

WOMEN'S STUDIES 4010
Women, Gender, and Social Justice: Gender and Sport
Fall 2023, Monday 11:30-2:30
Dr. Lori Chambers
RB 2021
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Course Description:

We will examine historical constructions of Western sport as the exclusive prerogative of cisgender, able-bodied, heterosexual white men. What sporting activities pre-dated these modern exclusions? When, under what conditions, and to what degree were and are women, non-men, Indigenous peoples, people of colour, and people living with disabilities included in sporting communities?

Land Acknowledgement

As participants together in this course, we acknowledge that Lakehead Thunder Bay is located on the ancestral lands of the ᐱᐅᓂᓂᐅᐅᐅ (Anishinabe) people, signatories to the Robinson Superior Treaty of 1850. Lakehead Orillia is located on the traditional territory of Ojibwe, Odawa, and Pottawatomi nations, collectively known as the Three Fires Confederacy. In this class, we express our commitment to positive relationships with First Nations, Métis, and Inuit peoples based on the principles of mutual trust, respect, reciprocity, and collaboration. We recognize the continual commitment needed by non-Indigenous people and institutions to learn from and about Indigenous peoples, to acknowledge the enormous harms colonialism has perpetuated and continues to perpetuate, and to reconcile this relationship.

Required Texts

You do not need to purchase any texts for the weekly readings for this course. However, you may wish to purchase the book/film you will review for one of your assignments (list of choices below).

Evaluation

Seminar participation:	20%	(grade delivered in two portions of 10%)
Sport Biography:	30%	Due: week 4, October 2
Book or film review:	30%	Due: week 9, November 6
Creative portfolio:	20%	Due: week 12, November 27

Participation

Discussions require that everyone participates (speaks, writes on D2L, and listens) in a meaningful and civil way. While there will be lots of disagreement and debate, everyone is expected to be respectful of others in the class. This requires that we listen to and value

ideas and political positions that are different from our own. Personal attacks, gender and racial slurs, disrespectful comments on ability or sexuality, or other such behavior is not respectful, constitutes academic misconduct, and will not be tolerated. We must also be mindful of less overt comments that may be harmful. For example, racism is not only evident in meanness, but also in beliefs such as ‘equality is color-blind’ or ‘I am not racist because I have a Black/Indigenous friend’.

Please note that I understand some students are very shy about speaking in class. However, you must listen attentively. I will post questions about the readings each week, and students may respond on D2L instead of speaking in class if they are more comfortable with this approach. Ideal engagement will involve BOTH participation in class and online via D2L.

Participation grades will reflect attendance, willingness to contribute to class discussions, and ability to listen respectfully to others. A full mark out of 20 will be subtracted for each absence from class for which the student does not provide alternative evidence of reading and participation by posting on D2L. Disrespectful participation is worse than non-participation and will be graded accordingly. Marks will be delivered twice, in sections of 10%, to provide feedback for improvement and ensure that all students have received 25% of their final grade by the drop and add date, as per senate regulations.

NOTE: While this is an in-person class, we are able to connect to the telepresence rooms via either zoom or telephone. Do NOT attend class in person if you are actively ill with any communicable illness.

Written Assignments:

1. Sport biography – due October 2

The purpose of the sport biography is to explore the history/experience of a sporting person or team excluded from mainstream coverage, limited in sport by their gender/gender expression/sexuality/race/ability, or who has overcome barriers and challenged limitations. The biography should be 5-6 typed, double-spaced pages in Times New Roman, 12 point. You can use non-traditional sources, including from the internet (but try to verify them) as it will be quite difficult to gather information on some of these people/organizations. This exercise should be fun. Find someone you admire, learn about them, and share.

2. Book or film review – due November 6

The purpose of the book, TV, or film review is to consider how ‘non-normative’ sport is portrayed in popular media. How does the film, series, or book challenge or reinforce current myths and stereotypes.

Content of the Review:
In your introduction:

Identify the book or film you are reviewing.

Summarize the content – Briefly outline the central /objective of the book or film but do not give a detailed description.

State your thesis with regard to the effectiveness of the book or film.

Clearly set out how your paper will prove this argument. I call this giving the reader a ‘road map’.

