

The Politics of Title IX
GOV 3700
Unique Number 38775
TuTh 11:00 am to 12:30 pm (via Zoom)

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Office 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.

Course Format

This course will be conducted online, featuring both pre-recorded and live content. Pre-recorded lectures covering each of the course topics will be made available on Canvas (canvas.utexas.edu). Although students can view the pre-recorded content at their own pace and self-determined time/date, it is strongly recommended that students do so some time before the first day each topic is scheduled to be discussed (see last page of course syllabus). Additionally, there will be a live portion of class, conducted via Zoom (which is also accessible through Canvas), during the course's regularly scheduled time. Although there will be some overlap with the pre-recorded content, the live portion of class will be reserved primarily for discussion, questions, supplementary material, in-class assignments/quizzes, and exams. Therefore, students are required to participate in both components of the course in order to reap its full benefits.

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*, 2nd Ed. Urbana: University of Illinois Press.

Supplementary Readings

Readings not found in the required texts can be accessed through Canvas (canvas.utexas.edu) in the Supplementary Readings folder in the Files section.

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. Both 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 handing in an in-class assignment/quiz. Credit for the remaining 4 points is determined by the quality of your work. Each student can miss one quiz without it counting against his/her 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 PSA outline (minimum of 2 pages) that includes: the topic; why this topic is important to you; the thesis; the in-class readings you are using to generate your content (minimum of 3) and why; the outside readings you are using to generate your content (minimum of 3) and why; and what you hope your audience will learn from your PSA. All assignments must be typed in a 12-point font and have margins no bigger than 1.25 inches. All outlines must be uploaded 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 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

Both the outline and the final 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.

E-mail

No assignment is to be e-mailed to me. 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 is not mandatory, it is expected. Therefore, I find it unnecessary to formally take attendance. Nevertheless, missing class will greatly affect your grade. First, I frequently give pop quizzes and in-class assignments. Students that miss a quiz/assignment will receive a zero. Second, exams are based on a combination of the course readings, class lectures, and supplementary media presentations. Thus, missing class will greatly affect your grade.

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. 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.

UPDATE: Clothing is **NOT** optional for synchronous online class time.

Ground Rules

Because this course will sometimes deal with sensitive material, it is imperative that we set a series of ground rules.

1. Respect others. There will be times when you disagree with an idea that has been presented to the class. Although you have the right to disagree with someone, you must remember to challenge the idea and not the person.
2. Listen attentively. The purpose of this course is to present and discuss different ideas. In order to reap the benefits of such an exchange, you must be willing to pay attention to what others have to say.
3. Think before you speak. Refrain from making broad, general, and/or unsubstantiated comments. Make sure that you use evidence and provide a rationale for your statements.
4. Maintain the dignity of the academic environment. Your ideas should be presented using Standard English.
5. Raise your hand. This helps to maintain order in the classroom and helps to ensure that everyone has a chance to talk.
6. Be courteous. Refrain from interrupting or engaging in private conversation while others are speaking. Also, limit disruptive behavior, such as social media use, personal grooming, etc.

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.

University Code of Conduct

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Student Honor Code

As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.

Academic Dishonesty

According to the Institutional Rules, scholastic dishonesty 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, he or she 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>.

Students with Disabilities

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, <http://diversity.utexas.edu/disability/>.

Religious Holy Day Observance

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Campus Safety

Please note the following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety>:

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation should inform the instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.

- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Behavior Concerns Advice Line (BCAL): 512-232-5050.
- Further information regarding emergency evacuation routes and emergency procedures can be found at: <http://www.utexas.edu/emergency>.

Outline of Course Topics and Readings

I. The Nuts and Bolts of Title IX

Reading: Carpenter, Linda Jean and R. Vivian Acosta. 2005. *Title IX*. Champaign, IL: Human Kinetics. Chapters 1 and 4.

II. Title IX in the Courts

Reading: Carpenter, Linda Jean and R. Vivian Acosta. 2005. *Title IX*. Champaign, IL: Human Kinetics. Chapters 6 and 7.

III. Title IX Controversies

Reading: Thelin, John R. 2000 “Good sports? Historical perspective on the political economy of intercollegiate athletics in the era of Title IX, 1972-1997.” *Journal of Higher Education* 71(4): 391-410.

Messner, Michael A. and Nancy M. Solomon. 2007. “Social justice and men’s interests: The case of Title IX.” *Journal of Sports and Social Issues* 31(2): 162-178.

Gavora, Jessica. 2002. *Tilting the Playing Field: Schools, Sports, Sex and Title IX*. San Francisco, CA: Encounter Books. Chapter 6.

IV. History of Women in Sports & Participation Trends

Reading: Cahn, Susan K. 2015. *Coming On Strong: Gender and Sexuality in Women’s Sports*, 2nd 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.” *Clinics in Sports Medicine* 19(2): 163-173.

EADA Report 2019-2020.

