

## Faculty of Health School of Kinesiology and Health Science

### **Acknowledgement of Indigenous Peoples and Traditional Territories:**

York University recognizes that many Indigenous nations have longstanding relationships with the territories upon which our campuses are located that precede the establishment of York University. We acknowledge our presence on the traditional territories of the Mississaugas of New Credit, the Huron-Wendat, the Haudenosaunee Confederacy and the Métis Nation of Ontario.

## Gender and Sexuality in Sport and Health

**Course:** AS/KINE 3360 3.0  
**Term:** Fall 2018  
**Time/Location:** Lecture: Tuesday: 10:00am – 12:00pm  
Tutorials: Thursdays at 12:30

### **Course Instructor:**

Dr. Tammy George  
319 Stong College  
Email: georget@yorku.ca  
Office Hours: M/W 1:30-2:30 or by appointment

**Note:** I will try my best to get to your email within 24 hours. Please avoid emailing me for explanations of course material. I will be happy to arrange an appointment with you in my office or clarify the course material in lecture. Also, use tutorials as a space to grapple with lecture material and questions you have about the course. Please indicate <KINE 3360> in the subject line, so that I attend to you email promptly.

### **Course Description:**

How do we understand what constitutes as male and female in the contemporary moment? Do our notions of masculinity and femininity differ in the sporting arena? Where do our notions of masculinity and femininity originate? Do we all negotiate ideas of masculinity and femininity in the same manner? How do the realms of sport and health grapple with what it means to be male and female? This course examines the relationship between gender and sexuality in sport and health in addition to providing an opportunity to reflect on how social relations are organized by gender and sexuality, and the various ways we individually and collectively, accept, participate and challenge gendered definitions of our lives. As such, this course begins from the assumption that gender is a relationship of power, and thus a socio-historical and political construct rather than as something a

body possesses. This course will approach various themes from a critical feminist analytic in addition to examining the ways gender and sexuality intersect with social class and race inequality from both historical and contemporary perspectives. Drawing on popular culture and case studies in the arenas of sport and health both locally and globally, we will examine how gender categories become naturalized and dehistoricized. In doing so, this will allow us to explore how social categories and relations are organized, in order to think about strategies for social change.

### Course Objectives:

1. To theorize and ask critical questions about the relationship between gender and sexuality and how they operate both in sport and health, but also in our everyday lives.
2. To understand more deeply the concept of the **socially-constructed** body from the perspective of a variety of disciplines, different from the biological and to develop a critical understanding of how power relations operate.
3. To understand that gender and sexuality cannot be understood outside of race, class, ability, space and nationality and play a central role in constructing particular kinds of gendered subjects.
4. To analyze sport and health in contemporary North American society by learning and using a feminist analytic, in addition to both contextualizing and historicizing the body.

**Approach to Learning:** Each class will use a combination of lecture, large and small group discussion. I view class as an important space and place for dialogue and critical inquiry. I encourage you to listen and engage with your fellow peers. You are also expected to engage with what you are reading and other course materials that I provide. As you read, bring your questions to class. I will raise several themes and issues from the readings, but I encourage you to bring your questions to compliment what I put forth. This class will challenge us in a variety of ways and interrogate intellectual complacency, and how we come to know what we know. I invite differing opinions and a clash of ideas. Some debates may be straightforward, others may be full of emotion and fear, pain and uncertainty. It is my hope that together we can create the possibility of tolerating differing points of view and the value of that difference.

### Course Text/Readings:

This course utilizes Moodle for all necessary course related communication. Required readings are available in electronic format through York University's Library (YUL) or Online through the public domain. In addition, in some cases links to download the readings are provided through Moodle. I have also indicated here on your course reading schedule where to locate the weekly readings. In the event that the links to the readings are not working correctly, or if there is an issue, it is the student's responsibility to access the YUL system and retrieve the required reading in advance of lecture.

