

**GEN ST 101 E – Race, Class and Gender in the Sports Media
Winter 2012**

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Office hours: By appointment – MGH 161 A
Course meets: Wednesdays 11:30am-1:30pm in MGH 288
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Contact:

Course Description:

The media enterprises of television, magazines and the internet have provided our culture with connective tissue that holds us together. Within our culture, sport has a heightened importance. Our teams become extensions of our universities and communities. In this course, we will take time to reflect on the language that is being used by the media around sport. Specifically, we will tackle the ways in which sports communication intersects with race, class and gender by looking at what larger cultural ideologies the media reinforces.

As a course focusing on skills acquisition, how you learn will be as important as what you learn. The first half of this course covers learning skills, testing and essay writing with some integrated content on socioeconomic class and “otherness”. The second half will focus on applying those skills to content on gender and race. Both study skills and course content will be discussed with tutors in individual study sessions twice a week.

Materials:

All materials need to be brought to every class and tutoring session. Failing to be prepared for class and tutoring will not be tolerated.

- 1” or 1.5” three ring binder with dividers
- Notebook with lined paper
- Course pack: all course reading will be in the course pack available at the University Book Store
- Academic Planner

Requirements:

Essays – Essays are designed to help students reflect on class topics. Students will be required to write an identity essay, in-class essay, professor meeting report and reflection essay in response to questions related to class themes, readings and discussions. Identity essays will be submitted as Word document e-mail attachments to anneb7@u.washington.edu by 9pm on the day they are due. All other essays will be written or submitted in class. Late essays will be marked down one half of one grade point per day. Essays will be graded both on structure and on content. We will discuss the grading rubric in class at the beginning of the quarter.

Participation and Attendance – Students are expected to attend every class and check their UW email regularly. One missed class for the quarter is acceptable if the student informs Anne of the absence in advance and makes arrangements to meet with Anne one on one to discuss the material. Missed sessions with tutors must be discussed in advance with the tutor and rescheduled when possible. Participation will be graded based on the student's effort to attempt the methods outlined in the course. Class will meet for two hours Wednesday 7:00pm-9:00pm. Students will meet with their tutors twice a week for 90 minutes per session. Tutor meetings are a significant requirement for the course. The following is a list of guidelines relating to tutoring session attendance and grading practices:

- At the end of the quarter, if you have demonstrated extraordinary commitment to and engagement with your tutor-mentor, you may receive an extra .1 added to your final GPA.
- Students will establish guidelines (wait times, proper notice, etc) with their tutor-mentors in the tutoring agreement completed during the first meeting.
- You can have one “no show” for a tutoring appointment this quarter with a good reason and an apology. Starting with the second one, you will lose -.1 on your final course GPA for each “no show.”

Meeting with a Professor – Students will be required to have one individual meeting with the professor of one of the student's classes (no TA's). Students will write a 1-3 page summary of that meeting.

In-class Essay and Revision – You will write an essay response to a prompt (5pts). Then you will revise your essay and resubmit it with an outline and citations (15pts).

Final Exam – The final exam will be designed to test understanding of the content of the course topics as well as skills in applying strategies taught in the course. The format of the final exam will include five key term identifications (25%), three short answer questions (30%), and one long essay (45%).

Grading:

Students will receive numerical grades on identity essays, professor meeting reports, in class essays and the final. Assessment will be based upon the understanding of content as well as an application of the skills and strategies presented in class. A grade will be issued for each activity worth a certain percentage of the final grade. All assignments and quizzes must be submitted to complete the course. Students will receive a grade for the course based on their successful completion of the following requirements:

- E-mail identity essay 20pts
- Participation and Attendance 5pts
- Weekly assignments and quizzes 10pts
- Professor meeting report 10pts
- In class essay & formal revision with citation 20pts
- Self reflection essay 5pts
- Final Exam 30pts

PART 1: TIME MANAGEMENT AND TAKING EXAMS

Week 2, January 11, Introduction – Intersections of Race, Class and Gender

- Overview of course and theme discussion
- Discuss tutoring, grading and expectations
- Begin time-audit (24 hour)
- Read in class: Articles on the Rutgers Women’s Basketball team
- Discuss definitions of Race, Class, and Gender

Assignments and Readings for next week:

