

# UEP 299

## Women's Sports and Empowerment

### Fall 2017 - Syllabus

**Overview:** This course will explore the impact of sports participation on female experience, specifically considering multilevel psychological and socio-cultural women's empowerment measures, such as self-esteem, self-efficacy, and solidarity. We will consider the possibility that the very act of training the body through sports contributes to a greater sense of ownership of one's body – a critical psychological state for women's health, personal security, and ultimately empowerment. Through the framework of social cognitive theory of gender development, we will also examine the relationship between, physicality, psychology, and gender identity development. Finally, over the course of the semester, we will vet sports participation as an intervention to address gender inequality, including the impact of relevant policy, such as Title IX.

**Objectives:** Students will develop knowledge of several important health-related theories: life course theory, women's empowerment theory, and theories of gender development. Students will learn the potential impacts of sports participation on women's lives. Students will learn about the relevant policy to facilitate the inclusion of women in sports. Through a community-based learning component, students will have the chance to engage in qualitative inquiry on the effect of sports on health and self-concept. Students will also be able to critically interpret related issues appearing in scholarly publications and the popular media by applying scientific methods and the aforementioned theories. Finally, students will benefit from practicing oral and written communication of scientific ideas.

**Instructor:**

Myralyn Nartey  
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 Office hours: MWF, By appointment

**Class Meeting Time and Location:** Mondays, Wednesdays, and Fridays, 9:35-10:25 a.m. (BERKUS 242)

**Assigned Reading Materials:** Assigned readings will be posted to the course website (see lecture schedule).

**Course Web Site:** Course materials, including the syllabus and all announcements, are available at the course web site available at <http://moodle.oxy.edu>

**Homework Assignments and Grading:** Thorough explanations and requirements for homework assignment will be distributed and posted on the course website. The course grade is determined by performance on homework assignments, a midterm exam, an oral presentation, final project and participation in lectures. The total points are distributed as follows:

Assignment	Contents	Grade Points	Week Assigned	Week Due
Homework #1	Personal Essay	15	Week 2	Week 4
Homework #2	Substantive Paper	15	Week 5	Week 8
Midterm	Session Topics Through Week 6	20	Week 6	Week 6
Homework #3	Policy Paper	15	Week 9	Week 11
Current Affairs Presentation	Corresponding to Session Topic	5	On-going	On-going
Final Presentation Group Project: Short Film on Women in Sports	Topic to be selected by student; Instructor to approve	20	Week 8	Week 14-15
Class Participation	--	10	On-going	On-going

**Homework Assignments:** Students will complete three written homework assignments: A personal essay, a substantive paper, and a policy paper. Comprehensive handouts about each writing assignment will be posted on the course website.

**Midterm Exam:** This in-class exam will cover materials presented in the first half of the semester and it will be composed of multiple-choice questions, short answer questions and an essay question.

**Current Affairs Presentation:** Students will sign up to present a current affairs article related to the course topic for that date. The presentation should be from a popular media source, reported no more than one month before the presentation date. Students should prepare a 10-minute oral presentation describing how the article relates to the course subject matter.

**Final Group Project (Short Film On Women In Sports):** Students will be assigned to groups to execute a short film project (5 minutes max) on women in sports. The project will be assigned in week 8, and there will be deadlines for project related tasks in week 9 (Responsibilities and Timeline) and week 11 (Storyboard and Casting). Weeks 14 and 15 will be dedicated to final project presentations, during which groups will screen their film and talk about their project. A comprehensive handout about this project will be posted in the course website.

**Participation:** You are expected to be: on time, in attendance, informed, and engaged. You are allowed to miss *one* session without an excuse or informing the instructor in advance. Any more than this will dramatically affect your participation grade. Our aim is to collectively create a thoughtful, open, and collaborative classroom space. Your ideas and questions are encouraged, a diversity of ideas is welcome, and respect for your colleague's ideas is imperative. Together we can create a lively and dynamic learning environment!

**Guest Lectures:** An important component of this course will be the opportunity to hear from accomplished women in sports. During the semester, there will be 1-3 presentations from female professional athletes, sports directors, sports agents, or sports executives. Please be advised that these presentations may be outside of scheduled class hours to accommodate the speakers' schedules.

**Academic Integrity:** Plagiarism will not be tolerated in this class. Plagiarism entails appropriation of passages, words and phrases without credit, appropriation of both main and supporting ideas without credit, and paraphrasing without credit. Plagiarism also includes submitting a paper written by someone else. Ethical research requires that you properly document the sources you use. Even when you do not quote directly from another work, if reading that source contributed to the ideas presented in your paper, you should give the authors proper credit. If you have questions about how to cite your sources appropriately, please visit the writing center. For this course, please use in text parenthetical citation formats with (author, date) and include a complete bibliography at the end of your paper in APA format.

