

RUTGERS UNIVERSITY
Department of Kinesiology & Health
Online Gender Issues in Sport
Fall 2022
01:955:331:90 1.5 Credits
15 Week Course

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Office Hours: Mondays 12-2 (in-person, online, by appointment) and Wednesdays 12-1 (online and by appointment).

Course Information: Asynchronous learning format via CANVAS. This course operates on Eastern Standard Time (EST).

The Department of Kinesiology and Health supports an inclusive learning environment wherein diversity and authenticity are valued. We are committed to creating a culture of equality that respects the diverse voices of our students, faculty and staff. We will continuously strive to create a curriculum and academic environment to reflect the community we serve, and drive innovation, social responsibility and excellence. Our diversity in thought, skill, and academic discipline is a resource and strength, which stands to benefit the whole and positively contribute to University and global reach.

PURPOSE

The purpose of this course is to provide an overview of the history and current conditions of women in sport. Students will gain a clearer understanding of the success and challenges of female athletes, coaches, administrators and spectators in the realm of sport. Particular attention will also be given to the LGBTQI population and women of color. This course satisfies an elective requirement for Sport Management majors and minors.

ONLINE COURSE WARNING AND ADVICE

Do not register for this course with the idea that it will be easy. **This course will cover the same material taught in the traditional 1.5 credit in-person course. This course is spread out over 15 weeks, and it will require your time and consistent commitment to complete the required material. This is not a self-paced online course.** There are due dates that are strictly adhered to, and it is your responsibility to pay attention to the time and dates of when items are due. **This course operates on an Eastern Standard Time (EST).** It is your responsibility to pay attention to time zone changes if you are traveling and completing assignments outside of Eastern Standard Time. **You are responsible for making sure that all your work is properly submitted, readable, every device that you are using to complete work is compatible with CANVAS tools, you complete the CANVAS student tutorial, and that you respond to any of my comments in a timely fashion.**

SPECIFIC OBJECTIVES OF COURSE

1. To explore personal attitudes and beliefs as they relate to gender in sport.
2. To identify and provide examples of how issues of gender impact the recreational, interscholastic and professional levels of sport.
3. To examine legal requirements and interpretations of regulations as they pertain to gender in sport and the workplace.
4. To observe gender-based behavioral patterns which impact the sport workplace.
5. To review the historical factors involved in the governing of sport in a global society as it pertains to gender.

CONTENT AND SCOPE OF COURSE

1. A historical review of major legal rulings and cultural norms as it impacted female participation in sport.
2. An examination of Title IX, sex, and gender roles in sport.
3. An examination of issues of gender as it relates to race and ethnicity in sport.
4. An examination of the role feminism, gendered identities such as cisgender and transgender experiences and influences in sport.
5. The Olympic movement as it pertains to female participation, sex testing, and the impact on interscholastic sport practices.
6. Socioeconomic forces that influence sport and female participation.
7. The impact of domestic and sexual violence in sport.
8. Female leadership in sport as it pertains to coaching and sport administrators.

INSTRUCTIONAL TEXT

Suggested

Staurowsky, E. J. (2016). *Women & Sport: Continuing a Journey of Liberation and Celebration*. ISBN #9781450417594

ADDITIONAL READINGS: Additional readings from selected journals are accessible through CANVAS and Rutgers University libraries sites. Each reading assignment will be listed and available within the Module relative to the weekly topics.

PROCEDURES, TECHNIQUES AND METHOD OF INSTRUCTION

1. Lecture, small group, and class discussions.
2. Web resources.
3. Video/Movies.
4. Group presentations.

REQUIREMENTS FOR SATISFACTORY COMPLETION OF COURSE

1. Final Exam (25%). Test will consist of multiple choice, true/false, and short answers. The final test is cumulative. Questions from the group presentations will appear on the test.
2. Worksheets (20%). There will be assignments via worksheets that must be submitted through CANVAS. These assignments will consist of defining terms found in the textbook and additional reading resources. These worksheets will require you to read the material, research and access data which support the learning goals of the course. These

assignments will be graded on a complete/incomplete basis with no late submissions permitted without prior consent. I reserve the right to deduct points for incomplete or incorrect responses, lack of insight, and not following instructions.