## Course Evaluation:

<i>Assessment Item</i>	<i>Percentage of Final Grade</i>	<i>Due Date</i>
3 x Critical Reading Response Papers	15% x 3 = 45%	I: September 27 <sup>th</sup> (In Tutorial) II: October 30 <sup>th</sup> (In Lecture) III: November 22 <sup>nd</sup> (In Lecture)
Mid-Term Exam	20%	In class midterm: OCT. 23 <sup>rd</sup>
Tutorial Attendance and Participation	15% (total) Attendance 7.5% Participation 7.5%	Grade to be calculated at the end of fall term and based on Tutorial attendance and participation.
Final Exam	20%	In Class Final: December 4 <sup>th</sup>

## Course Policies

Unless specified otherwise, all written work must:

- Be submitted in class to the CD or Tutorial Leader and uploaded onto Moodle.
- Include a Title Page with Student Name and Number
- Be double-spaced
- Use 12pt Times New Roman font
- Use one inch margins all around
- Have numbered pages
- Use paragraphs (point form notes are not acceptable)
- Use APA formatting for in-text citations and referencing (see APA Publication Manual, 5<sup>th</sup> Ed.)

## Important Course Information

### Grading:

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.) (For a full description of York grading system see the York University Undergraduate Calendar - <http://calendars.registrar.yorku.ca/2013-2014/academic/grades/>)

### Assignment Submission and Lateness Penalties

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, you are required to submit your assignments at the beginning of class on the due date. Electronic copies will not be accepted unless prior arrangements have been made.

An assignment is LATE if submitted after 3:00 PM on the due date. Late assignments will be penalized 5% per day, unless they are accompanied by an Attending Physician Statement (see [www.registrar.yorku.ca/index.php](http://www.registrar.yorku.ca/index.php)), court-date note, or by other official documentation detailing a serious matter.

### **Appeals Process**

You may ask for a grade reassessment on an assignment. This, however, is not an ordinary occurrence but an exception. Simply wanting a higher grade is not an acceptable reason for requesting a reassessment. If you believe that your assignment has been wrongly graded, explain why in a maximum one-page, typed letter or email and submit to the CD **by the next lecture date**. Your grade may go up, down, or remain the same. Grade reassessment decisions are final. Participation Grades cannot be appealed.

### **Assignment Deadline Extension and/or Missed Exam**

Students with a documented reason for requiring an extension or for missing the exam, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor's letter) may request accommodation from the CD. The length of the extension is up to the discretion of the CD. Students must write a make-up exam within 10 business days of the original exam date. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

**KINE 3360 adopts a zero-tolerance policy with regard to Breach of Academic Honesty and Integrity.** Please refer to York University Secretariat website <[www.yorku.ca/secretariat/](http://www.yorku.ca/secretariat/)> for further information on Senate Policy on Academic Honesty and Academic Integrity, Ethics Review Process, Access/Disability, Student Code of Conduct, and Religious Observance Accommodation. Please also refer to the faculty of Health's presentation on academic honesty for additional information. <http://health.info.yorku.ca/files/2012/10/Academic-Honesty-Presentation-FINAL-COPY-April-18-2013.pdf>

### **Email policy**

Students are welcome to use email to share comments and concerns not raised in class. However, email communication will be reserved primarily for arranging appointments and/or attending to issues that need to be resolved immediately (i.e., cannot wait until the next lecture). Where possible, consult the course outline prior to emailing since often the information is there. Course material will be reviewed in class or in office hours only. Every effort will be made to respond to emails within one to two business days. **Please note that on weekends I do not check email as frequently and therefore my responses will be slower.**

### **Student Accessibility Services (SAS)**

SAS provides academic accommodations and support to students with documented disabilities who are enrolled in programs at York's Keele Campus. To register with Student Accessibility Services, students should upload their disability-related documentation to the online registration format: [accessibility.students.yorku.ca](http://accessibility.students.yorku.ca)

Contact Info: By email: [sasinfo@yorku.ca](mailto:sasinfo@yorku.ca) OR by Phone: 416.736.5755  
SAS is located in N108 Ross Building or N204 Bennett Center for Student Services

### Food and Housing Insecurity

When students face challenges securing food and/or housing, it can be difficult and challenging to learn. If you are in this situation and feel comfortable, please let me know, and I will do what I can to connect you with the appropriate resources. Our campus offers various services and supports for students; know that you are alone in dealing with these issues.

