

WOMEN AND SPORT

PROFESSOR: Dr. Cat M. Ariail

CLASS AND CONTACT INFO:

Date/Time: T/TR 1:00-2:15

Email: cat.m.ariail@gmail.com

Office Hours: W 10:00-12:30 or by appointment

COURSE DESCRIPTION:

This course uses the trials and triumphs encountered by women in sport to interrogate ideologies of gender and sexuality. Beginning in the late-nineteenth-century and moving to the present-day, we will follow the efforts of prominent and everyday women athletes to participate in sport, analyzing the ways in which assumptions of gender and sexuality have limited, as well as enabled, women's participation. While we will primarily focus on women's athletic journeys in the U.S., we also will explore women's sport in other nations. This transnational perspective will allow us better to account for the ways in which the gender- and sexuality-based expectations also are determined by expectations based on race, nationality, ethnicity, class, age, and ability.

In order to inquire into the relationships between women, sport, gender, and sexuality across times and places, we will read primary and secondary sources, as well as view films and review other multimedia materials. We will engage in analyses in class sessions that feature short lectures combined with small group and class-wide discussions.

Key questions we will seek to answer include:

- How have women navigated barriers based on gender and sexuality to participate in sport?
- How has women's participation in sport encouraged gender equality? How has women's participation in sport reinforced gender inequality?
- How has sport served as a space of possibility for lesbian and trans women? How has sport perpetuated the exclusions encountered by lesbian and trans women?
- How have racial, ethnic, and national differences operated within women's sport?
- What cultural, political, or social developments have encouraged the acceptance of women's participation in sport? What developments have discouraged women's participation in sport?

COURSE OUTCOMES:

- Students will be able to analyze sport as a text that reveals the operation of ideologies of gender and sexuality.
- Students will be able to compare the operation of ideologies gender and sexuality in sport across racial, national, and ethnic identities.
- Students will be able to clearly convey original ideas in spoken and written forms.

- Students will be able to conduct primary source research and develop critical arguments based on their research.

GRADING:

Participation (in-class and online): 20%

Mid-Term: 20%

Athlete Autobiography Review: 20%

Primary Source Exploration: 20%

Final Paper: 20%

COURSE MATERIALS:

Students are responsible for purchasing, renting, or borrowing:

- Susan K. Cahn, *Coming on Strong: Gender and Sexuality in Women's Sport* (Urbana, IL: University of Illinois, 2015).

Students also are responsible for purchasing, renting, or borrowing an athlete autobiography of their choice (details in assignment section). All other readings, as well as links to films or other digital-based materials, will be posted on the course page on Blackboard (denoted with **).

CLASS SCHEDULE:

Students should complete readings and other assignments before the class below which they are listed.

Week One:

The What and Why of Studying Sport

Bicycles, Basketball, and Bloomers

- *Coming on Strong* (Chapters 1 & 2)
- Senda Berenson, “The Significance of Basket Ball For Women”**
- Adrienne Lafrance, “How the Bicycle Paved the Way for Women’s Rights,” *The Atlantic***
- Watch “Smith College 1892: The New Game of Basketball”**

Week Two:

Physical Education and Femininity

- *Coming on Strong* (Chapter 3)
- Dudley A. Sargent, “Are Athletics Making Girls Masculine?”**

Queen Ora and the Texas Tomboy

- Pamela Grundy, “Ora Washington: The First Female Athletic Star,” from *Out of the*

Shadows: A Biographical History of African American Athletes **

- “The World Beating Viking Girl of Texas”**
- Watch “Babe Didrikson and the LPGA,” *Drunk History***

Week Three:

Claiming American Identity Through Women’s Athleticism

- *Coming on Strong* (Chapter 6)
- 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***
 - Samuel O. Regalado, “Incarcerated Sport: Nisei Women’s Softball and Athletics During Japanese American Internment,” *Journal of Sport History* 37, no. 3 (Fall 2000): 431-444.**