3. Audio threads & Discussions (20%). For some of the discussions, you will be expected to verbally comment and record yourself throughout the course. Please make sure that you use a computer or mobile system that allows you to record and hear recordings. You will also be expected to write comments via forums and discussions in an online format. These will all be available through CANVAS. These comments will be graded on a complete/incomplete basis. I reserve the right to deduct points for incorrect information, less than insightful comments, and/or inappropriate behavior and use.

Discussion participation will be examined for quality postings. I consider a good quality posting to be germane to the topic, thoughtful, and concise. You are encouraged to use proper grammar and complete sentences. You will also be encouraged to add valuable personal experience to the discussion. However, you are also expected to reflect on the course material during discussions, and to cite sources in order to support your viewpoints. Therefore, you must *back up your opinions with excerpts from assigned readings or share additional relevant articles and studies with the class*. You are encouraged to avoid submitting posts that simply agree or disagree with your peers. Discussions can be accessed via the Module section in CANVAS under the relevant weekly listing.

4. Group Presentation (15%). Topics of interest will be discussed online, and each student will choose to be in a group to present information related to that topic. It is expected that each presentation will provide the online class with new information that was not previously discussed, or information that goes into further depth on a topic that was discussed online. Grades will be based on student input, level of information provided, adherence to instructions, and the ability to present the information in a clear, stimulating, and informative manner. Additional guidelines will be provided via course information in CANVAS and a scoring rubric.
5. Chapter Quizzes (20%). There will be multiple quizzes that will include 10-15 questions, multiple-choice, or true/false quizzes for each chapter or reading assignment. Students will need to take the quiz on the information presented in that content module. The quizzes are based on lecture, reading and online discussion material. You are expected to pass and complete each quiz prior to moving on to the next module.

Grading scale

A :	90-100%	B+:	85-89%	C+:	75-79%	D:	60-69%
		B :	80-84%	C :	70-74%	F :	≤ 59%

The lowest grade from worksheets and discussions will be automatically dropped and not calculated in your final grade. Late work will not be accepted unless previously approved.

You are expected to do your own work. Using sites such as Course Hero to copy work is not allowed. Sharing and copying work via apps like Groupme is also against the academic integrity policy. Do your own work or risk being reported to the Office of Student Conduct and Dean for academic integrity violations. As per the Academic Integrity Policy (see below), **all suspected violations will be reported to the Office of Student Conduct.** Academic dishonesty includes (but is not limited to):

- Cheating
- Plagiarism
- Aiding others in committing a violation or allowing others to use your work
- Failure to cite sources correctly
- Fabrication
- Using another person's ideas or words without attribution—re-using a previous assignment
- Unauthorized collaboration
- Sabotaging another student's work
- Posting assignments, syllabi, or coursework, without permission, online in shared resources apps and websites like Groupme or Course Hero.

Academic Integrity Policy

<http://nbacademicintegrity.rutgers.edu/>

Violations include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity.

Please do not use other students' work from previous classes. If caught, you will face the same consequences as described above in the Academic Integrity Policy.

Please do not misuse the online classroom to inappropriately screenshot, copy, or share information. If caught, you will be subject to the same consequences as described in the Academic Integrity Policy.

PLAGIARISM

Do your own work for every assignment. If you are referring to someone else's work (book, magazine, internet, etc.) then you are required to provide a reference. **I DO NOT ALLOW YOU TO CUT AND PASTE WORK FROM THE INTERNET! PARAPHRASE AND LEARN TO USE YOUR OWN WORDS.** Pictures are ok but you must provide a reference. If you are caught plagiarizing, you will be given a zero for the assignment and reported to the Dean.

