Final Exam: 10%

ACADEMIC INTEGRITY:

Plagiarism is a serious violation of the Student Honor Code and could result in failing the course.

Please review a copy of the Student Honor Code:

https://umshare.miami.edu/web/wda/deanstudents/pdf/undergrad_honorcode.pdf.

ACCESSIBILITY:

Please contact the instructor if you need accommodation for a documented disability. I am happy to assist you if you need a laptop or other technological device, to reserve a particular space in the classroom, extra time to complete academic tasks, or anything else due to an ability-related issue. The Office of Disability Services at UM provides numerous academic accommodations and supportive services: <http://umarc.miami.edu/arc/Index.html>.

ADDRESS:

Please the inform the instructor of your preferred name, pronoun (she/he/they/ze), and/or other form of address.

CLASS SCHEDULE

All readings and other materials are posted on Blackboard.

WEEK ONE:

1/16: **Syllabus Review**

1/18: **What is American Studies? What are Keywords?**

- Keyword: *America*
- Read:
 - Michael Cowan, “American Studies: An Overview,” *Encyclopedia of American Studies*
 - <http://eas-ref.press.jhu.edu/view?aid=524>

WEEK TWO:

1/23: **Serena vs. Maria**

- Keywords: *Black/White*
- Read:
 - Claudia Rankine, “Graphite Against a Sharp White Background,” *Slate*
 - http://www.slate.com/articles/sports/culturebox/2015/08/serena_williams_how_to_be_a_successful_black_tennis_player.html
 - Sarah Nicole Prickett, “The (Re)selling of Maria Sharapova,” *Longreads*
 - <https://longreads.com/2017/04/25/the-reselling-of-maria-sharapova/>
 - Serena Williams, “Letter to my mom,” *Reddit*
 - https://www.reddit.com/user/serenawilliams/comments/714c1b/letter_to_my_mom/

1/25: Venus & Serena

- Keyword: *Racialization*
- Read:
 - Joel Drucker, “What Happened at Indian Wells?,” *ESPN*
 - http://www.espn.com/sports/tennis/columns/story?columnist=drucker_joel&id=3952939
 - Serena Williams, “I’m Going Back to Indian Wells,” *TIME*
 - <http://time.com/3694659/serena-williams-indian-wells/>
 - Venus Williams, “Wimbledon has sent me a message: I’m only a second-class champion,” *The Times of London*

WEEK THREE:

1/30: The Making of American Identity on the Court

- Keyword: *Identity*
- Read:
 - Choose ONE of the following:
 - Linda J. Borish, “American Jewish Women on the Court: Seeking an Identity in Tennis in the Early Decades of the Twentieth Century” from *Beyond Stereotypes: American Jews and Sports*
 - Mary Jo Festle, “‘Jackie Robinson without the Charm’: The Challenges of Being Althea Gibson,” from *Out of the Shadows*
 - Rita Liberti, “Rosie Casals, Rebel with a Racket,” from *San Francisco Bay Area Sports*

2/1: Being Billie Jean King

- Keyword: *Queer/Normal*
- Read:
 - Susan Ware, “The Perils of Celebrity Outing,” in *Game, Set, Match: Billie Jean King and the Revolution in Women’s Sports*
- Watch:
 - “Billie Jean King: It doesn’t feel safe to be gay,” *In Depth with Graham Bensinger*
 - https://www.youtube.com/watch?v=LN1WcS_26fU

COMPLETE QUARTER QUIZ #1

Please find the quiz on Blackboard and complete by 8AM on 2/6

WEEK FOUR:

2/6: Writing Workshop I

2/8: Historical Research Exploration Conversation

HISTORICAL RESEARCH EXPLORATION DUE

Students should submit their assignment to Blackboard before class.

WEEK FIVE:2/13: **Watch *The Price of Gold***2/15: **Tonya vs. Nancy**

- Keyword: *Class/Performance*
- Read:
 - Sarah Marshall, “Remote Control: Tonya Harding, Nancy Kerrigan, and the Spectacles of Female Power and Pain,” *The Believer*
 - https://www.believermag.com/issues/201401/?read=article_marshall
- Listen:
 - “Susan Orlean on the Trail of Tonya Harding,” *The New Yorker Radio Hour*
 - <https://www.wnycstudios.org/story/susan-orlean-trail-tonya-harding/>

WEEK SIX:2/20: **Golden Wilma Rudolph**

- Keywords: *Race/Gender/Nation*
- Read:
 - Rita Liberti and Maureen M. Smith, “‘She Isn’t Colored, She Is Gold,’: The Politics of Race and Beauty,” in *(Re)Presenting Wilma Rudolph*
- Watch:
 - “Wilma Rudolph,” *YouTube*
 - <https://www.youtube.com/watch?v=q4C5l11QnEQ&t=188s>

2/22: **The Foundation for Wilma, The Followers of Wilma**

- Keywords: *Citizenship/Democracy*
- Read:
 - Choose ONE of the following:
 - Jennifer Lansbury, “‘A Jackie of All Trades’: Jackie Joyner-Kersey and the Challenges of Being of the World’s Greatest Female Athlete,” in *A Spectacular Leap*
 - Yvonne D. Sims, “Florence Griffith Joyner: Sexual Politician in a Unitard,” from *Locker Room of Her Own*