**In the Event of a Campus Emergency:** To report an emergency or suspicious activity, contact the **Oxy Campus Safety emergency line by phone (x2511 or 323-259-2511)** or at the nearest emergency call box. In the event of an evacuation, follow signage through the building to the designated safe refuge area where you will receive further instruction from Public Safety or a Building Captain. For more information and preparedness tips, visit: <http://www.oxy.edu/campus-safety/emergency-preparedness-response-plans>

#### **Additional Resources:**

**Special Accommodations (Office of Disability Services) -** <http://www.oxy.edu/disability-services>

**Reporting Sexual Misconduct (Sexual Respect & Title IX) -** <http://www.oxy.edu/sexual-respect-title-ix>

**About the Instructor: Professor Nartey** is an educator, interdisciplinary scholar, author, and social entrepreneur. She has an undergraduate degree in Environmental Biology and a graduate degree in Climate and Society from Columbia University in the City of New York. She completed her doctoral studies at UCLA in Community Health Sciences with a Comparative Education minor. Mimi holds a lecturing appointment at the UCLA Institute of the Environment and Sustainability and adjunct faculty positions at Occidental College and LMU. She is a women's empowerment scholar, and her primary research focus is disease prevention and health promotion in sub-Saharan Africa. Her research experience includes developing anti-malarial drugs; using climate forecasts to predict disease epidemics; developing interventions for maternal and child health in sub-Saharan Africa; and using soccer to promote health. Mimi is passionate about integrating science and philosophy to teach and promote social justice. Mimi was formerly a professional soccer player. She was a silver-medalist in the 2002 African Women's Cup of Nations, and she represented Ghana in the 2003 FIFA Women's World Cup. She coached her daughter's team, The Porcupines, to in an undefeated season last year! [www.MimiNartey.com](http://www.MimiNartey.com)

**UEP 299: Women's Sports and Empowerment  
Fall 2017 Schedule**

Week	Date		Session	Session Themes and Readings	Readings and Assignments
1	Wed	Aug 30	2	Course Overview, Review of Course Requirements, and Establishing Our Approach to the Course Topic	
	Fri	Sept 1	3	<b>** No Class**</b>	
2	Mon	Sept 4	4	<b>** No Class** Labor Day</b>	Homework 1 Assigned: Imagery of Women in Sports
	Wed	Sept 6	5	Establishing Our Approach to the Course Topic: Imagery of Women in Sports	
	Fri	Sept 8	6	Establishing Our Approach to the Course Topic: African Women's Soccer and Empowerment	
3	Mon	Sept 11	7	Life Course Theory: Understanding health risk over the lifetime	Hankivsky, O. (2012). Women's health, men's health, and gender and health: Implications of intersectionality. <i>Social science &amp; medicine</i> , 74(11), 1712-1720.  Connell, R. (2012). Gender, health and theory: conceptualizing the issue, in local and world perspective. <i>Social science &amp; medicine</i> , 74(11), 1675-1683.
	Wed	Sept 13	8	Social Determinants of Health: Gender as a predictive variable	
	Fri	Sept 15	9	Gender Inequality: Exploring the premise of inequitable circumstances for women	
4	Mon	Sept 18	10	Gender Inequality: Exploring intersectionality in bias against women	McGowan, B. L. (2016). Intersectional perspectives on gender and gender identity development.  Messner, M. A. (1988). Sports and male domination: The female athlete as contested ideological terrain. <i>Sociology of sport journal</i> , 5(3), 197-211.  Homework 1 Due
	Wed	Sept 20	11	Theories of Gender Development	
	Fri	Sept 22	12	Theories of Gender Development	
5	Mon	Sept 25	13	Women's Empowerment Theory	Women's Sports Foundation Report Brief: Her Life Depends on It III & Women's Health and Physical Activity Available at: <a href="https://www.womenssportsfoundation.org/home/research/articles-and-reports/mental-and-physical-health/~media/PDFs/For%20WSForg/Her%20Life%20Depends%20On%20It%203_Womens%20Health.pdf">https://www.womenssportsfoundation.org/home/research/articles-and-reports/mental-and-physical-health/~media/PDFs/For%20WSForg/Her%20Life%20Depends%20On%20It%203_Womens%20Health.pdf</a>
	Wed	Sept 27	14	Sports and Women's Empowerment	
	Fri	Sept 29	15	Sports and Women's Empowerment	
					Hanson, S. L., & Kraus, R. S. (1998). Women, sports, and science: Do female athletes have an advantage?. <i>Sociology of Education</i> , 93-110.  Lyras, A., & Hums, M. A. (2009). Sport and social change: The case for gender equality. <i>Journal of physical education, recreation &amp; dance</i> , 80(1), 7-21.  Homework 2 Assigned: Substantive Paper

