

# Inequality in Athletics

## Course Information

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- CTZN 250: *Equality in Athletics* is a document and research based course designed to teach students about the struggles surrounding equality in sports, both collegiate and worldwide. It is a secondary level course, intended for students in their second year or beyond. This Gen-Ed course will offer extra insight to students working towards a Kinesiology major or Coaching minor.. Prerequisite: CTZN 110.

## Course Description

- This is a research and discussion based course that looks into the issues behind sports, gender inequality, and title IX. The course begins somewhat narrow, looking at the intricacies of college sports and the impact of Title IX; but by the end of the course we will expand to the world stage, examining articles and even traveling to the 2020 Olympic Games in Tokyo to do a live study. The goal by the end of the semester is to have a better understanding of gender inequality, the complicated issues surrounding it, and how to contribute to the debate.

## Course Schedule

### Unit 1: Opposing Viewpoints on Equality in Sports

Big Question: What are the viewpoints on inequality in sports and how do they impact the future of sexual equality?

Argument of the Unit: When looking at an issue, you have to look at *both* sides of the debate and consider the pros and cons with an open mind. The two major viewpoints on this issue are at either ends of the push for equity.

Key Words: Title IX, Fair, Unfair, Sports, Mens sports.

Link: Title IX is Unfair to Men's Sports

<https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ascds%3AUS%3A05bfade7-5bc9-4908-a96a-06d490ce1f1b> and Title IX is not Unfair to Men's Sports

<https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ascds%3AUS%3A92fe209e-3d74-4727-9872-11ab18d8efdo>

Annotation: The two essays discuss the positive and negative effects of Title IX on college sports. *Unfair* argues that the implementation of Title IX is cutting popular, widely enjoyed men's sports in order to make the numbers equal or "fair" when compared to women's sports. It argues that if women want more sports, they should be added, but not at the expense of existing men's programs. *Not Unfair* argues that many men's programs should be cut, or at the very least downsized. It offers the solution of reducing the extravagant salaries of some coaches (specifically football) in order to help fund more programs for women. The essay goes on to argue that Title IX hasn't done enough and that we need to be working towards gender equality faster. We learn that participation and opportunities between male and female sports has grown steadily over the past few decades, but there is still a considerable discrepancy between the two.

## Unit 2: Sexual Inequality in College Sports

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| Big Question: How much do college athletes know about inequality in their programs and how important is it that they are aware?  |
| Argument of the Unit: Many college athletes are surprisingly informed on the issue of equality and they can play a major role in the fight over gender inequality in athletics.  |
| Key Words: College Athletes, Men, Women, Equality.   |
| Link:<br><a href="https://www.womenssportsfoundation.org/education/college-athletes-politically-aware-prepared-mobilize-gender-inequalities-new-study-finds/">https://www.womenssportsfoundation.org/education/college-athletes-politically-aware-prepared-mobilize-gender-inequalities-new-study-finds/</a>   |
| Annotation: This article delves into the importance of college athletes in the debate over gender equality in sports. It begins by describing a survey, in which over 1600 NCAA athletes were asked about how they saw gender equality (or a lack thereof) in their programs. The results of this survey were encouraging, revealing that the vast majority of women and men who were aware of inequality are in favor of moving towards a more equal 'playing field.' According to the survey, most of those in favor of equality are willing to be politically active (writing letters, speaking with administration, protesting). The study concludes that the vast majority of college athletes, both male and female, support the mission of title IX and are willing to help push its impact even further. This article serves to summarize the study and put it in context for the casual reader. |

## Unit 3: A Look Into the Past of Athletic Discrimination

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| Big Question: What were sports like in the 1940s and 1950s as desegregation was just beginning?   |
| Argument of the Unit: Progression towards equality in sports has been accelerating since its beginnings in the 1940s.   |
| Key Words: Football, American Football, NFL, AAFC, Integration, Blacks, Whites.   |
| Link: Outside the Lines: African Americans and the Integration of the NFL<br><a href="https://ebookcentral.proquest.com/lib/longwood/reader.action?docID=865836&amp;ppg=109">https://ebookcentral.proquest.com/lib/longwood/reader.action?docID=865836&amp;ppg=109</a><br>(direct link to the E-book, there is a link available for a PDF download there, but I wasn't able to link directly to a PDF)  |
| Annotation: This Chapter discusses the early days of desegregation in America in great detail. We learn how blacks were first brought into the NFL after WWII in order to draw attention and spectator revenue. Once the NFL reached financial stabilization however, blacks were quickly banned and integration had to start again from scratch. In 1949, the first blacks were admitted for the league and it was quickly evident how much of an asset black players could be for a team. Not only was there more talent to recruit from for their team, but black players also drew more spectators, giving the teams a financial boost. Even with these two driving forces behind the recruitment of black players, racism and discrimination amongst many teams kept the growth slow and frustrating for years. The chapter gives us a look into how pro-equality movements moved in the past, and offers an encouraging view of |

today's world. It seems that as time continues, the movement towards equality only grows faster and stronger.