### Accommodations with Students with Children

Many students have care responsibility for a child in their life, whether as a parent, guardian, and older sibling, cousin etc. If your childcare needs come into conflict with the course schedule, please don't feel as though you need to miss class. I understand that sometimes, plans fall through and should this happen you are welcome to bring your child to class with you. I kindly ask that you bring materials to keep them busy and remain mindful of your classmates. If you have any questions or concerns, please do not hesitate to contact me.

### The Centre for Sexual Violence, Response, Support and Education

If you or your colleagues are dealing with issues in relation to sexual violence or require support, The Centre for Sexual Violence, Response, Support and Education can provide you with the support you may need. They can be reached at: 416.736.5211.

### Writing Centre

The Writing Centre at York University can be a very useful tool throughout in your academic journey. If you feel that you struggling with your writing, make an appointment with the writing Centre as soon as possible. They offer online tutoring, on-campus tutoring and writing workshops. They are located in the Ross Bldg. S311, by phone: 416.736.5134 or at: [writing-centre.write.laps.yorku.ca](mailto:writing-centre.write.laps.yorku.ca) OR [lapswrit@yorku.ca](mailto:lapswrit@yorku.ca)

### Course Assignments

I. 45% Critical Reading Response Paper (15% each. Approximately 3 double-spaced pages, 1000 words maximum not including references)

**Due Dates: Critical Response Paper I – Thursday, September 27<sup>th</sup>, 2018**

**Critical Response Paper II – Tuesday, October 30<sup>th</sup>, 2018**

**Critical Response Paper III – Tuesday, November 22<sup>nd</sup>, 2018**

Each student is required to hand in a **3-page** critical reading response paper. They are each valued at 20% each. For the designated week, you are to write a reading response incorporating a minimum of two of the articles covered for that week. Try not to summarize the readings, but rather engage with the theoretical ideas put forth by the author. Think about the following questions as you read and write: Do you agree with the author? Do you disagree with the author? What is the author trying to convey in the piece? What new insights are offered? What do you believe is missing? Do the readings speak to your own experience? How is it challenging you? Your reading response should a) address the readings in some capacity (I want to know that you have read the pieces) and b) offer a critical engagement with the ideas offered. Engage with the readings. The

goal of these critical reflections is not to have any authoritative or definite answers, but to showcase **how** you are thinking and engaging with the material. You may end up having more questions after the readings, which I encourage you to incorporate into your reading reflection. As you write this critical response imagine your audience to be the instructor, your fellow classmates and even the author(s) you are responding to. Consider the following questions to guide you as you critically read and engage with this assignment (you do not need to answer all of these questions in your assignment they are designed to get you thinking about the readings:

- a) What were the main themes or ideas covered in the article or chapter?
- b) What were the author's main thesis, argument, and/or conclusion? Does it resonate with you? Why or why not?
- c) What kinds of evidence did the author use to explain or support his/her thesis, argument or conclusion?
- d) Does this article or chapter support or contradict others that you have read? (Be specific and offer informed evidences/arguments for your thoughts)
- e) What questions or critiques would you raise after reading the article? What are the gaps, inconsistencies and limitations?
- f) What are the implications of the author's argument?
- g) How does this article speak to your own experiences?
- h) How does this article or chapter speak to the course?

Please note that when responding to readings for week of September 19<sup>th</sup>, for instance, **your paper must be turned in that same day before I begin the lecture**, and before we discuss those readings in class. **In short, you can NOT write a reading response paper on readings already discussed in class.**

#### **Mandatory Format Requirements for Written Work:**

Unless specified otherwise, all written work must:

- **Be submitted in class and uploaded to Moodle as a Word document through Turnitin.**
- Include a Title Page with Student Name, Student Number and TA
- Be double-spaced
- Use 12pt Times New Roman font
- Use one inch margins all around
- Have numbered pages
- Use paragraphs (point form notes are not acceptable)
- Use APA formatting for in-text citations and referencing (see APA Publication Manual, 5<sup>th</sup> Ed.)