COURSE RESOURCES:

Internet access including access to the Rutgers University Student and Library Portals, and specifically the CANVAS Course Learning Management System (LMS) via the following link:

<https://onlinelearning.rutgers.edu/canvas-login>

You will need a NetID to login so make sure that you have one for the site. If you are registered in the course and a Rutgers Student, you will automatically be a "member" of the online class. If you cannot access this site, please contact your professor and the CANVAS help desk. <https://rutgersonline.desk.com/>. All content on CANVAS is for educational purposes only and pursuant to copyright protection, meaning it cannot be reproduced,

distributed or transmitted in any form or by any means without prior written permission from Dr. Scott.

PARTICIPATION AND CLASSROOM POLICY

You are expected to fully participate in the class discussions via audio threads and written activities. There will be discussions throughout the semester where it is expected that different viewpoints and opinions will exist. **Please do not type in CAPS, emojis, or use casual “text lingo” as though you were only communicating with friends.** Use full words and be mindful of the tone you are setting when responding. Everyone is encouraged to speak up and express varying viewpoints. Personal attacks, name calling, foul or threatening language will not be tolerated. Please be respectful to each other, even when there may be disagreement. Enthusiasm is appreciated, leadership is encouraged, and your best effort is expected. I will notice those who put in an effort.

Mask Requirement

In order to protect the health and well-being of all members of the University community, masks must be worn by all persons on campus when in the presence of others (within six feet) and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). Masks must be worn during class meetings; any student not wearing a mask will be asked to leave.

Masks should conform to CDC guidelines and should completely cover the nose and mouth:
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html>

ATTENDANCE POLICY

Self-Reporting Absence Application:

Students are expected to attend all classes; if you expect to miss classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me. **This is not an automatic excuse from submitting assignments on time.**

In an online classroom, you are expected to log into class multiple times per week to complete your assignments. You have the discretion to log on at times convenient for you; however, you are expected to meet all due dates and deadlines on time. I will not accept work that is late unless previous communication and permission was given. All late work and non-submitted work will automatically receive a grade of zero. Not logging in and completing an assignment is considered absent. In the event of an extreme emergency (i.e. prolonged hospitalization), contact with the Dean of Students will be required to make up any missed work. **You cannot simply stop attending class and then expect to be able to make up work.** You are responsible for observing due dates and submitting work early or on time relative to personal travel, time zone changes due to travel (all work is due EST), religious observances, or work. If you should experience extenuating circumstances, please contact me as soon as possible so that arrangements can be made to ensure that you are able to successfully complete the course.

Students are expected to view all lectures and to complete all assignments and required reading pertinent to each course as it is the College's belief that attendance, participation and online classroom interaction are vital to the professional educational process. Greater than 20% absence from total class hours will result in the administrative grade of F (failure due to excessive absences). In such a circumstance, the student will be required to repeat the course in its entirety. In an online environment attendance will be evaluated on a weekly basis. A student will be considered in attendance for a given week (12:00am Monday to 11:59pm Sunday) if they participate in one of the required activities of that academic week including quizzes and/or exams as well as participation in class discussions.

Student Services

Diversity Programs and Support for Students

<https://diversity.rutgers.edu>

There are various programs and centers for students with diverse backgrounds and interests. Please use these links as a starting point to find information that may be of need and interest to you.

Bias and Crisis Support

<https://diversity.rutgers.edu/resources/bias-and-crisis-support>

Student Mentoring Support

<https://diversity.rutgers.edu/node/173>

Tyler Clementi Center

<https://diversity.rutgers.edu/tyler-clementi-center>

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>.

Request for accommodations for exams must be accompanied by a letter from ODS and a request must be made minimally one week in advance of EACH exam. You cannot make the request on the day of the exam.