## Unit 4: Changing Ethics and Discrimination

Big Question: How have sports ethics changed in recent years and how do people view them?

Argument of the Unit: The widespread view that blacks are naturally better athletes is fundamentally flawed.

Key Words: Sports, Ethics, Africans, African Americans, Whites, Race.

Link: Racial Differences in Sports: What's Ethics Got to Do with it?

<https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ausc%3AUS%3Aee33e83d-6fe0-4d6e-8fa9-obff8cd44c90>

Annotation: *Racial Differences* is written as a counter-argument to a previously expressed claim that blacks are physically superior to other races and thus given an advantage in sports. The essay makes the evidence supported argument that, contrary to popular belief, there is no considerable difference in natural athletic ability between blacks and other races. Insight is given into the statistical fact that yes, blacks tend to dominate sports like running and basketball, but sports like swimming, rugby, and Field events are dominated by whites and/or other races. We are told that believing that blacks have a natural advantage in athletics is a form of racism because it suggests that other races (specifically whites) have an advantage when it comes to mental capacity and intelligence. The argument is made that when we act as if certain races have different strengths, it encourages the youth of those races to focus on these "strength" from a young age, making our belief a reality. In this Essay, we get to see one heavily biased writer argue the point of another heavily biased writer.

## Unit 5: Modern Social Views on Gender and Sports

Big Question: How can the fight for equality in sports affect equality in other aspects of society?

Argument of the Unit: Equality or discrimination in sport (and other forms of leisure) can have a large impact on the rest of society.

Key Words: Society, Equality, Race, Gender, Equal Opportunity, Sports, Leisure.

Link: Sport, Leisure, and Social Justice

<https://www.taylorfrancis.com/books/9781315660356/chapters/10.4324/9781315660356-2> (The link takes you to a page where you can open/download the PDF. I was struggling with this one.)

Annotation: This chapter dives into the fundamentals of societal inequality and the strategies there are for fixing it. We learn that there is no agreement on what full equality actually looks like. Some say that it is as simple as offering equal opportunity to everyone, while others say that we need to do things to compensate for disadvantages due to one's family, talent, and luck. The chapter dives into the

difference between work and leisure, how opportunity for each should be divided equally. Sport is used as a specific area of “leisure” to demonstrate how, while still far from perfect, society is creating a more equal playing field for people of all genders, races, and backgrounds. It is also used to demonstrate that sometimes allowing things like talent and luck to remain in the equation doesn’t make things unequal per say, it just makes things more interesting.

## Unit 6: Modern Gender Inequality on the World Stage

Big Question: How does worldwide gender inequality in sport exist today and how are things changing?

Argument of the Unit: There is still inequality in athletics worldwide, but the situation is improving.

Key Words: Olympics, Olympic Games, Men, Women, Equality, Inequality.

Link: <https://www.olympic.org/news/the-push-for-gender-equality-in-sport-is-building-momentum>

Annotation: This Article talks about the International Olympic Committee's involvement in the World Conference on Women in Sport and the changes that are being made to promote equality. We learn that gender equality has, in recent years, been improving rapidly; the number of female athletes reaching a record 43% of all of all athletes in Pyeongchang 2018. The point is made, however, that “the push for gender equality... should not be limited to elite athletes. Women all over the world are judged and stigmatized when pursuing excellence in sport. The goal moving forwards is to encourage women by fighting to eradicate violence and abuse to women in sport” and by putting more women in executive sports positions. The argument is made that by putting an emphasis on female governance in sport, we will achieve gender equality more quickly and completely. After all, gender equality is an important concern for all of us.

## Unit 7: Live Study: Olympic Inequality

Big Question: How can sexual inequality be seen in the modern world at the pinnacle of sport?

Argument of the Unit: Global appreciation for sports differ depending on gender and sport.

Key Words: Olympics, Olympic Games, Tokyo 2020

Link: <https://www.olympic.org/>

Annotation: The Olympic Games are known as the pinnacle of the sporting world. At the Games, multiple events happen per day, allowing for a wide range of research over a short period of time. This trip to the 2020 Tokyo Olympics facilitates an environment where students will see firsthand the differences between funding and recognition for male and female sports. Students can also examine the differences between different countries’ programs. Students should be able to compile the data they find and write a final essay on their findings.