

Title IX Legislation, PE 6950

Sport & Exercise Leadership, Department of Physical Education
Seattle Pacific University
Winter Quarter 2005, 3 credits

Instructor:

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Office Hours: Monday, 4:00-6:00pm or by appointment

Course Information:

Class Meets: January 10 – March 14, 2004; *no class January 17*
Classroom: 6 Bertona
Day/Time: Monday, 6:00-8:40pm
**location may change as speakers and/or special circumstances permit*

A. Course Overview

Title IX of the Education Amendments Act of 1972 states that,

Title IX of the Education Amendments Act of 1972 states, “No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal assistance.

This policy was not initially directed at participation in competitive athletics but it is best known for increasing participation of women’s competitive sports in high schools and colleges across the nation. In 1971, just 294,000 girls were participating in high school sports. By the 1972-73 school year just one year after passage of Title IX, the number of girls had more than doubled to 817,000. And by 1977-78, that number was 2,100,000 girls. Participation for high school girls increased from approximately 300,000 in 1971 to 2.8 million by 2001. Similar gains occurred in intercollegiate sports. In 1971, 31,852 women took part in college varsity sports. By 1977, the number of women had more than doubled to 64,000 and in 1997 there were 129,000 female athletes. Today the number of female college athletes has reached over 151,000 (Women’s Sports Foundation, 2004).

However, this federal legislation has not been without problems. In this course we will examine diverse perspectives and bring to the surface several issues on this legislation in both K-12 and higher education settings. What were the original intentions of this legislation? Is this policy effective, adequate, and necessary? What have been the unintended consequences of this legislation?

B. Prerequisites

There are no prerequisites for this graduate level course. Limited to graduate enrollment.

C. Course Format

Assigned readings, writing assignments, and each student’s prior knowledge and experience provide the basis for small group activities and in-class discussion. The class format also includes guest speakers, informal presentations and reports, and peer review.

D. Course Objectives*

1. Students will become familiar with state and federal gender equity legislation.
2. Students will become familiar with the historical development of gender equity policies in the context of the athletic, sport, & physical education environments.

3. Students will become familiar with the intended and unintended consequences and issues of gender equity policies in contemporary applications.
4. Students will be able to demonstrate insightful analysis and criticism of theories, models, and application of gender equity policies.
5. Students will be able to demonstrate individual accountability and group responsibility in collaborative learning activities.

**This course will not provide individual or specific gender equity policy interpretations. Specific policy or legal interpretations should be sought in consultation with external officials and advisors.*

E. Textbook & Related Course Readings*

Carpenter, L.R. & Acosta, R.V. (2005). *Title IX*. Champaign, IL: Human Kinetics.

Gavora, J. (2002). *Tilting the Playing Field: Schools, Sports, Sex, and Title IX*. San Francisco: Encounter Books.

**Additional course readings will also include both paper and electronic resources distributed throughout the quarter. Assigned readings subject to change, depending on the direction of the course discussion.*

F. Course Requirements

One of the essential elements of this course will be the examination of this policy from several vantage points. The basis for class discussions will be developed from assigned readings, careful evaluation of gender equity policies, and critical examination of perspectives and arguments both for and against state and federal applications. Therefore students are expected to:

1. Complete the readings & peer comments *prior* to each class session
2. Complete out of class assigned tasks *prior* to each class session
3. Attend class each week; more than 3 absences will result in an incomplete. Please notify Jennifer if you will be missing class.
4. Actively participate in each class session

G. Assignments

1. **Writing Groups:** Each student will be responsible for participating in a writing group of 3-4 students throughout the quarter. Groups will be expected to meet out of class for 1 two-hour session each month of the course with the first meeting between January 10-January 24 (due to the holiday). The next two monthly meetings will be determined by the group. The purpose of these meetings is to share ideas and resources for the final paper and assist one another with critical writing feedback and editing the final paper. **Please let Jennifer know the members of your group and the meeting dates by January 13.**
2. **EADA Report Summary:** (visit <http://ope.ed.gov/athletics/index.asp>). Select at least two schools in two *different* NCAA Divisions and submit a one page Executive Summary of your findings. Additional instructions will be distributed for this assignment in class. **Bring your copy of the EADA report to class and submit a one page Executive Summary (single spaced summary). Due January 31.**