COMPLETE QUARTER QUIZ #2*Please find the quiz on Blackboard and complete by 8AM on 2/27*WEEK SEVEN:2/27: **The All-American Soccer Girl Next Door**

- Keywords: *Diversity/Family*
- Read:
 - Eileen Narcotta-Welp, “A Black Fly in White Milk: The 1999 Women’s World Cup, Briana Scurry, and the Politics of Inclusion,” *Journal of Sport History*

- Stephanie Yang, “When It Comes to Diversity, Is Women’s Soccer Making Progress?,” *Vice Sports*
 - https://sports.vice.com/en_us/article/aeb7pp/when-it-comes-to-diversity-is-womens-soccer-making-progress

3/1: The Tarnished Gold of Women’s Gymnastics

- Keywords: *Body/Youth*
- Read:
 - Dvora Meyers, “Aly Raisman Shines A Light on US Gymnastics’ Culture of Abuse,” *Deadspin*
 - <https://deadspin.com/aly-raisman-shines-a-light-on-usa-gymnastics-culture-of-1820510803>
 - Jemele Hill, “Gabby Douglas’ Hair Draws Criticism,” *espnW*
 - http://www.espn.com/olympics/summer/2012/espnw/story/_/id/8232063/espnw-gabby-douglas-hair-criticized-social-media-sites
 - Reeves Wiedeman, “A Full Revolution,” *The New Yorker*
 - <https://www.newyorker.com/magazine/2016/05/30/simone-biles-is-the-best-gymnast-in-the-world>

WEEK EIGHT:

3/6: The Spaces of Women’s Sport

- Keywords: *Space/Freedom/Politics*
- Read:
 - A. Finn Enke, “Out in Left Field: Feminist Movement and Civic Athletic Space,” from *Finding the Movement: Sexuality, Contested Space, and Feminist Activism*
 - Samuel O. Regalado, “Incarcerated Sport: Nisei Women’s Softball and Athletics During Japanese American Internment,” *Journal of Sport History*

3/8: Mid-Term Exam

SPRING BREAK

WEEK NINE:

3/20: Keywords Anthropological Exploration Conversation

KEYWORDS ANTHROPOLOGICAL EXPLORATION DUE

Students should submit their project to Blackboard before class.

3/22: Latina Boxers, Native American Ballers

- Keywords: *Latina/Immigration/Indian/Indigenous*
- Read/Watch:
 - Choose ONE of the following:
 - **Latina Boxers**
 - Megan Greenwell, “The Contenders,” *California Sunday Magazine*

- <https://story.californiasunday.com/latina-boxers>
- “Marlen Esparza ‘I want to show little girls we don’t’ have to be half naked to weigh-in,” *Fight Hub TV*
- <https://www.youtube.com/watch?v=e84eo-a05F8>
- **Native American Ballers**
 - Ian Frazier, “On the Rez,” *The Atlantic*
 - <https://www.theatlantic.com/magazine/archive/1999/12/on-the-rez/306239/>
 - “The Shimmel Effect,” *NativeDrivenNetwork*
 - <https://www.youtube.com/watch?v=x5d80Rxefh4>

WEEK TEN:

3/27: **The Women of Troy vs. The Ladies of La Tech**

- Keywords: *City/Rural*
- Read:
 - Alexander Wolff, “Technically, Still Knockouts,” *Sports Illustrated*
 - <https://www.si.com/vault/1983/02/28/626869/technically-still-knockouts>
 - Craig Neff, “Welcome to Miller Time,” *Sports Illustrated*
 - <https://www.si.com/vault/1983/04/11/619340/welcome-to-miller-time>

3/29: **See How She Runs**

- Keywords: *Community/Culture*
- Read:
 - Jaime Schultz, “Going the Distance: The Road to the 1984 Olympic Women’s Marathon,” *The International Journal of the History of Sport*

COMPLETE QUARTER QUIZ #3

Please find the quiz on Blackboard and complete by 8AM on 4/3

WEEK ELEVEN:

4/3: **Watch *Branded***

4/5: **Sex, Sexism, Silence, and Sport**

- Keyword: *Media/Capitalism*
- Read:
 - Diana Moskovitz, “You Survived at NFL Network by Staying Silent,” *Deadspin*
 - <https://deadspin.com/you-survived-at-nfl-network-by-staying-silent-1821277178>

WEEK TWELVE:

4/10: **Writing Workshop II**

FINAL PAPER PROPSAL DUE

Students should submit a copy of their proposal to Blackboard and bring a copy of their proposal to class.