And Remember... Proofread your paper carefully for errors in spelling, punctuation and grammar, and stick to the word length limit of the assignment (1000 words maximum). Try to view the paper from the reader's perspective. Will the arguments make sense to a popular audience who do not have a special background on this issue? Did you use technical terms not familiar to the average reader? Use simple, straightforward language with a reasonable tone.

## II. 20% Midterm Test and 20% Final exam

This test will be composed of short answers and essay questions. Details will be provided later on in the course and will be accompanied with a comprehensive review. **Instructions and sample exam questions will be distributed during designated review days. It is your responsibility to make sure that you are in class for the material covered and discussed.**

### ***III: Tutorial Participation and Attendance (7.5 + 7.5 = 15%):***

Students are expected to be prepared for tutorials on **Thursdays**. For every tutorial, attendance will count towards your final grade up to a maximum of 7.5%. Students who miss class due to illness or another serious matter must provide official documentation no later than the next tutorial to ensure course attendance mark. Please consult Moodle for when tutorials will begin.

Evaluation of tutorial participation is primarily based on students' discussion of the material in an informed manner; in other words, in a manner that is grounded in course material. The Tutorial Leader will also utilize different exercises in class as part of the evaluation of class participation. Personal anecdotes and opinions are valuable sources of information but primary contributions to class discussion should be based on readings and lecture material. When personal experiences and/or opinions are shared, students are encouraged to connect these anecdotes with course material.

#### ***Course Participation Supplement:***

Individuals who miss tutorials due to illness, or another serious matter, and who still want to contribute to their participation grade may do so by submitting their participation in writing (i.e., here's what I wanted to say in class but couldn't because I wasn't there). Official documentation must be provided for this submission to be accepted by the Tutorial Leader. This submission can be a maximum of one paragraph, double-spaced.

### ***Weekly Lecture and Required Reading Schedule***

<b><i>Date</i></b>	<b><i>Lecture and Required Reading(s)</i></b>
Sept. 11 and 13th	Welcome to Fall Term/Housekeeping
Sept. 18 – 20th	<b>Theoretical Underpinnings: Feminism and Intersectionality</b> <ul style="list-style-type: none"><li>• Collins. P.H. (1993). Toward a new vision: Race, class, and gender as categories of analysis and connection. <i>Race, Sex &amp; Class</i>, 1(1), 25-46. Reprinted in T.E. Ore (2009) (Ed.), <i>The Social Construction of Difference and Equality</i> (pp. 720-734). New York, NY: McGraw-Hill. <b><i>(Available online via Google)</i></b></li><li>• West, C. &amp; D.H. Zimmerman. (1987). Doing Gender. <i>Gender and</i></li></ul>