- Edward Said’s “Between Worlds”
- Beverly Tatum’s “The complexity of Identity: Who am I?”
- Critically watch episodes of MTV Cribs online. Analyze the behavior of the athletes and study how they present themselves and their homes. Suggested viewing at mtv.com:
 - o TJ Houshmandzadeh Ep. 1, Season 16
 - o Floyd Mayweather Ep. 1, Season 15
 - o Deangelo Hall Ep. 8, Season 15
 - o Any clip you can find with Shaq on Youtube.com

Week 3, January 18, Time Management – Main idea and Summarizing

- MEET YOUR TUTOR NIGHT!
- Quarter Calendar, daily to-do list
- Discuss Time Audit
- Concept of “otherness”
- Finding main idea - Said
- Summarizing
- Introduction to Socioeconomic divisions in sport media
- Preview: “So you can See How the Other Half Lives”: MTV “Cribs” Use of “the Other” in Framing Successful Athletic Masculinities” by Smith and Beal

Assignments and Readings for next week:

- Read “So you can See How the Other Half Lives”: MTV “Cribs” Use of “the Other” in Framing Successful Athletic Masculinities” by Smith and Beal
- The Cribs essay will be the basis for the in-class essay. Read it carefully.
- **Identity essay assigned**

Assignment Due:

- **Time Audit**

With Tutors – Check student’s daily planner. Finish skills assessment and quarter planning. Work on essay with tutors, talk through an outline of identity essay.

Week 4, January 25, Essay Writing Criteria: What makes a good essay?

- Take multiple choice test on readings
- Discuss essay formats
- How to respond to a prompt
- Discuss possible questions for in-class essay
- Discuss MTV Cribs article.
- Key terms from article and main points

- Preview: “Making Sport of Tonya: Class Performance and Social Punishment” by Foote
- Read background articles on Tonya Harding case

Assignments:

- Finish Identity essay
- Read “Making Sport of Tonya: Class Performance and Social Punishment” by Foote
- Prepare for in-class essay
- Writing Center visit: Assignment sheet with tutor information (*Due week 9*)
- **Professor meeting report assigned** (*Due week 6*)

Assignment Due:

- **E-mail Identity Essay Due Friday, January 27th at 9pm**

Week 5, February 1, In-Class Essay, Discuss note taking styles

- Write in-class essays
- Note taking styles
- Discuss Tonya Harding article, conclude socioeconomic discussion
- Introduction to the gender discussions
- Preview: “Pitchers and Catchers: Mike Piazza and the Discourse of Gay Identity in the National Pastime” by Butterworth
- Discuss in-class essay

Assignments:

- “Pitchers and Catchers: Mike Piazza and the Discourse of Gay Identity in the National Pastime” by Butterworth

With Tutors – Work on reading Butterworth. Prepare for short answer quiz. Discuss what to include in a short answer: who, what, when, where and why – along with an argument in the context of the course.

PART 2: STUDYING APPLIED – Linked Course Content Enrichment

Week 6, February 8, Lecture note taking, Previewing texts

- Take short answer quiz on reading
- Watch lecture related to course content
- Compare different types of note taking styles.
- Discuss “Pitchers and Catchers: Mike Piazza and the Discourse of Gay Identity in the National Pastime” by Butterworth
- Look at news articles relating to article
- Look at research tools including JSTOR and Google Scholar
- Discuss why Wikipedia is a good place to start looking for information, but not a good source.
- MLA citation format

Assignments and Reading for next week:

- Research and find three articles relating to gender, masculinity or femininity. Two must be peer reviewed from an academic journal; one must be a recent news article. You do not need to bring in the full text of the peer reviewed articles, just

the citation (MLA format) for each. **Please print out and bring in your recent news article.**

- Identity essays returned. Revisions due in week 7.
- Read with tutor-mentors: “Separating the Men from the Girls: The Gendered Language of Televised Sports” by Messner, Duncan & Jensen
- Read Messner’s “Gender in Televised Sports: News and Highlights Shows”

Assignment Due:

- **Professor Meeting Report Due**

With Tutors – Read Messner’s “Separating” article for speed and understanding of key points (25 minutes suggested, 40 minutes max). Review graphs in second Messner article.