Video: *Sporting Chance: The Lasting Legacy of Title IX*

V. Gender Stereotypes

Reading: Brake, Deborah L. 2010. *Getting in the Game: Title IX and the Women's Sports Revolution*. New York: New York University Press. Chapter 4.

Eastman, Susan Tyler and Andrew C. Billings. 2001. "Biased voices of sports: Racial and gender stereotyping in college basketball announcing." *Howard Journal of Communications* 12(4): 183-201.

VI. Race, Gender, and Sports

Reading: Liberti, Rita. 1999. "We were ladies, we just played like boys: African-American womanhood and competitive basketball at Bennett College, 1928-1942." *Journal of Sport History* 26(3): 567-584.

Cahn, Susan K. 2015. *Coming On Strong: Gender and Sexuality in Women's Sports*, 2nd Ed. Urbana: University of Illinois Press. Chapter 5.

Gill, Emmett L. 2011. "The Rutgers Women's Basketball & Don Imus Controversy (RUIMUS): White privilege, new racism, and the implications for college sports management." *Journal of Sports Management* 25(2): 118-130.

VII. Femininity, Sexuality, and Sports

Reading: Krane, Vikki. 2001. "We can be athletic and feminine, but do we want to? Challenging hegemonic femininity in women's sport." *Quest* 53(1): 115-133.

Cahn, Susan K. 2015. *Coming On Strong: Gender and Sexuality in Women's Sports*, 2nd Ed. Urbana: University of Illinois Press. Chapters 7 and 8.

VIII. Cultural Representations of Women in Sports

Reading: Kane, Mary Jo. 1996. "Media coverage of the post Title IX female athlete: A feminist analysis of sport, gender, and power." *Duke Journal of Gender Law & Policy* 3(39): 95-130.

Cahn, Susan K. 2015. *Coming On Strong: Gender and Sexuality in Women's Sports*, 2nd Ed. Urbana: University of Illinois Press. Chapter 9.

Video: *Media Coverage and Female Athletes*

IX. Title IX and Sexual Discrimination and Harassment

Reading: University of Texas at Austin's 2017 Report on Cultivating Learning and Safe Environments.

Responding to Sexual Misconduct: A Guide for the University Community.

Appendix D: Policy on Sex Discrimination, Sexual Harassment, Sexual Assault, Sexual Misconduct, Interpersonal Violence, and Stalking
(<http://catalog.utexas.edu/general-information/appendices/appendix-d/>)

Brake, Deborah L. 2010. *Getting in the Game: Title IX and the Women's Sports Revolution*. New York: New York University Press. Chapter 8.

Mango, Kimberly A. 1990. "Students vs. professors: Combating sexual harassment under Title IX of the Educational Amendments of 1972." *Connecticut Law Review* 23: 355-412.

X. *Pay-for-Play and Title IX*

Reading: Knight Commission on Intercollegiate Athletics. 2010. "Restoring the balance: Dollars, values, and the future of college sports."

Buzuvis, Erin E. 2015. "Athletic compensation for women too? Title IX implications of *Northwestern* and *O'Bannon*." *Journal of College and University Law* 41(2): 297-341.

XI. *Sports and Political Activism*

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.

Kaufman, Peter. 2008. "Boos, bans, and other backlash: The consequences of being an activist athlete." *Humanity & Society* 32(3): 215-237.

New, Jake. 2017. "Athletes and activism." *Inside Higher Ed*, February 3.
<https://www.insidehighered.com/news/2017/02/03/ncaa-meeting-college-sports-leadersrecommend-supporting-athlete-protests>

de la Cretaz, Britini. 2017. "All the work, none of the credit: Don't drop the ball on the WNBA's activism." *Bitch Media*, September 25.
<https://www.bitchmedia.org/article/wnba-players-on-the-frontlines>

XII. *Conclusion*

Reading: Cahn, Susan K. 2015. *Coming On Strong: Gender and Sexuality in Women's Sports*, 2nd Ed. Urbana: University of Illinois Press. Chapter 10 and Epilogue.

Carpenter, Linda Jean and R. Vivian Acosta. 2005. *Title IX*. Champaign, IL: Human Kinetics. Chapter 9.

Course Schedule at a Glance

January 19 – January 21	The Nuts and Bolts of Title IX
January 26 – January 28	Title IX in the Courts
February 2 – February 4	Title IX Controversies
February 9 – February 16	History of Women in Sports & Participation Trends
February 18 – February 23	Gender Stereotypes
February 25 – March 2	Race, Gender, and Sports
March 4	Exam 1
March 9 – March 11	Femininity, Sexuality, and Sports
March 15 – March 20	Spring Break (no class)
March 23	PSA Outline Due (no class)
March 25 – March 30	Cultural Representations of Women in Sports
April 1 – April 6	Title IX and Sexual Discrimination and Harassment
April 8 – April 13	Pay-for-Play and Title IX
April 15	PSA Due (no class)
April 20 – April 22	PSA Viewing
April 27 – April 29	Sports and Political Activism
May 4	Conclusion
May 6	Exam 2