4/12: **Watch Renee**

WEEK THIRTEEN:

4/17: **Science, Sport, Sex**

- Keywords: *Sex/Science*
- Read:
 - Ariel Levy, "Either/Or," *The New Yorker*
 - <http://www.newyorker.com/magazine/2009/11/30/eitheror>

4/19: **The Technologies of Women's Sport**

- Keywords: *Technology/Fashion*
- Read:
 - Adrienne Lafrance, "How the Bicycle Paved the Way for Women's Rights," *The Atlantic*
 - <https://www.theatlantic.com/technology/archive/2014/06/the-technology-craze-of-the-1890s-that-forever-changed-womens-rights/373535/>
 - Jaime Schultz, "Commercial Tampons and the Sportswoman, 1936-52," from *Qualifying Times*
- Listen:
 - "The Athletic Brassiere," *99% Invisible*
 - <http://99percentinvisible.org/episode/the-athletic-brassiere/>

COMPLETE QUARTER QUIZ #4

Please find the quiz on Blackboard and complete by 8AM on 4/24

WEEK FOURTEEN:

4/24: **Final Paper Presentations**

4/26: **Final Paper Presentations**

FINAL EXAM IS _____.

ASSIGNMENTS:

Participation (10%):

Because collaborative conversations serve as the core of these class, attendance is necessary for the success of the class as a whole, as well as for each student. In addition to attendance, active participation, as speaker and a listener, is also necessary. Timely completion of all assignments also is part of a student's participation score.

Reading and Reading Response Questions (10%):

Students should be prepared to spend approximately 45 minutes of reading in preparation for each class period. Completing, comprehending, and criticizing each week's reading is necessary to succeed in this course. In order to encourage students' reading accountability, students will complete the Reading Response Questions before each class period. These questions will prepare students to participate successfully in the coming class period's conversation. Students should print out their responses and bring them to class. The professor will collect the responses, review them, and return. Students should review the feedback from the professor, using it to prepare for class Quarter Quizzes.

Quarter Quizzes (10%):

Students will complete four Quarter Quizzes this semester. Quizzes will require students to think critically about readings, films, lectures, and class conversations. Students will independently complete Quarter Quizzes on Blackboard by the assigned date. Students are permitted to use readings and notes.

Mid-Term (10%):

The mid-term will be an open-ended essay question that will allow students to demonstrate their understanding of the themes and keywords explored in the first half of the class.

Historical Research Exploration (15%):

The ability to analyze, contextualize, and organize primary and secondary sources forms the core of historical research. For our purpose, interpreting sources allows us to make arguments about a woman athlete and her significance. They allow us to consider how a woman athlete experienced expectations based on her gender, sex, race, class, and other identities as she engaged in athletics, therefore helping us better understand ideologies of gender, sex, race, and class.

For this project, students will explore and analyze a series of documents about one of three pioneering women athletes – Ora Washington, Babe Didrikson Zaharias, Alice Coachman, or Stella Walsh. Students also are responsible for finding 3 additional sources to complement the provided documents. Folders containing the documents will be posted on Blackboard. Students will read the selected set of documents, find their additional sources, and then complete the accompanying assignment, which also will be posted on Blackboard.

Keywords Anthropological Exploration (15%):

Students will attend a sporting event or other sport-related activity as an anthropological observer. Students will observe the actions of a group of individuals, such as women athletes, fans, workers, and others involved. Students will then analyze how the actions of their observation group represent, as well as lead to more critical understandings of, 2 keywords. Students can complete a 1000-word write-up that describes and analyzes their experience.

Alternatively, students can present their findings through another format, such as a 5-7-minute video, podcast, or other digitally-based presentation that describes and analyzes their experience.

Final Paper Project (20%; 15% paper, 5% presentation):

For the final paper, students will complete a critical biography of a woman athlete of their choice. Students should not merely recount their athlete's life story. Instead, using a combination of primary and secondary sources, students should analyze the athletic experiences of their athlete through the lens of 3 keywords. In other words, how can the keywords help us better understand the significance of the athlete's life and how can the athlete's life help us better understand the meaning of the keywords?

Students are responsible for submitting a one paragraph paper topic proposal in class on 4/10. The proposal should also include a list of 8 preliminary sources. Students' final paper will be at least 1500 words with Chicago Style citations. The final paper should include at least 20 sources, with at least 3 different types of sources. The paper will be evaluated for strength of assertions, clarity of writing style, and correctness of citations. During the final two class periods, students will present their research to the class through ten-minute presentation.

Final Exam (10%):

Like the mid-term, the final will be an open-ended essay question that will allow students to demonstrate their understanding of the themes and keywords explored throughout the class.

LATE WORK POLICY:

No late work will be accepted unless the student has administration-approved documentation that explains the emergency or extenuating circumstances.

GRADE DISPUTE POLICY:

If a student is dissatisfied with their grade, they should write a grade dispute proposal (approximately 1 paragraph; 5-7 sentences) that details and specifies their complaints or confusion. Students should take the time to carefully and clearly explain their contention. The student should email their grade dispute proposal to the instructor. The instructor then will contact the student to schedule a meeting to discuss the complaints and concerns. Only grade dispute proposals received within 2 weeks of the date the assignment is return will be considered.

EMAIL POLICY:

Feel free to email the instructor with any questions, comments, or concerns about assignments or other class matters. All emails will be answered within 24 hours. However, per FERPA, matters related to grades cannot be discussed over email.