Week 7, February 15, Gendered Perceptions in Sport Media

- Hand in article research assignment
- Lecture and note taking in-class
- Discuss in-class essays (essays returned)
- Discuss articles brought in to class
- Discuss “Pitchers and Catchers: Mike Piazza and the Discourse of Gay Identity in the National Pastime” by Butterworth
- Look at news articles relating to article in Piazza and sexuality
- Introduction to the discussion on Race and Ethnicity
- Preview “Reading the Catsuit: Serena Williams and the Production of Blackness at the 2002 U.S. Open” by Schultz

Assignments and Readings:

- Read: “Reading the Catsuit: Serena Williams and the Production of Blackness at the 2002 U.S. Open” by Schultz
- Read “A Media Look at Tiger Woods – Two Views” by Davis, King and Leonard
- In-class essays returned. Revise with an outline and citations. Due week 10.

Assignment Due:

- **Research assignment**
- **Identity Essay Revisions**

With Tutors – With Tutors – role-play and discuss the Prof. meeting. Set up a writing center appointment. Visit CLUE, the Odegaard writing center or a departmental writing center.

Week 8, February 22, Race at the intersection of controversy

- Discussion and note taking in class, reading notes and group presentations
- Study Strategy: Annotating and Summarizing
- Look at the intersection of race, class and gender in Serena Williams
- Discuss “Reading the Catsuit: Serena Williams and the Production of Blackness at the 2002 U.S. Open” by Schultz
- Preview: “Innocent Until Proven Innocent: In Defense of Duke Lacrosse and White power (and Against Menacing Black Student-Athletes, a Black Stripper, Activists and the Jewish Media)” by Leonard

Assignments and reading for next week:

- “Innocent Until Proven Innocent: In Defense of Duke Lacrosse and White power (and Against Menacing Black Student-Athletes, a Black Stripper, Activists and the Jewish Media)” by Leonard

With Tutors – Discuss the Leonard article and practice articulating your opinions. Look at the Wikipedia website for a different – and skewed – perspective on the case.

Week 9, February 29, The Duke Lacrosse Scandal: Race? Class? Student-Athlete?

- Build a thesis based on an essay question in class
- Study Strategy: Annotating
- Read and analyze articles on Duke Lacrosse in class
- Discuss the problematic identity of the student-athlete
- Final content discussion

Assigned Reading:

- “Duke Lacrosse Scandal: Eight Lessons” by David Prager
- “Duke Lacrosse Scandal: A case of White Privilege in College Sports” by E. Gill
- Write and outline of the Gill article. Include a thesis at the beginning of your outline and at least six supporting points.
- Self reflection essay assigned

Assignments due:

- **Submit writing center assignment.**
- **Revised In-class essay due with outline and citations.**

With Tutors – Address the plan for completing all course work for your classes over the last two weeks of the quarter and finals week.

Week 10, March 7, Outlining and Flashcards

- Submit your thesis and outline of the Gill article.
- Study Strategy: Outlining / Flashcards
- Outline the possible exam essays for the final in groups.
- Discuss essay assigned as homework for the prior class.
- Final Exam Key Terms

Assigned Reading:

- Exam Preparation

Assignments Due:

- **Thesis and outline from Gill reading**

With Tutors – Prepare for GEN ST 101 exam (12th) and student’s other exams. Discuss final essay for GEN ST 101.

Week 11, March 12, Final *Monday of FINALS WEEK*

- **Self Reflection Essay Due**
- Bring a blue book to the final
- Extra credit flashcards due (20 minimum) – submit in-class
- FINAL EXAM: Monday 7-9pm in MGH TBA

Assignment List with Due Dates – Winter 2012

Assignment	Date Assigned	Date Due	Date reassigned	Revisions Due
Time Audit	Jan 11	Jan 18		
Identity Essay	Jan 18	Jan 27– 9pm (Submit via email to anneb7@uw.edu)	Feb 8	Feb 15 – hard copy hand in during class
Professor Meeting Report	Jan 25	Feb 8	No revision	
Writing Center Assignment	Jan 25	Feb 29		
In Class Essay & Revisions	Feb 1	Essay completed in class	Feb 15	Feb 29 – hard copy hand in during class
Research Assignment & News Article	Feb 8	Feb 15		
Thesis and Outline for the Gill article	Feb 29	March 7		
Self Reflection Essay	Feb 29	March 12	No revision	