In the body of your essay:

Describe the Story or Argument – This should not be lengthy but should provide your reader with a precis of what happens or is argued in the book or film.

Evaluate – This is the most important component of the review and should form the majority of the paper. In this section, you must critically assess (“review”) the book or film.

Your critique should be based on issues such as:

- Does the film have a social change perspective/purpose? Or alternatively, does it portray an issue in a way that will reinforce stereotypes?
- Does the story line or argument provide a critique or alternative vision that will be convincing for the public?
- Does the story or argument engage the reader or viewer?
- Are there weaknesses/problems in either the story line or the argument?
- What was the objective of the author/producer? Is it met?

Do not do this simply as a list of questions. These are prompts for your thinking.

In your conclusion:

Summarize your arguments. Your conclusion should not introduce new points but should re-state the points you have made in the body of the review.

The book, TV, or film review should be 5-6 double-spaced, typed pages (12 pt Times New Roman with 1-inch margins).

Students will choose one of the following books, TV shows, or films for the review. I am open to you writing about something else, but you **MUST** discuss it with me, get it approved, and ensure that I have an opportunity to watch or read your selected item.

List of books and films from which to choose:

Books:

Lydia Reeder, *Dust Bowl Girls: The Inspiring Story of the Team that Barnstormed Its Way to Basketball Glory* (Algonquin Books, 2017).

Misty Copeland, *Life In Motion: An Unlikely Ballerina* (Touchstone Books, 2014).

Mary Louise Adams, *Artistic Impressions: Figure Skating, Masculinity and the Limits of Sport* (Toronto: University of Toronto Press, 2011).

Chanel Miller, *Know My Name: A Memoir* (Viking Press, 2019).

Sheldon Kennedy, *Why I Didn't Say Anything* (Insomniac Press, 2011).

Carolyn Jackson-Brown, *Disability, the Media and the Paralympic Games* (Routledge, 2020).

Donald Fisher, *The Creator's Game: Lacrosse, Identity, and Indigenous Nationhood* (UBC Press, 2018).

Susan Cahn, *Coming on Strong: Gender and Sexuality in Women's Sport* 2nd edition (University of Illinois Press, 2015).

Movies and TV Series:

Dir. Will Graham and Abbi Jacobson, *A League of Their Own*, (Season 1) Amazon Prime, 2022.

Dir. Nanette Burnstein, *Killer Sally*, Netflix, 2022.

Dir. Bonni Cohen and Jon Shenk, *Athlete A*, 2020.

Dir. Gurinder Chadha, *Bend it Like Beckham*, 2002.

Dir. Valerie Faris and Jonathon Dayton, *Battle of the Sexes*, 2017.

Dir. Reinaldo Marcus Green, *King Richard*, 2021.

Dir. Kirby Dick, *The Hunting Ground*, 2015.

Dir. Robert Towne, *Personal Best*, 1982.

3. Creative portfolio – due November 27

The objective of the portfolio exercise is to produce a series of different short writings (5 in total). The writings should engage, discuss, explore, or reflect upon ideas raised in class. Show the relevance of these ideas to the world around you in a scrap book, reflective journal, zine, web page or creative writing. The purpose of this assignment is to encourage students to continuously engage with course ideas, topics, and texts and to explore their own responses to the readings with a variety of textual formats and styles. A complete assignment will contain 5 different pieces of writing, each a minimum of 250 words (1 typed, double-spaced page) in length. You should begin working on this assignment early in the term. If you like working with visual images, you may wish to produce a zine (a self-produced photocopied magazine). You may also create art, music, or poetry. If you take this creative route, you must include artist statements to explain

your work, particularly for visual images. If you have technical skills, you may wish to create a website. If you prefer to focus on the written work, you may produce a reflective journal. You may incorporate any other materials (clippings from the newspaper or magazines, music, stories, creative writing, artwork) into the work that you wish. Such additions do not, however, replace the written work that is required in this assignment. You are encouraged to experiment and to have fun with this work. Any visual imagery must be accompanied by an artist's statement, explicitly connecting the image to the theme/idea you are exploring. You may critique theories, relate them to your own life, summarize arguments from the readings, or simply raise questions about the works we are exploring. There really are not any limits on the writing formats you may choose. It is important that you refer to specific ideas from the course. This is not simply a personal journal, but a reflexive exercise which must take into consideration ideas outside the realm of the personal (although relating them to personal experience is encouraged).