Biology, Technology, and Women’s Athleticism

- Martha H. Verbrugge, “Gym Periods and Monthly Periods, 1900-1940,” from *Active Bodies: A History of Women’s Physical Education in Twentieth-Century America***
- Jaime Schultz, “Commercial Tampons and the Sportswoman, 1936-52,” from *Qualifying Times: Points of Change in Women’s Sport***

Week Four:

Basketball Battles

- *Coming on Strong* (Chapter 4)
- Choose ONE of the following:
 - Rita Liberti, “‘We Were Ladies, We Just Played Like Boys’: African American Womanhood and Competitive Basketball at Bennet College, 1928-1942,” *Journal of Sport History* 26, no. 3 (Fall 1999): 567-584.**
 - Pamela Grundy, “From Amazons to Glamazons: The Rise and Fall of North Carolina Women’s Basketball, 1920-1960,” *Journal of American History* (June 2000): 112-1146.**

Writing Workshop I: Athlete Autobiography Review

Week Five:

Tennis and Track Trials and Triumphs

- *Coming on Strong* (Chapter 5)
- Choose ONE of the following:
 - Ashley Brown, “Swinging for the State Department: American Women Tennis Players in Diplomatic Goodwill Tours, 1941-1959,” *Journal of Sport History* 42, no. 3 (Fall 2015): 289-309.**
 - Carol Van West, “The Tennessee State Tigerbelles: Cold Warriors of the Track,” from *Separate Games: African American Sport Behind the Walls of*

*Segregation***

Women's Sport Between Boundaries

- Claudia M. Guedes, "Empowering Women through Sport: Women's Basketball in Brazil and the Significant Role of Maria Helena Cardoso," *International Journal of the History of Sport* 27, no. 7 (May 2010): 1237-1249.**
- Cat Ariail, "Between the Boundaries: The Athletic Citizenship Quest of Carlota Gooden," *Journal of Sport History* 44, no.1 (Spring 2017): 1-19.**

Week Six:

Women's Sport Behind Iron Curtains

- Alison Rowley, "Sport in the Service of the State: Images of Physical Culture and Soviet Women, 1917-1941," *International Journal of the History of Sport* 23, no. 8 (December 2006): 1314-1340.**
- Fan Hong, "'Iron Bodies': Women, War, and Sport in the Early Communist Movement in Modern China," *Journal of Sport History* 24, no. 1 (Spring 1997): 1-23.**

FALL BREAK

Week Seven:

Women's Sport as the Closet

- *Coming on Strong* (Chapters 7 & 8)

Women's Sport as Community

- *Coming on Strong* (Chapter 9)
- Anne Enke, "Out in Left Field: Feminist Movement and Civic Athletic Space," from *Finding the Movement: Sexuality, Contested Space, and Feminist Activism***

Week Eight:

Mid-Term Exam

Women's Sport and Second Wave-Feminism

- *Coming on Strong* (Chapter 10)
- Susan Ware, "The Feminist Moment That Wasn't," from *Game, Set, Match: Billie Jean King and the Revolution in Women's Sports***

Week Nine:

Women's Sport and Sex

- Susan Birrell and Cheryl L. Cole, "Double Fault: Renee Richards and the Construction and Naturalization of Difference," *Sociology of Sport Journal* 7, no. 1 (March 1990):1-21.**
- Lindsay Parks Pieper, "Sex Testing and the Maintenance of Western Femininity in

International Sport," *International Journal of the History of Sport* 31, no. 13 (June 2014): 1557-1576.**

Fitness and Femininity

- Jaime Schultz, "A Cultural History of the Sports Bra," from *Qualifying Times***
- Annemarie Jutel, "'Thou Dost Run in Flotation': Femininity, Reassurance and the Emergence of the Women's Marathon," *International Journal of the History of Sport* 20, no. 3 (September 2010): 17-36.**

**Thursday is the final date for students to submit their Athlete Autobiography Review.
Please email your review to the professor by 8 PM.**

Week Ten:

Discussion of Athlete Autobiography Reviews

Color and Contemporary Women's Sport

- Jennifer Lansbury, "'A Jackie of All Trades': Jackie Joyner-Kersee and the Challenges of Being the World's Greatest Female Athlete," from *A Spectacular Leap: Black Women Athletes in Twentieth-Century America***
- Ellen 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* 42, no. 2 (Spring 2016): 382-393.

