

**The Politics of Title IX**  
GOV 3700  
Unique Number 38100  
TuTh 11:00 am to 12:30 pm  
MEZ 1.216

**Professor**

Professor Tasha S. Philpot  
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Student Drop-in Hours: TuTh 12:30 pm to 2:00 pm (via Zoom)

**Description**

This course will critically examine how the passage of Title IX has affected the educational and career opportunities of women in the United States, with a particular emphasis on collegiate athletics. The course will begin by discussing the evolution of Title IX--from its initial passage to its interpretation by the courts. The discussion will also include critiques of and opposition to Title IX. The course will then discuss historical issues related to women and sports, including gender stereotypes, race, and media representations of women. This will be followed by more contemporary issues related to Title IX, such as sexual discrimination and harassment, pay-for-play, and athlete political activism. The course will conclude with a discussion of Title IX's greatest successes and where there are still barriers left to break in terms of gender equality in athletics, education, and the workplace.

**Prerequisites**

Six semester hours of lower-division coursework in government.

**Required Text Books**

There are two required textbooks for this course, which are available at the University Co-op:

Carpenter, Linda Jean and R. Vivian Acosta. 2005. *Title IX*. Champaign, IL: Human Kinetics.

Cahn, Susan K. 2015. *Coming On Strong: Gender and Sexuality in Women's Sports*, 2<sup>nd</sup> Ed. Urbana: University of Illinois Press.

**Supplementary Readings**

Readings not found in the required texts can be accessed through Canvas (canvas.utexas.edu) in their respective corresponding modules.

## Grading

Your grade will be based on two exams, a group project, and several in-class assignments/quizzes. In the case of a conflict, please notify me ahead of time so that we can make alternative arrangements. Without prior notification and proper documentation, missed assignments and exams cannot be made up and late assignments will not be graded. **NO EXCEPTIONS.** Also, grades are non-negotiable. Final grades that fall between .5 and .9 will be rounded up to the nearest whole number. Once final grades have been submitted to the Registrar, the only grade changes that will be accepted are calculation errors.

The weight of each assignment in determining your final grade is as follows:

Group Project	25%
Exam 1	25%
Exam 2	25%
In-Class Assignments/Quizzes	25%

A	93-100	B+	87-89	C+	77-79	D	60-69
A-	90-92	B	83-86	C	73-76	F	0-59
		B-	80-82	C-	70-72		

## Exams

The format of the two exams will be multiple choice and will cover all of the course lectures, films, and readings. All of the exams will be administered via Canvas during the regularly scheduled class time. The second exam will **NOT** be cumulative.

## In-Class Assignments/Quizzes

In-class assignments/quizzes will be given during the regularly scheduled class time. Submission of in-class assignments/quizzes will be administered through Canvas and **MUST** be submitted during class time in order to receive credit. Late submissions will not be accepted. Each quiz/in-class assignment will be worth 5 points each. You will receive one point just for submitting an in-class assignment/quiz. Credit for the remaining 4 points is determined by the quality of your work. Each student can miss two quizzes without it counting against their grade. Your quiz grade is a weighted average (see above), with a maximum of 25 points.

## Group Project

Working in groups of 3 or 4, students will create a 3- (minimum) to 5- (maximum) minute public service announcement (PSA) that highlights a professional female athlete (past or present) and

answers the following questions: Why did you choose her? What have been her major accomplishments within her sport? How has she used her position as a professional athlete to impact the world outside of athletics? What obstacles has she faced? What have been some of her successes? Each PSA must incorporate a thesis that guides the information presented and must have a clear beginning, middle, and end.

The group project will be completed in stages. In the first stage (worth 10 percent of your grade), each group will need to submit a draft of the script of the PSA (minimum of 3 pages) that includes: an introduction of the topic; the thesis; supporting information; and a conclusion. The draft must also be accompanied by a bibliography of the sources used, including the in-class readings you are using to generate your content (minimum of 3) and the outside readings you are using to generate your content (minimum of 3). All assignments must be typed in a 12-point font and have margins no bigger than 1 inch. All scripts must be uploaded by one member of your group to Canvas.

In the second phase (worth 15 percent of your grade), each group will complete and submit their PSAs. One person from each group should be designated to upload a link to the assignment via Canvas. Evaluation of PSAs will be based on aesthetics (visual and musical content) and substance (quality, organization, and persuasiveness of the information presented).

### **Citation**

As stated above, the script of the PSA must be accompanied by a bibliography. When citing course material, please cite the original source, not the lectures. Also, please only use *scholarly* sources. All sources must be cited; not citing sources will result in a grade penalty. The complete lack of citation and/or not having a bibliography will result in a zero grade for the assignment. This course will use the American Political Science Association citation style (based on the *Chicago Manual of Style*). The use of other citations styles will result in a grade penalty. Examples of the American Political Science Association citation style are available on Canvas in the Files section.