	<p><i>Society</i>, 1(2): 125- 151. <i>(Available through YUL or online)</i></p> <ul style="list-style-type: none"> <li>• The Heterosexuality Quiz</li> </ul>
Sept. 25th –27th	<p><b>Anatomy and Destiny: Biological Arguments about Gender Difference</b></p> <ul style="list-style-type: none"> <li>• Fausto-Sterling, A. (2000). Five Sexes, revisited: The Varieties of Sex Will Test Medical Values and Social Norms. <i>The Sciences</i>, July/August, 18-23. <i>(Available Online and Moodle)</i></li> <li>• Lorber, J. (1993). Believing is Seeing: Biology as Ideology. <i>Gender and Society</i>, 7(4): 568-581. <i>(Available online and thru YUL)</i></li> <li>• Sapolsky, R.M. (1997). Testosterone Rules. Discover Magazine. Retrieved from: <a href="http://discovermagazine.com/1997/mar/testosteronerule1077">http://discovermagazine.com/1997/mar/testosteronerule1077</a> <i>(Available online)</i></li> </ul> <p style="text-align: center;"><b>***1st Critical Reading Response Due ***</b></p>
October 2 <sup>nd</sup> – 4 <sup>th</sup>	<p><b>Cultural Constructions of Gender</b></p> <ul style="list-style-type: none"> <li>• Fausto- Sterling, A. (1997). How to Build a Man. In Micaela di Leonardo &amp; Roger Lancaster (Eds.), <i>The Gender/Sexuality Reader</i>. (pp. 244-248). New York: Routledge. <i>(Available online and thru Moodle)</i></li> <li>• Martin, E. (1991). The Egg and the Sperm: How Science has constructed a Romance based on Stereotypical Male-Female Roles. <i>Signs: Journal of Women in Culture and Society</i>, 16(31), 485-501. <i>(Available thru YUL and online)</i></li> </ul> <p>***White, Hilary. (2006). Canada's Last Taboo: Gay Blood Donation. Toronto Lifestyle Magazine. <a href="http://www.lifesitenews.com/ldn/2006/mar/06032101.html">http://www.lifesitenews.com/ldn/2006/mar/06032101.html</a></p>
October 8 <sup>th</sup> -14 <sup>th</sup>	<p><b>Reading Week/No Class!</b></p>



October 16 <sup>th</sup> – 18 <sup>th</sup>	<p><b>The Gendered Body Part I</b></p> <ul style="list-style-type: none"> <li>• Bordo, S. The Body and the Reproduction of Femininity. In <i>Writing on the Body: Female Embodiment and Feminist Theory</i>. K Conboy, N. Medina, and S. Stanbury (Eds) (pp. 165-184). New York: Columbia. <i>(Available on YUL and Online)</i></li> <li>• George, T. (2005). Barbie Meets the Bindi: Constructions of Health and Fitness among Second Generation South Asian Women. <i>Urban Women's Health Journal</i>. 4(2): 44-66. <i>(Available on YUL and Online)</i></li> <li>• Glenn, E. N. (2008). "Yearning for lightness: Transnational circuits in the marketing and consumption of skin lighteners." <i>Gender &amp; Society</i> 22(3): 281-302. <i>(Available on YUL)</i></li> </ul>
October 23 <sup>rd</sup>	<p style="text-align: center;"><b>October 23<sup>rd</sup>: In Class Midterm Test (20%)</b>  <b>October 25<sup>th</sup>: Tutorial Film: Killing Us Softly IV</b></p>
October 30 <sup>th</sup> – November 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Butler, J. "Athletic Genders" <i>(Available online)</i></li> <li>• Erica, Rand, E. (2013). Court and Sparkle: Kye Allums, Johnny Weir, and Raced Problems in Gender Authenticity. <i>A Journal of Lesbian and Gay Studies</i>, 19(4): 435-463. <i>(Available online and on YUL)</i></li> <li>• Adams, M.L. (2013). No Taste for Rough-and-Tumble Play: Sport Discourses, the <i>DSM</i>, and the Regulation of Effeminacy. <i>A Journal of Lesbian and Gay Studies</i>, 19(4): 515-543. <i>(Available online and on YUL)</i></li> </ul> <p style="text-align: center;"><b>***2<sup>nd</sup> Critical Reading Response Due ***</b></p>
November 6 <sup>th</sup> – 8 <sup>th</sup>	<p><b>Contemporary Gender Struggles: Media and Representation</b></p> <ul style="list-style-type: none"> <li>• Birke, L. I. A. (1982). From Sin to Sickness: Hormonal Theories of Lesbianism. In Ruth Hubbard, (pp. 73-86). <i>The Biological Woman: The Convenient Myth</i>. Schenkman Books Inc. <i>(Available online and on YUL)</i></li> <li>• Jutel, A. (2005). Cursed or carefree? Menstrual product advertising and the sportswoman. In S.J. Jackson and D.L. Andrews (Eds.), <i>Sport, Culture and Advertising: Identities, Commodities and the Politics of Representation</i> (pp 213-226). London: Routledge. <i>(Available online and on YUL)</i></li> <li>• Voronka, J. (2008). Making Bipolar Britney: Proliferating psychiatric diagnoses through tabloid media. <i>Radical Psychology</i>, 7(2), 1-23. <a href="http://radicalpsychology.org/vol7-2/Voronka.html">http://radicalpsychology.org/vol7-2/Voronka.html</a> <i>(Available on Moodle)</i></li> </ul>
November 13 <sup>th</sup> – 15 <sup>th</sup>	<b>Colonial Violence and the Canadian Nation State</b>