NOTE: For all written assignments, you will be evaluated on the overall quality of your content (comprehension and depth of engagement with the course materials) and expression (quality of writing, absence of grammatical errors, and originality). I welcome the submission of rough drafts in advance of the due date. I will read, evaluate, and return your papers so that you can complete revisions in advance of final submission. Try to make use of this opportunity which is available to all students on all assignments. It makes a big difference.

Issues for Student Information

Academic Dishonesty and Plagiarism: Plagiarism is a serious academic offence. Plagiarism is the unacknowledged use of someone else's words and/or ideas. Not acknowledging your debt to the ideas of a secondary source, failing to use quotation marks when you are quoting directly, buying essays from essay banks, copying another student's work, or working together on an individual assignment, all constitute plagiarism. Resubmitting material you have previously or simultaneously submitted in another course is also academic dishonesty. The minimum penalty for academic misconduct is a 0 on the assignment in question. Students may also be subject to more severe academic penalties, up to and including expulsion for multiple offences. All students are required to know what constitutes plagiarism and how to avoid it. Please review the university guidelines at <https://www.lakeheadu.ca/academics/academic-support/skills-for-success/responsibilities>, or speak with the professor. All cases of plagiarism will be dealt with in accordance with the Code of Student Behaviour and Disciplinary Procedures approved by Senate and the Board of Governors.

Accommodations: I make every effort to meet the varied needs of students and try to make official accommodations unnecessary through flexibility. Please feel free to speak to me directly about your needs. You are also strongly encouraged to contact Student Accessibility Services (SAS) and to register with them as early as possible. For more information, please email sas@lakeheadu.ca or view <https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>.

Assignment Due Dates: Due dates are suggestions to keep you on track. I am flexible and will adjust dates to meet your health/work/family needs. I am happy to work with you if you need accommodations, but you need to communicate with me.

Note on Incomplete Standing (from the Lakehead University Calendar): An incomplete grade may, at the discretion of the instructor and in consultation with the student, be assigned to a course when the instructor considers that for a valid reason the student has not yet completed all the requirements of the course. Please talk to me in advance if this is something we need to consider.

Expectations and Marking: All written work will be evaluated based on organization, presentation, grammar, and clarity as well as content. Writing is a process. It is only learned through practice and repetition. Writing is an important skill you can take into the workplace. Written communication can be very powerful. However, your first draft is unlikely to be the best possible work you can produce. For this reason, I strongly encourage you to submit rough drafts of papers for review. I will mark your paper as many times as you want to submit it, and only the final mark will count towards your grade. Good writing does not happen the night before an assignment is due. You should expect to spend a significant period of time on each assignment. These are guidelines to assist:

1. Start assignments early.
2. Read the instructions for your assignment carefully and ask questions if there is anything which is unclear.
3. Seek support. I am happy to read rough drafts for all assignments in this course. You can (and should) also get writing support from the Student Success Centre.

Student Success Centre: Beyond submitting rough drafts to me, you can/should also visit the Academic Support Zone at <https://www.lakeheadu.ca/students/academic-success/student-success-centre/academic-support-zone> or make an appoint for assistance at mysuccess@lakeheadu.ca if you require more assistance with your writing.

Health and Well-Being: We will be dealing with difficult material. Self-care is very important. If you or anyone you know experiences academic stress, difficult life events, or feelings of anxiety or depression, Student Health and Wellness is available to help: 343-8361 or <http://healthservices.lakeheadu.ca/>. Their services are free for Lakehead students and appointments are available. If you require immediate support regarding a mental health crisis, call Crisis Response at 346-8282 (24 hours/day). For non-crisis issues, please call Good To Talk at 1-866- 925-5454. Please monitor your well-being, keep me informed if you need accommodations, and seek help as needed.

Weekly Schedule for Lectures and Readings:

Week 1 – September 11

Introduction: Why Does Sport Matter to Feminism?