Just In Case Web App

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

Weekly Schedule

Online Gender Issues in Sport

THIS COURSE IS SPREAD OUT OVER 15 WEEKS FOR THE SEMESTER

Additional readings indicate that you will have a reading assignment outside of your text book. All of the additional readings will be located in CANVAS unless otherwise announced. You are responsible for submitting homework related to these assignments on time. Please hold on to this schedule for the duration of the semester so that you can note changes as they are announced.

<u>Week</u>	<u>Topics/Assignments</u>
1	Introduction to class. Review syllabus, student introductions, and begin class discussions on gender issues and sport. Self-reflection written activities.
2	History of Women's Sport. Additional reading. Cunnea, Professor. (1998). A timeline of women's legal history in the United States. Retrieved from http://wllh.law.stanford.edu/wp-content/uploads/2011/01/cunnea-timeline.pdf .
3	Title IX and Sport. Additional reading. Title IX in a nutshell. Retrieved from http://www.acostacarpenter.org/Title%20IX%20in%20a%20nutshell.pdf

- 4 Girls & Women in Sport and Social Norms. **Additional reading.**
Acosta, R. V., & Carpenter, L. J. (2014). Women in Intercollegiate Sport: A Longitudinal, National Study Thirty-Seven Year Update. Retrieved from <http://www.acostacarpenter.org/2014%20Status%20of%20Women%20in%20Intercollegiate%20Sport%20-37%20Year%20Update%20-%201977-2014%20.pdf>
- 5 Issues of Gender Identity & Sport. **Additional reading.**
Mather, V. & Longman, J. (July 31st, 2019). Ruling leaves Caster Semenya with few good options. *New York Times*.
- 6 LGBTQI and the Trans-athlete in Sport. **Additional reading.**
GLSEN (Gay, Lesbian and Straight Education Network). Policies that matter. *Our commitment to safe schools: Policy, advocacy, and action*. Retrieved from <https://www.glsen.org/policy#snt--5>.
- 7 Racism & Sexism in Sport. **Additional reading.**
Racial and Gender Report Cards. Retrieved from <https://www.tidesport.org/racial-gender-report-card>
- 8 Women of Color in Sport. **Additional reading.**
Smith, Y. R. (1992). Women of color in society and sport. *Quest*, 44, pp. 228-250.
- 9 Sexual Violence in Sport. **Additional reading.**
Dupe, B. (2016). Sport participation and violence against female athletes. *Journal of Science Education and Research*, 2, 1, pp. 152-163.
- 10 Girls and Women with Disabilities in Sport. **Additional reading.**
Feminist Majority Foundation (n.d). *Gender Equality in Athletics and Sports: Disabled Women in Sport*. Retrieved from <http://www.feminist.org/sports/disability.html>.
- 11 Sport Media & Women in Sport. **Additional reading.**
Fink, J. S. (2015). Female athletes, women's sport, and the sport media commercial complex: Have we really "come a long way, baby"? *Sport Management Review*, 18, pp. 331-342.
- 12 Merchandising & Marketing Women's Sport. **Additional reading.**
Armstrong, K. L. (2001). Black Women's participation in sport and fitness: Implications for sport marketing. *Sport Marketing Quarterly*, 10, 1, pp 9-18.
- 13 Female Leadership in Sport & Future Directions. **Additional readings.**
Burton, L. J. (2014). Underrepresentation of women in sport leadership: A review of research. *Sport Management Review*, 18, 2. doi:10.1016/j.smr.2014.02.004

Walker, N. A., & Bopp, T. (2011). The under representation of women in the male dominated sport workplace: Perspectives of female coaches. *Journal of*

Workplace Rights, 15, 1. Retrieved from
https://works.bepress.com/nefertiti_walker/1/.

- 14 **Presentations** – Presentations are done asynchronously. Students send completed presentations with audio recordings to the professor. The professor then uploads them to CANVAS within the module so that everyone can view all presentations, complete a written summary of each presentation, and identify the key points.
- 15 **Final Exam**