### **Website**

For class information and assignments please see the Canvas site at [canvas.utexas.edu](https://canvas.utexas.edu).

### **E-mail**

All assignments are to be submitted via Canvas; please do not e-mail me assignments. Also, I regularly check my e-mail, but sometimes I am unable to respond quickly. Please allow one to two days for an e-mail response. In addition, please limit your e-mails to questions about class topics. Any grievances involving the class must be handled during my office hours. Please exercise proper e-mail etiquette (for etiquette tips see <https://www.netmanners.com/e-mail->

etiquette-tips/). Finally, make sure to check the syllabus or Canvas first before sending an e-mail. In many cases they will answer your question.

## **Excused Absences**

An absence from class will only be excused if proper documentation is presented. In the case of an illness, you will need to produce a note from your doctor stating that you could not attend class that day. In all other cases, you will need to provide documentation from Student Emergency Services (<https://deanofstudents.utexas.edu/emergency/>). In the case of planned activities, the documentation must be presented to me at least a week before your scheduled absence. I will not accept a planned activity as a valid excuse for an absence after the fact. In the case of unexpected circumstances, the documentation must be turned in within a week of your return.

## **Expectations**

Meeting the goals of the class requires three things—attendance, preparation and professionalism.

**Attendance:** Although attendance in this class is not mandatory, it is expected. While I don't formally take attendance, it is unimaginable that you could pass this course without near perfect attendance. However, I understand that there are legitimate reasons for occasionally missing a class. If you need to miss a class, I expect you to email me in advance of any anticipated class absences.

**Preparation:** Doing well in this class necessitates that students are informed and prepared. Therefore, you will be expected to complete the readings prior to the first day we are scheduled to cover that topic. This course covers a large amount of material in a short amount of time. If you do not keep up with the readings, your grade will reflect it.

**Professionalism:** Remember that this is an academic environment. Therefore, I ask that you minimize unnecessary disruptions. This includes (but it is not limited to) side conversations, cell phone calls, bringing pets to class<sup>1</sup>, and the consumption of tobacco products<sup>2</sup>. I also ask that you be proactive if any conflict occurs. This means notifying me ahead of time if you are unable to meet the requirements of the course.

## **Course Conduct**

I am committed to creating a learning environment where diverse perspectives are recognized and valued as a source of strength. Therefore, I request that all students work with me to create a

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<sup>1</sup> The Elliott Rule

<sup>2</sup> The Mock-Hall Rule.

class culture based on open communication, mutual respect, and inclusion. As a class, we will approach all discussions with respect and civility. Disagreements and debates in academic discourse are expected and welcome, but personal attacks are never okay, and will not be tolerated. I strive to ensure an open and welcoming classroom for all students. If I ever miss the mark, please don't hesitate to come and talk to me. We are all learning together.

### **Procedures for Dealing with Grade/Evaluation Concerns**

Grade/evaluation concerns will only be considered if the following procedure is followed:

All grade complaints must be **TYPED** and must clearly express the student's specific concerns. These written statements must be accompanied by citations of support from course materials, i.e. readings, textbook, and/or lecture notes, in order to ensure accuracy. Written statements will not be considered until one week **AFTER** the assignment is returned to students. This allows the student time to reread his/her answers and think carefully about what improvements could have been made. Grievances will not be considered once two weeks have passed. For example, if I return a graded assignment on Monday, the student must submit a complaint **BEFORE** the Friday of the following week. Once class is over on that Friday, no complaints will be considered for that assignment. Since class time is limited, I will only deal with questions or concerns during scheduled office hours. Finally, submitting a grade grievance will result in a complete re-grade of the assignment.

### **Academic Integrity**

I believe you are all capable of meeting my expectations for this course. If you are concerned about how well you are doing in this course, please come speak with me instead of considering academic misconduct. According to the Institutional Rules, academic misconduct includes, but is not limited to, cheating, plagiarism, collusion, and falsifying academic records. In the event that a student violates the University policy on scholastic dishonesty, they will be subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity web site at <http://deanofstudents.utexas.edu/conduct/academicintegrity.php>.

### **Special Accommodations**

Many students have visible or invisible disabilities, and the University offers accommodations that allow them to achieve their full potential. Students with special challenges or disabilities should notify me at the beginning of the semester so that we can work together to create the conditions that allow you to excel in this class. Also, the Division of Diversity and Community Engagement, Services for Students with Disabilities collaborates with academic departments to arrange appropriate accommodations for students with disabilities, without compromising the

academic integrity of the curriculum. Please contact them at 512-471-6259 or <http://diversity.utexas.edu/disability/> if you require accommodations.

## **Religious Holy Day Observance**

I respect your religious beliefs and practices and will make accommodations for students who choose to miss a class in observance of a holiday. You need to inform me by email at least two days in advance if you will miss class for religious reasons so that I can arrange appropriate accommodations, make-up quizzes, etc.