3. **Paper & Presentation:** Each student will prepare a 20 page paper in APA format on an case study or current issue related to Title IX suitable for submitting to a professional conference. The paper should highlight the scope of the issue, data and/or theory, or history, interviews and implications application of the policy. Each paper will be accompanied by a presentation. Please attach information about the conference including proposal format and deadlines to the draft. Additional information about the draft, final paper and the presentation format will be distributed for this assignment in class. APA format required. (**Draft due February 14; Presentations in tentatively scheduled March 7 & 14; Final Paper Due March 14 – no late papers accepted.**)

Cumulative Total:

In-Class Participation	= 10 points
Writing Group	= 10 points
EADA Exercise	= 10 points
Paper Draft	= 10 points
Presentation	= 20 points
Final Paper	= 40 points
Course Total	=100 points

Assignment Summary:

Assignment	Date Due	Notes
Writing Group	First Meeting January 10-24 Group details to Jennifer by Jan 13	<ul style="list-style-type: none"> 3 monthly meetings to discuss paper, share resources, read drafts and offer comments/feedback.
EADA Executive Summary	Jan 31	<ul style="list-style-type: none"> One page, single-spaced summary. APA <u>not</u> required. Attach EADA Data to Summary
Paper	Submit Draft: February 14 Final Paper Due: March 14	<ul style="list-style-type: none"> Attach a copy of the conference proposal guidelines and deadline to paper draft APA format (not required for outline) Paper 20 pages in length (cover, abstract, reference & any appendix are additional) No late papers Final paper electronic submission only
Presentations	Presentations: Mar 7 & Mar 14 (tentative)	<ul style="list-style-type: none"> Presentation Format & Dates to be determined Additional Instructions To be Distributed

H. Grading/Evaluation

To receive credit for this class, each participant must:

- Attend and actively participate in each class session. More than 3 absences may result in an Incomplete Grade
- Submit assignments on time
- Actively contribute to the paper presentation session.

Written assignments will be evaluated on the following criteria:

- Follows APA format when required
- Limited grammatical and spelling errors; Appropriate use of terminology and language
- Critical analysis of issues & arguments, synthesis of ideas, depth of perspectives
- Thorough, accurate consideration of evidence, methods, conceptualizations, and standards
- Builds on prior experience or knowledge and/or peer learning

Grading Scale:

95 -100 points	A
90 - 94 points	A-
86 - 89 points	B+
83 - 85 points	B
80 – 82 points	B-
79 & below	incomplete

I. Course Schedule**1. Monday, January 10** - Introduction to Title IX. Introducing the course & looking ahead.

Reading

1. *Title IX*: Chapter 9, p. 183-202. (Timeline 193-7)
2. *Tilting the Playing Field*: Introduction, p. 1-10.
3. WSF Fact Sheet Handout & Visit WSF & IWF Website
4. Critical Reading Handout

2. Monday, January 17 – No class. MLK Holiday**3. Monday, January 24** - Examining historical underpinnings. Policy Touch Points

Reading:

1. *Title IX*: Chapter 1-4, p.1-91
2. *Good Sports? Historical Perspective on the Political Economy of Intercollegiate Athletics in the Era of Title IX, 1972-1997*. John Thelin, p. 391-410.
3. Read Washington Higher Education Coordinating Board Gender Equity In Education Report, June 1991, (online at <http://www.hecb.wa.gov/research/issues/gender.asp>)
4. *OPTIONAL* – HECB Gender Equity Reports, Updates April 1995, January 2000, July 2002, April 2003 (online at <http://www.hecb.wa.gov/research/issues/gender.asp>)

5. Monday, January 31 – Making Sense of The Numbers: EADA & Other Data***EADA Executive Summary Due**Reading: Jigsaw 1-4 with in class presentations; Everyone reads 5-6

1. *Acosta & Carpenter Report*
2. *Lapchick: Racial Report Card*
3. *Women Athletes in College*. Shulman & Bowen , p. 141-156.
4. *Institutional Strategies to Achieve Gender Equity in Athletics: Does Title IX Harm Male Athletes?* Anderson & Cheslock, p. 307-311.
5. *Title IX*: Chapter 8, p. 165-182.
6. *Tilting the Playing Field*, Chapter 1 & 2, p.11-69.