Week Eleven:

Latina Footballers and Native American Basketballers

- Brenda Elsey and Joshua Nadel, "South American Soccer Is Ignoring Its Women," *Vice Sports***
- Gwendolyn Oxenham, "Pele With a Skirt: The Unequal Fortunes of Brazil's Soccer Stars," *The Atlantic***
- Ian Frazier "On the Rez," *The Atlantic***
- Jeré Longman, "Far From Reservation, Sisters Lead Louisville," *The New York Times***

The Making of Muslim Women's Sport

- "Muslim Women in Sport" and "The Current State of Women's Football in Muslim Countries," *Soccer Politics***
- Alexis Okeowo, "Out of Bounds: Despite Threats from Extremists, a League Tries to Stay on the Court," *The New Yorker***

**Thursday is the final date to turn in your Primary Source Exploration.
Please email your project to the professor by 5 PM.**

THANKSGIVING BREAK

Week Twelve:

Writing Workshop II: Final Paper

- *Students should have selected the athletes they intend to research for their Final Paper by this date.*

Ageism, Classism, and Athleticism

- Ariel Levy, “Breaking the Waves: In Her Sixties, a Swimmer Revives an Old Dream,” *The New Yorker***
- Sarah Marshall, “Remote Control: Tonya Harding, Nancy Kerrigan, and the Spectacles of Female Power and Pain,” *The Believer***

Week Thirteen:

Selling Sport or Selling Sex?

- Michael A. Messner, “Center of Attention: The Gender of Sport Media,” from *Taking the Field: Women, Men, and Sports***
- Watch “Branded,” *ESPN: Nine for IX***

Serena vs. Maria

- Claudia Rankine, “Graphite Against a Sharp White Background,” *Slate***
- Sarah Nicole Prickett, “The (Re)Selling of Maria Sharapova,” *Longreads***
- Serena Williams, “Letter to My Mom,” *Reddit***

Week Fourteen:

The Meaning of Women’s Athletic Activism

- Ryan Cortes, “WNBA Players Speak Out After League Rescinds Fines for Supportive Shirts,” *The Undefeated***
- Megan Rapinoe, “Why I Am Kneeling,” *The Players’ Tribune***
- Watch “American Soccer’s Gender Wage Gap,” *The Daily Show***

FINAL PAPER IS DUE ____ BY 5 PM.
A hard-copy should be submitted to the professor’s office.
A copy also should be emailed to the professor.

ASSIGNMENTS:

Participation (20%):

Students are encouraged to attend all classes. Students also are expected actively to engage in and contribute to in-class discussions, as well as online conversations on the class blog.

Each week, the professor will post a series of questions on the class blog that relate to that week’s readings. During the course of the semester, students are expected to post a response to the professor’s questions 10 times. The professor will post the questions for the coming week by

Sunday at 5 PM. If they chose to respond to that week's questions, students must post their response before class on that Thursday.

During the course of the semester, students are also expected to provide comments on the projects produced by their fellow students (explained below).

Mid-Term Exam (20%):

The mid-term exam will be held on Tuesday of Week Eight. It will be an open-ended essay question that will allow students to demonstrate their understanding of information from readings, lectures, and any other materials reviewed. Students can make a 3-page study guide to use during the exam.

Athlete Autobiography Review (20%):

Students will write a critical review of an autobiography written by a woman athlete of their choice. In their review, students should focus on how she has reckoned with the relationship between gender, sexuality, and sport. Does she describe the gender- and/or sexuality-based challenges she faced? Does she criticize them? Does she rationalize them? Does she consider how her other identities (race, nationality, ethnicity, age, or ability) has informed her experience of her gender, sexuality, and athleticism?

In their review, students should consider what the athlete's autobiography tells us about ideologies of gender and sexuality in her era, both in sport and beyond. Students also should reflect on whether or not the athlete autobiography is a form that can encourage critical conversations about gender and sexuality in sport and society. Students should consult the professor if they need assistance selecting an athlete autobiography to review.