## **Campus Safety and Other Resources**

### *Classroom Safety and COVID-19*

To help preserve our in-person learning environment, the University recommends (but does not mandate) the following:

- Adhere to the University's mask guidance.
- Get vaccinated in order to help protect against the transmission of the virus and reduce serious symptoms in those who are vaccinated.
- Engage in proactive community testing.

For more information, please visit [protect.utexas.edu](http://protect.utexas.edu).

### *UT Counseling and Mental Health Resources*

The Counseling and Mental Health Center (CMHC) is committed to serving UT's diverse campus community by providing counseling and prevention services that facilitate students' academic and life goals and enhance their personal growth and well-being.

- Location: Student Services Building (SSB), 5th floor
- Hours: Monday–Friday, 8:00 AM to 5:00 PM
- Phone: 512-471-3515 (for appointments)
- Crisis Phone: 512-471-CALL (2255)
- Web: <http://cmhc.utexas.edu>

The Behavior Concerns Advice Line is a service that provides The University of Texas at Austin's faculty, students, and staff an opportunity to discuss their concerns about another individual's behavior.

- Phone: 512-232-5050 (caller can remain anonymous)
- Web: <https://besafe.utexas.edu/behavior-concerns-advice-line>

### *Emergencies and Immediate Threats*

Cases that present an immediate threat to self, others, or property should be considered an emergency and should be directed to the Police Department by calling 911.

In the case of an emergency evacuation, please follow the guidelines provided by the Office of Campus Safety and Security.

- Phone: 512-471-5767

- Web: <http://www.utexas.edu/safety>

## Course Topics and Readings

<b>Module I: The Nuts and Bolts of Title IX</b>  <b>January 18 – January 25</b>	Reading: Carpenter, Linda Jean and R. Vivian Acosta. 2005. <i>Title IX</i> . Champaign, IL: Human Kinetics. Chapters 1 and 4.
<b>Module II: Title IX in the Courts</b>  <b>January 27 – February 3</b>	Reading: Carpenter, Linda Jean and R. Vivian Acosta. 2005. <i>Title IX</i> . Champaign, IL: Human Kinetics. Chapters 6 and 7.
<b>Module III: Title IX Controversies</b>  <b>February 8 – February 10</b>	Reading: Thelin, John R. 2000 “Good sports? Historical perspective on the political economy of intercollegiate athletics in the era of Title IX, 1972-1997.” <i>Journal of Higher Education</i> 71(4): 391-410.  Messner, Michael A. and Nancy M. Solomon. 2007. “Social justice and men’s interests: The case of Title IX.” <i>Journal of Sports and Social Issues</i> 31(2): 162-178.  Gavora, Jessica. 2002. <i>Tilting the Playing Field: Schools, Sports, Sex and Title IX</i> . San Francisco, CA: Encounter Books. Chapter 6.
<b>Module IV: History of Women in Sports &amp; Participation Trends</b>  <b>February 15 – February 17</b>	Reading: Cahn, Susan K. 2015. <i>Coming On Strong: Gender and Sexuality in Women’s Sports</i> , 2 <sup>nd</sup> Ed. Urbana: University of Illinois Press. Chapters 1-3.  Lopiano, Donna A. 2000. “Modern history of women’s sports: Twenty-five years of Title IX.” <i>Clinics in Sports Medicine</i> 19(2): 163-173.  EADA Report 2019-2020.  Video: <i>Sporting Chance: The Lasting Legacy of Title IX</i>
<b>Module V: Gender Stereotypes</b>	Reading: Brake, Deborah L. 2010. <i>Getting in the Game: Title IX and the Women’s Sports Revolution</i> . New York: New York University Press. Chapter 4.