NOTE: I will be in Iceland for a conference this week, so our introductory class will be on ZOOM!

Week 2 – September 18

North American Origins/Indigenous Sport

Readings:

Gillian Poulter, “Embodying Nation: Indigenous Sports in Montreal, 1860-1885”, in Patrizia Gentile and Jane Nicholas, eds., *Contesting Bodies and Nation in Canadian History* (University of Toronto Press, 2013), 69-96.

Taylor McKee and Jamie Forsyth, “Witnessing Painful Pasts: Understanding Images of Sports at Canadian Residential Schools”, *Journal of Sport History* 46 (2) (2019), 189-207.

Victoria Paraschak, “Reconciliation, Sport History and Indigenous Peoples in Canada”, *Journal of Sport History* 46 (2) (2019), 208-223.

[Waneek Horn-Miller | The Canadian Encyclopedia](#)

Week 3 – September 25

Settler Physical Education and Organized Sport

Readings:

Robert Kossuth, “Indigenous and Colonial Physical Culture in Lethbridge: Sport, Contact and Settlement on the Prairie Frontier”, *Journal of Sport History* 46 (2) (2019), 255-272.

Paul Bennett, “Training ‘Blue-Blooded’ Canadian Boys: Athleticism, Muscular Christianity, and Sports in Ontario’s ‘Little Big Four’ Schools, 1829-1930”, *Journal of Sport History* 43 (3) (2016), 253-271.

Colleen English, “Separate Spheres and Separate Roles: Christian Beliefs, Medical Ideology, and Women’s Sport and Physical Activity in the Late 19th and Early 20th Century United States”, *International Journal of the History of Sport* 39 (4) (2022), 350-365.

Week 4 – October 2

Sport and Nation

Readings:

Kristi Allain, “Kid Crosby or Golden Boy: Sidney Crosby, Canadian national identity and the policing of hockey masculinity”, *International Review for the Sociology of Sport* 46 (1) (2011), 3-22.

Amanda Watson, Heather Hillsburg, and Lori Chambers, “Identity Politics and Global Citizenship in Elite Athletes: Comparing Castor Semenya and Oscar Pistorius”, *Journal of Global Citizenship and Equity Education*, 4 (1) (2014):

<https://journals/jgcee.sfu.ca/jgcee/index.php/jgcee/article/view/103/163>.

F. Aladejebi, K. Allain, RC George, and O Nzindukiyimana, “We the North: Race, Nation, and the Multicultural Politics of Toronto’s First NBA Championship”, *Journal of Canadian Studies* 56 (1) (2022), 1-34.

Week 5 – October 9

Reading Week

Week 6 – October 16

Regulating the (Cisgender) Female Athlete’s Identity and Body

Readings:

Anne Warner, “A Hatchet in ‘Lily-White Hands’: The Intricacies of Femininity at Private Girls’ Camps in Early Twentieth Century Ontario”, *Journal of the History of Sport* 39 (3) (2012), 507-525.

Hannah Bennett, Caitlyn Hauff, Christina Gipson, and Nancy Malcolm, “Crossfit has proven you can be muscular and still be feminine: Exploring comparative practices within Crossfit”, *Journal of Sport Behaviour* 45 (3) (2022), 1-16.

Stephanie Kiefer and Katrin Scharfenkamp, “Does Online Media Put Beauty Before Performance?”, *International Journal of Sport Finance* 13 (2) (2018), 156-182.

Week 7 – October 23

And Who Is a Woman Anyway? Transgender and Intersex Athletes

Lindsay Parks Pieper, “Gender Regulation: Renee Richards Revisited”, *International Journal of the History of Sport* 29 (5) (2012), 675-690.

Dylan Larsen, “Hurdles for Transgender Athletes”, *Law and Sexuality* 31 (2022), 95.

Aaren Pastor, “Unwarranted and Invasive Scrutiny: Castor Semenya, Sex-Gender Testing and the Production of Women in ‘Women’s’ Track and Field”, *Feminist Review* 122 (1) (2019), 1-15.