On Thursday of Week Four, we will hold a Writing Workshop that will prepare students to write a successful review. Students can turn in their review any date before the Thursday of Week 9. Reviews must be emailed to the professor by 8PM.

The professor then will post all reviews to the class website. Students must comment on the reviews of 10 of their fellow students before class on Tuesday of Week Ten. In their comments, students should share what they learned about the athlete from the review, as well as at least one lingering question they have about the athlete and her historical significance. In class, will we engage in small group and class-wide discussions of the reviews.

Primary Source Exploration (20%):

Primary sources form the core of historical research. They allow us to understand an individual or event in her time and place. They also allow us to analyze the manifestation of ideologies of gender and sexuality in their historical moment.

Students will read their selected set of documents to determine what the documents reveal about ideologies gender, sexuality, and women's athleticism in the historical moment. Students also

should consider what the documents suggest about the relationship between women's athleticism and matters of race, ethnicity, economics, politics, or other social issues.

A folder containing the 5-7 documents that compose each Primary Source Exploration Module will be posted on Blackboard. Students are expected to address all documents in their analysis. Students can present their analysis through a traditional essay of approximately 1,000 words. However, students are encouraged to use another presentation format, such as an approximately 5-10-minute podcast or video. Students can also use various digitally-based software, such as Prezi or History Pin, to present their ideas. Students are encouraged to meet with the professor to propose other alternative presentation forms.

Students can complete their project at any point in the semester. The final due date is the Thursday of Week Eleven. Students should email their final project to the professor.

The professor will then post all student projects on the class blog. Students are responsible for viewing the projects of their fellow students. Students are required to comment on at least 10 of the fellow students' projects before class on the Tuesday of Week Twelve. Students will not receive their grade for their project until they comment on their fellow students' projects.

Final Paper (20%):

For the final paper, students will complete a critical essay comparing the experiences of two women athletes from the same historical moment. Students should not merely recount their athletes' life stories. Instead, using a combination of primary and secondary sources, students should consider the significance of their athletes. In particular, students should analyze how the differences between the two athletes they have selected, such as their racial, sexual, ethnic, class, or other differences, determined the expectations of gender and sexuality they encountered during their competitive careers, as well as their post-competition careers.

In other words, how did ideologies of gender and sexuality intersect with other aspects of their identities to create exclusions that stalled or opportunities that allowed them to advance their athletic pursuits? And what do the differences the two athletes experienced suggest about dynamics of gender and sexuality, both in sport and beyond? Students can select a pair of athletes from across the late-nineteenth through the early twenty-first centuries. World-famous, as well as overlooked or underappreciated athletes in any field of sport, recreation, or fitness are encouraged. Students, however, should not select athletes discussed extensively in class.

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.

On Tuesday of Week Twelve, we will hold a Writing Workshop to prepare students to collect their primary and secondary sources, craft their argument, and follow Chicago Style conventions. Students should have selected the athletes they will research by this date. Students also are encouraged to work with the professor in developing their Final Paper both before and after the Writing Workshop.

The Final Paper is due on _____ by 5 PM. Students should submit a hard-copy to the professor's office and a digital-copy to the professor via email.

ATTENDANCE POLICY:

This course has no formal attendance policy. However, please recognize that 20% of the final grade is based on participation. Missing classes will negatively affect a student's participation grade. Missing class also will result in the student missing material that is expected to be addressed in the mid-term and final paper. It is the student's responsibility to determine how many class periods they can miss and still achieve their desired grade.

TECHNOLOGY POLICY:

Students are permitted to take notes on their computers. However, phones and headphones should be put away. Use of phone or improper use of computer will adversely affect a student's participation grade. If the professor repeatedly recognizes a student using their smart phone and/or headphones, they can expect an email from the professor and a subsequent meeting.

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 professor. The professor 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 professor 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.

ADDRESS:

Please the inform the professor of your preferred name, pronoun, and/or other form of address.