5. Monday, February 7 - Guest: Helen Remick, Assistant Provost for Equal Opportunity, Equal Opportunity Office, University of Washington

Reading:

1. *Title IX*: Chapter 5-7, p. 91- 162
2. *Tilting The Playing Field*, Chapter 3, p. 70-90
3. *Missed Opportunity* Handout
4. Review Washington Higher Education Coordinating Board Gender Equity In Education Reports, June 1991 (online) & December 2002 (paper)

6. Monday, February 14 - State Level Policies

Reading:

1. *Gender Equity Tuition Waivers: Examining the Tensions in Athletics at Four-Year Institutions in the State of Washington*, Hoffman & Hoffman, p. 1-22.
2. OSPI Equity In Education Handout
3. Gender Equity Report, December 2002 continued
4. Illinois & California TBA

7. Monday, Feb 21 – The Secretary’s Commission on Opportunity In Athletics **final paper draft due*

Reading:

1. Tilting The Playing Field, Chapter 4-7, p. 91-164.
2. *Secretary’s Commission on Opportunity In Athletics Report*
3. *Minority Views on The Report of the Commission on Opportunity in Athletics*

8. Monday, Feb 28 – The Arguments & Dilemmas

Reading:

1. Tilting The Playing Field, Chapter 4-7, p. 91-164.
2. *Title IX Poses Particular Challenge at Predominately Black Institutions*, Naughton, p. 1-5.
3. *Taking The Field*, Messner, Introduction & Chapter 1, p. xv-26
4. *SWA Reading To Be Assigned*

9. Monday, March 7 – Cultures of Power: Going Deeper with Critical Theory

Reading:

1. Film – The Tale of O: On Being Different
2. *Critical Theory Reading Handouts*
3. *Reading To Be Assigned*

10. Monday, March 14 – TBA; Presentations

**Final Paper Due*

1. Electronic submission only to hoffmj@spu.edu
2. You will receive an email confirmation from me when your paper is received.
3. No late papers accepted.

J. Potential Paper Topics

- The AIAW, The NCAA & the SWA
- History of the Legislation
- State of Washington Gender Equity Laws (K-12 pipeline, conference, & waivers)
- The Counter Arguments – Tilting the Playing Field & the Wrestling Community
- The Bush Administration and the Commission’s Work
- Relationship to Non-athletic applications
- Career trajectory of female student-athletes

K. Electronic Resources

American Psychological Association APA Electronic Reference Formats website
<http://www.apastyle.org/elecref.html>

Feminist Majority Foundation Online, <http://www.feminist.org/>

Independent Women's Forum, <http://www.iwf.org>

National Association of Women & Girls In Sport, <http://www.aahperd.org/nagws/template.cfm>

National Coalition of Women & Girls In Education, <http://www.ncwge.org/>

National Women's Law Center, <http://www.nwlc.org/>

Office of Post Secondary Education Equity in Athletics Disclosure Website,
<http://ope.ed.gov/athletics/index.asp>

Office of the Superintendent of Public Instruction Athletic Equity,
<http://www.k12.wa.us/equity/AthleticEquity/default.aspx>

Racial & Gender Report Card,
http://www.bus.ucf.edu/sport/public/downloads/media/ides/release_05.pdf

Secretary's Commission on Opportunity In Athletics,
<http://www.ed.gov/about/bdscomm/list/athletics/index.html>

Minority Views on The Report of the Commission on Opportunity in Athletics,
<http://www.savetitleix.com/minorityreport.pdf>

Title IX Conference,
<http://www.bgsu.edu/departments/wmst/womenandsport.htm>

Tucker Center For Research On Girls & Women In Sport, <http://education.umn.edu/tuckercenter/>

Washington Higher Education Coordinating Board Gender Equity Research & Analysis,
<http://www.hecb.wa.gov/research/issues/gender.asp>

Gender Equity In Education Report, December 2002
<http://www.hecb.wa.gov/research/issues/gender/gender12-2002.pdf>

Women In Intercollegiate Athletics, Longitudinal, National Study, Twenty-seven Year Update 1977-2004, http://webpages.charter.net/womeninsport/AcostaCarp_2004.pdf

Women's Sports Foundation, <http://www.womenssportsfoundation.org>

WSF Fact Sheet,
<http://www.womenssportsfoundation.org/cgi-bin/iowa/issues/rights/article.html?record=748&message=1&send=1>