Week 8 – October 30

Sport and Differences in Ability

Andrew Hammond and Ruth Jeanes, “Federal Government Involvement in Australian Disability Sport”, *International Journal of the History of Sport* 35 (5) (2018), 431-447.

Marie Hardon, “‘I Consider Myself an Empowered Woman’: The Interaction of Sport, Gender and Disability in the Lives of Wheelchair Basketball Players”, *Women in Sport and Physical Activity Journal* 16 (1) (2007), 39-52.

Melinda Maika and Karen Danylchuk, “Representing Paralympians: The ‘Other’ Athletes in Canadian Print Media Coverage of London, 2012”, *International Journal of the History of Sport* 33 (4) (2016), 401-417.

Week 9 – November 6

Racialized Bodies in Sport

O Nzindukiyimana and E O’Connor, “Let’s (not) meet at the pool: A Black Canadian social history of swimming (1900s to 1960s)”, *Society and Leisure* 42 (1) (2019), 137-164.

Eileen Narcotta-Welp, "A Black Fly in White Milk: The 1999 Women's World Cup, Briana Scurry, and the Politics of Inclusion", *Journal of the History of Sport* 42 (3) (2015), 382-393.

Ornella Nzindukiyimana, "But how? (Re)Imagining the Public Place of (Black Canadian) Sport History", *Journal of Sport History* 48 (3) (2021), 361-378.

Week 10 – November 13

Homophobia in Sport

Readings:

Natalie Adams, Alison Schmitke and Amy Franklin, "Tomboys, Dykes and Girly Girls", *Women's Studies Quarterly* 33 (1/2) (2005), 17-34.

Roberto Biaocco, Jessica Pistella, Marco Salvati, Salvatore Ioverno and Fabio Lucidi, "Sports as a risk environment", *Journal of Gay and Lesbian Mental Health* 22 (4) (2018), 385-411.

Marie Hardon, Kathleen Kuehn, Hillary Jones, Jason Genovese and Murali Balaji, "Have You Got Game? Hegemonic Masculinity and Neo-Homophobia in U.S. Newspaper Sports Columns", *Communication, Culture and Critique* 2 (2) (2009), 182-200.

Week 11 – November 20

Female-Gendered Sports and the Feminization of Men

Readings:

Mary Louise Adams, "Death to the Prancing Prince: Effemininity, Sport Discourses and the Salvation of Men's Dancing", *Body and Society* 11 (4) (2005), 63-86.

Chayun Oh, "The Heroic White Man and the Fragile Asian Girl: Racialized and Gendered Orientalism in Olympic Figure Skating", *International Journal of the History of Sport* 36 (7-8_ (2019), 714-730.

Samantha King, "Consuming Compassion: AIDS, Figure Skating and Canadian National Identity", *Journal of Sport and Social Issues* 24 (2) (2000), 148-175.

Week 12 – November 27

GBV and Organized Sport

Readings:

Nicole Cox and Lauren DeCarvalho, "Hoping for a Hail Mary: A Critical Feminist Analysis of the NFL's Post-Rice Tactics", *Journal of Sports Media* 16 (1) (2021), 21-47.

Elizabeth Teebagy, "White Privilege and Racial Narratives: The Role of Race in Media Storytelling of Sexual Assaults by College Athletes", *Journal of Gender, Race, and Justice* 21 (2) (2018), 479-499.

Beth Adubato, "The Promise of Violence: Televised, Professional Football Games and Domestic Violence", *Journal of Sport and Social Issues* 40 (1) (2016), 22-37.

Week 13 – December 4

Sexual Predation Within Sport Organizations

Readings:

Helen Owton and Andrew Sparkes, "Sexual abuse and the grooming process in sport: Learning from Bella's story", *Sport, Education and Society* 22 (6) (2017), 732-743.

Katherine Hampel, "Whose Fault Is It Anyway? How Sexual Abuse Has Plagued the United States Olympic Movement and its Athletes", *Marq. Sports Law Review* 29 (2018-2019), 547.

Andrew Solomon, "Preventing Recurrences of the Cover-Ups at Penn State and Baylor (and now Michigan State): Where Does It End?", *Marq. Sport Law Review* 28 (2017-2018), 379.