	<ul style="list-style-type: none"> <li>• Loomba, A. (1998). <i>Colonialism/Postcolonialism</i>, London Routledge, pp. 57-69. <b>(Available on YUL)</b></li> <li>• Bourgeois, R. Deceptive Inclusion: The 2010 Vancouver Olympics and Violence Against First Nations People. <i>Canadian Women's Studies Journal</i>, 27(2-3), 39-44. <b>(Available on YUL)</b></li> <li>• Robidoux, M. (2001). Narratives of Race Relations in Southern Alberta: An Examination of Conflicting Sporting Practices. <i>Sociology of Sport Journal</i>, 21, 287-301. <b>(Available on YUL)</b></li> <li>• Smith, A. (2001). "Better dead than pregnant: The colonization of Native Women's Health". In Bhattacharjee, A. &amp; Silliman, J. (Eds.), <i>Policing the national body</i> (pp. 123-146). Cambridge, MA: South End Press. <b>(Available on Moodle and on YUL)</b></li> </ul>
November 20 <sup>th</sup> – 22 <sup>nd</sup>	<p><b>Rethinking Gender and Violence</b></p> <ul style="list-style-type: none"> <li>• Burstyn, V. (1999). 'Hit, crunch, burn': Organized violence and men's sport. In, <i>The Rites of Men: Manhood, Politics and the Culture of Sport</i> (pp. 163-191). Toronto: University of Toronto Press. <b>(Available on Moodle)</b></li> <li>• Connell, R.W. and James W. Messerschmidt. 2005. "Hegemonic Masculinity: Rethinking the Concept." <i>Gender and Society</i>, 19 (6). 829-859. <b>(Available on YUL and Online)</b></li> <li>• White, Caroline &amp; Joshua Goldberg. (2006). Expanding our understanding of gendered violence: Violence against trans people and their loved ones. <i>Canadian Woman Studies</i>, 25 (1/2), 124-127. <b>(Available on YUL)</b></li> </ul> <p style="text-align: center;"><b>***3rd Critical Reading Response Due ***</b></p>
November 27 <sup>th</sup> -29 <sup>th</sup>	<p><b>Colonial Legacies: The Case of Caster Semanya</b></p> <ul style="list-style-type: none"> <li>• Fausto-Sterling, A. (1995). Gender, race and nation: The comparative anatomy of Hottentot women in Europe, 1815-1817. In J. Terry and J. Urla (Eds.), <i>Deviant Bodies: Critical Perspectives on Difference in Science and Popular Culture</i> (pp. 19-48). Bloomington, IL: Indiana University Press. <b>(Available on Moodle and Online)</b></li> <li>• Cooky, C. &amp; S. Dworkin. (2013). Policing the Boundaries of Sex: A Critical Examination of Gender Verification and the Caster Semenya Controversy. <i>The Journal of Sex Research</i>, 50(2): 103-111. <b>(Available on Moodle and Online)</b></li> </ul>

	<p><i>YUL and Online)</i></p> <p>Birrell, S. &amp; Cole, C. L., "Double Fault: Renee Richards and the Construction and Naturalization of Difference. <i>Sociology of Sport Journal</i>, 7(1): 1-21. (<i>Available on YUL</i>)</p>
December 4 <sup>th</sup>	In Class Final Term Test