6	Mon	Oct 2	16	Historical Perspectives on Women and Sports	Excerpt from: Nike is a Goddess. (To Be Posted)  Selection from: Sports and the Emancipation of English Women. (To Be Posted)
	Wed	Oct 4	17	Historical Perspectives on Women and Sports	
	Fri	Oct 6	18	<b>**MIDTERM EXAM**</b>	
7	Mon	Oct 9	19	<b>**No Class** Fall Break</b>	No new assigned reading for week 7.
	Wed	Oct 11	20	<b>**No Class** Fall Break</b>	
	Fri	Oct 13	21	<b>**No Class** Fall Break</b>	
8	Mon	Oct 16	22	Sports, Health, and Empowerment	<b>Homework 2 Due</b> <b>Final Project Assigned: Short Film on Women In Sports</b>  Our Sporting Sisters: How Male Hegemony Stratifies Women in Sport  VanSickle, J. (2012). The impact of physical activity and sport in the lives of women. <i>Journal of Physical Education, Recreation &amp; Dance</i> , 83(3), 3-5.
	Wed	Oct 18	23	Sports, Health, and Empowerment	
	Fri	Oct 20	24	Sports, Health, and Empowerment	
9	Mon	Oct 23	25	Policy Interventions to Promote Women in Sports	<b>Homework 3 Assigned: Policy Paper</b> <b>Final Project Responsibilities and Timeline Due</b>  Olson, W. (1990). Beyond Title IX: Toward an Agenda for Women and Sports in the 1990's. <i>Yale JL &amp; Feminism</i> , 3, 105.  United Nations Report, 2007, Women 2000 and Beyond: Women, Gender Equality, and Sport
	Wed	Oct 25	26	Policy Interventions Promote Women in Sports	
	Fri	Oct 27	27	Policy Interventions Promote Women in Sports	
10	Mon	Oct 30	28	Risks Associated with Sports Participation	Susceptibility of Female Athletes to Injury: Myths vs Reality <a href="file:///Users/myralynnartey/Desktop/jama_236_2_020%20(1).pdf">file:///Users/myralynnartey/Desktop/jama_236_2_020%20(1).pdf</a>  Messner, M. A., Duncan, M. C., & Cooky, C. (2003). Silence, Sports Bras, And Wrestling Porn Women in Televised Sports News and Highlights Shows. <i>Journal of Sport &amp; Social Issues</i> , 27(1), 38-51.  Biased Voices of Sports: Racial and Gender Stereotyping in College Basketball Announcing <b>Homework 3 Due</b>
	Wed	Nov 1	29	Risks Associated with Sports Participation	
	Fri	Nov 3	30	Risks Associated with Sports Participation	
11	Mon	Nov 6	31	Women's Sports in the Collective Psychology	Krane, V. We Can be Athletic and Feminine, But Do We Want to? Challenging Hegemonic Femininity in Women's Sport  Whiteside, E. and Hardin, M. Women (Not) Watching Women: Leisure Time, Television, and Implications for Televised Coverage of Women's Sports.  <b>Final Project Storyboard and Casting Due</b>
	Wed	Nov 8	32	Women's Sports in the Collective Psychology: Women, Sports, and Media	
	Fri	Nov 10	<b>33</b>	<b>**No Class** Veteran's Day</b>	
	Mon	Nov 13	34	Differently-abled Women in Sports	Grimes, P. S., & French, L. (1987). Barriers to disabled women's participation in sports. <i>Journal of Physical</i>

12					<i>Education, Recreation &amp; Dance, 58(3), 24-27.</i>
	Wed	Nov 15	35	Differently-abled Women in Sports	Hums, M. A., Moorman, A. M., & Wolff, E. A. (2003). The Inclusion of the Paralympics in the Olympic and Amateur Sports Act Legal and Policy Implications for Integration of Athletes with Disabilities into the United States Olympic Committee and National Governing Bodies. <i>Journal of Sport &amp; Social Issues, 27(3), 261-275.</i>
	Fri	Nov 17	36	Differently-abled Women in Sports	Richard, R., Joncheray, H., & Dugas, E. (2015). Disabled sportswomen and gender construction in powerchair football. <i>International Review for the Sociology of Sport, 1012690215577398.</i>
13	Mon	Nov 20	37	<b>***Thanksgiving Holiday*** ***CLASS CANCELLED***</b>	No new assigned reading for week 13.
	Wed	Nov 22	38	<b>***Thanksgiving Holiday*** ***CLASS CANCELLED***</b>	
	Fri	Nov 24	39	<b>***Thanksgiving Holiday*** ***CLASS CANCELLED***</b>	
14	Mon	Nov 27	40	<b>FINAL PROJECT PRESENTATIONS</b>	No new assigned reading for week 14.
	Wed	Nov 29	41	<b>FINAL PROJECT PRESENTATIONS</b>	
	Fri	Dec 1	42	<b>FINAL PROJECT PRESENTATIONS</b>	
15	Mon	Dec 4	43	<b>FINAL PROJECT PRESENTATIONS</b>	No new assigned reading for week 15.
<b>***Reading Days Dec 6-10***</b>					
<b>***Finals Exams Dec 11-15 ***</b>					

**\*\*\*The instructor reserves the right to make changes to the syllabus.\*\*\***