<b>February 22 – February 24</b>		Eastman, Susan Tyler and Andrew C. Billings. 2001. “Biased voices of sports: Racial and gender stereotyping in college basketball announcing.” <i>Howard Journal of Communications</i> 12(4): 183-201.
<b>Module VI: Race, Gender, and Sports</b>  <b>March 1 – March 8</b>	Reading:	<p>Liberti, Rita. 1999. “We were ladies, we just played like boys: African-American womanhood and competitive basketball at Bennett College, 1928-1942.” <i>Journal of Sport History</i> 26(3): 567-584.</p> <p>Cahn, Susan K. 2015. <i>Coming On Strong: Gender and Sexuality in Women’s Sports</i>, 2<sup>nd</sup> Ed. Urbana: University of Illinois Press. Chapter 5.</p> <p>Gill, Emmett L. 2011. “The Rutgers Women’s Basketball &amp; Don Imus Controversy (RUIMUS): White privilege, new racism, and the implications for college sports management.” <i>Journal of Sports Management</i> 25(2): 118-130.</p>
<b>March 10</b>		<b>Exam 1</b>
<b>March 14 – March 19</b>		<b>Spring Break—No Class</b>
<b>March 24</b>		<b>PSA Script Due</b>
<b>Module VII: Femininity, Sexuality, and Sports</b>  <b>March 22 – March 24</b>	Reading:	<p>Krane, Vikki. 2001. “We can be athletic and feminine, but do we want to? Challenging hegemonic femininity in women's sport.” <i>Quest</i> 53(1): 115-133.</p> <p>Cahn, Susan K. 2015. <i>Coming On Strong: Gender and Sexuality in Women’s Sports</i>, 2<sup>nd</sup> Ed. Urbana: University of Illinois Press. Chapters 7 and 8.</p>
<b>Module VIII: Cultural Representations of Women in Sports</b>  <b>March 29 – March 31</b>	<p>Reading:</p> <p>Video:</p>	<p>Kane, Mary Jo. 1996. “Media coverage of the post Title IX female athlete: A feminist analysis of sport, gender, and power.” <i>Duke Journal of Gender Law &amp; Policy</i> 3(39): 95-130.</p> <p>Cahn, Susan K. 2015. <i>Coming On Strong: Gender and Sexuality in Women’s Sports</i>, 2<sup>nd</sup> Ed. Urbana: University of Illinois Press. Chapter 9.</p> <p><i>Media Coverage and Female Athletes</i></p>
<b>Module IX:</b>	Reading:	University of Texas at Austin’s 2017 Report on Cultivating Learning and Safe Environments.



<b>Title IX and Sexual Discrimination and Harassment</b>  <b>April 5 – April 7</b>	<p>Responding to Sexual Misconduct: A Guide for the University Community.</p> <p>Brake, Deborah L. 2010. <i>Getting in the Game: Title IX and the Women's Sports Revolution</i>. New York: New York University Press. Chapter 8.</p> <p>Mango, Kimberly A. 1990. "Students vs. professors: Combating sexual harassment under Title IX of the Educational Amendments of 1972." <i>Connecticut Law Review</i> 23: 355-412.</p>
<b>Module X: Pay-for-Play and Title IX</b>  <b>April 12 – April 14</b>	<p>Reading: Knight Commission on Intercollegiate Athletics. 2010. "Restoring the balance: Dollars, values, and the future of college sports."</p> <p>Buzuvis, Erin E. 2015. "Athletic compensation for women too? Title IX implications of <i>Northwestern</i> and <i>O'Bannon</i>." <i>Journal of College and University Law</i> 41(2): 297-341.</p>
<b>April 19</b>	<b>PSA Due—No Class</b>
<b>April 21</b>	<b>PSA Viewing</b>
<b>Module XI: Sports and Political Activism</b>  <b>April 26 – April 28</b>	<p>Readings: Druckman, James, Adam Howat, and Jacob Rothschild. 2017. "Political protesting, race, and college athletics: Why diversity among coaches matters." Working Paper Series, Northwestern University Institute for Policy Research.</p> <p>Kaufman, Peter. 2008. "Boos, bans, and other backlash: The consequences of being an activist athlete." <i>Humanity &amp; Society</i> 32(3): 215-237.</p> <p>New, Jake. 2017. "Athletes and activism." <i>Inside Higher Ed</i>, February 3.  <a href="https://www.insidehighered.com/news/2017/02/03/ncaa-meeting-college-sports-leadersrecommend-supporting-athlete-protests">https://www.insidehighered.com/news/2017/02/03/ncaa-meeting-college-sports-leadersrecommend-supporting-athlete-protests</a></p> <p>de la Cretaz, Britini. 2017. "All the work, none of the credit: Don't drop the ball on the WNBA's activism." <i>Bitch Media</i>, September 25.  <a href="https://www.bitchmedia.org/article/wnba-players-on-the-frontlines">https://www.bitchmedia.org/article/wnba-players-on-the-frontlines</a></p>

<b>Module XII: Conclusion</b>  <b>May 3</b>	Reading: Cahn, Susan K. 2015. <i>Coming On Strong: Gender and Sexuality in Women's Sports</i> , 2 <sup>nd</sup> Ed. Urbana: University of Illinois Press. Chapter 10 and Epilogue.  Carpenter, Linda Jean and R. Vivian Acosta. 2005. <i>Title IX</i> . Champaign, IL: Human Kinetics. Chapter 9.
<b>May 5</b>	<b>Exam 2</b>

### One Final Note...

Many students face obstacles to their education as a result of work or family obligations or unforeseen personal difficulties. If you are experiencing challenges throughout the term that are impacting your ability to succeed in this course, or in your undergraduate career more broadly, please reach out to me immediately so that we can work together to form a plan for your academic success. If you are unable to attend my student drop-in hours, please email me to set up a time that better works for you.