Toward a New Vision: Race, Class, and Gender as Categories of Analysis

By: Patricia Hill Collins

Summary- The author writes about oppression in society and how it is full of contradictions. **She states that there are no pure victims or oppressors, but rather everyone experiences a different amount of penalty and privilege based on their race and social status. She believes that if women and people of colour could find that they have common grounds in regards to class, it will eliminate racism and sexism.**

Thesis is in bold.

She asks 2 questions:

1. How can we reconceptualise race, class and gender as categories of analysis?

- analysis of oppression are based on either/or **dichotomous thinking** (ex. Black/white, man/woman) and these dichotomous differences are usually ranked. Therefore, men are seen as superior to women, whites to blacks, etc. (Collins, 1993/2008, p. 3)
- **this is problematic because it assumes that "oppression can be quantified, and that some groups are more oppressed more than others"** (Collins, 1993/2008, p. 3)
- she states that "we must be careful not to confuse the issue of saliency of one type of oppression in people's lives with a theoretical stance positing the interlocking nature of oppression (Collins, 1993/2008, p. 3)

Three Dimensions of Oppression: (Sandra Harding)

Institutional Dimension of Oppression- systemic relationships of domination and subordination structured through social institutions such as schools, businesses, hospitals, the workplace and government agencies.

Symbolic Dimension of Oppression- ideologies or stereotypes of race, class and gender groups

Ex.	Masculine	Feminine
	- aggressive	-passive
	- leader	- follower
	- strong	- weak

-we must realize that everyone is affected differently by their race, class and gender, and therefore the description of masculine pertaining to a black male may be different than that pertaining to a white male.

Individual Dimension of Oppression- the ways in which race, class and gender frame ourselves individually.

- each of us has different experiences based on our race, class and gender
- although we may be impacted by the environment we have grown up in, we each have the ability to make changes if we want to in order to do something about oppression

2. How can we transcend the barriers created by our experiences with race, class and gender oppression in order to build the types of coalitions essential for social exchange?

I) Differences in power:

- limit our ability to relate to one another
- **"voyeurism"- those who are privileged become onlookers to watching how the less powerful live, and do not relate to them**
- this can be demonstrated in a case where a professor only calls on black students' experiences or opinions when a black issue is being discussed or to better explain the situation for the white audience (Collins, 1993/2008, p.10)

II) Coalitions

- in order to build strong coalitions, we must be understanding and willing to listen to others points of view
- we must all bring our understanding and experiences of how race class and gender operate as categories of analysis to work together to make a difference in regards to social change

III) Empathy

- we must take an interest in the lives of others and develop empathy for them
- building empathy from the privileged is hard because they are not encouraged to do so, and it requires them to see how their privileged status benefits them
- it is difficult for the less privileged to empathize for those who are more privileged because they have grown up with mistrust for those in power

Conclusion:
- we must examine our position (race, class, gender) in society and understand how it benefits or disadvantages us in order to empathize with others and be a part of social change and stop oppression from occurring

Social Class and Social Determinants of Health

Social Class

People see sports as open to everyone, but organized sports depend on material resources-*This means sports and sports participation are connected with the distribution of economic, political, and social resources in society. Money does matter*

Social Class and class relations

-Socioeconomic status are important because economic resources are related to power in society, and economic inequalities influence nearly all aspects of people's lives---→Social class share similar life chances- they share opportunities to achieve success and gain economic power.

[Social stratification] - is the concept used to refer to structured forms of economic inequalities that are part of the organization of everyday social life.

(People from lower social class backgrounds have fewer opportunities to achieve success and gain economic power than people from the upper class)

We learn little about the oppressive effects of poverty and the limited opportunities available to those who lack economic resources, access to good education and well-placed social connections--*the focus is on how economic inequality is Maintained in society, how it serves the interests of those with wealth and economic power, and how it affects what happens in sports and the lives of people associated with sports*

The Dynamics of Class relations

Children's enjoyment occurs in a framework that legitimizes and reproduces the power of adults over the lives of children.

Class Logic

People who use class logic to interpret their own lives often set out on an endless quest for individual economic achievement. They measure success in terms of how many "things" they can acquire *and how they rank relative to their peers when it comes to economic worth*---Class logic stresses that achievement is measured in terms of a never-ending quest to improve the "bottom line"

Class Relations and Those who have the power in sports

The U.S. List focuses more on power and influence than (the Canadian list focuses) on newsworthiness.

-The U.S. List is also a sobering reminder of the power and influence of U.S. And international corporations on the world of sports.

-Those who control resources in Canada and around the world, their main purpose is to establish and expand the power and profitability of the organizations represented by the decision makers. Therefore sports tend to revolve around the meanings and orientations valued by those with economic resources and power while providing enjoyable and entertaining experiences to people around the world.

Sports as a Vehicle for transferring Public Money to Wealthy Individuals and Private Corporations

Since 1990, The four major sport leagues in North America have built 72 new stadiums and arenas costing (19.4 Billion $US). It is also noted that 66 percent of this cost was paid from public funds.

-Hosting Major Events: (The lesson in Atlanta perhaps is that the owners are only responsible for rent, and not for construction costs)-Area upgrades are also publicly funded for hosting events but provide a long term low cost benefit to professional sports
-Hamilton is expecting to receive C$80 million in federal funds if the bid is successful for commonwealth games-Vancouver/Whistler expects to receive C$600 million in federal and provincial funds for 2010 Olympics

Andrew Jennings- "the IOC will take its profits, the sponsors and television networks will make theirs and the local taxpayers will foot the bill"
-This method of transferring public money to powerful individuals and corporations in the private sector is another clear manifestation of class relations at work in connection with sports.

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Social Class and Sport Participation Patterns
the sports scene resembles a track on which some people have to run 25 yards comparing to 50 and 100 yards for others.--expect those where there is direct state support of national team athletes (Cuba, china)

-The pattern holds true, old/young women/men racial/ethnic groups people with disabilities: *Social class is related strongly to participation*
-some data was analyzed by family income separating families into 5 equal groups= in all cases, the relationships are linear: the more a family earns, the more likely its children are to participate in sports and physical activity---Younger children in the lowest-income quintile were 3 times more likely to have never participated in organized activities *sports, music, art, or clubs* than children in the highest quintile--younger children whose parents had less than a high school education were more than 2 times likely to have never participated in organized activities than those children who parents had higher education

Wealthy people have lifestyles that routinely include participation of golf, tennis, skiing, sailing, and other sports that are self-funded and played at exclusive clubs or resorts
=The people who engage in these sports usually have considerable control over their work lives, so they have the freedom to take the time needed to participate
-The lifestyles of middle-income and working-class people tend to include sports that by tradition are free and open to the public sponsored by public funds, or available through public schools

Also there is a striking relationship between social class and population health: working class people have on average lower birth weight and higher rates of infant mortality, are smaller at maturity, less healthy, and die at a younger age than those in higher class categories: cancer, diabetes, heart disease are all more common at lower levels of the class structure-it is often assumed that these findings are a result of lower levels of physical activity among people in a lower social class, but there is no evidence to support this assumption---Since lower-income people are more likely

to be occupied in manual work it would be inaccurate to assume "inactivity" because of a lack of involvement in recreational activity

Canada's National forum on health: attributes differences not to "lifestyle choices" or to more participation to fitness activities, better knowledge or greater ability to purchase health care amount the wealthy, but to the sense of being in control of one's life.
-Higher income people have considerable control over their work lives, so they have the freedom to take time to participate in healthy recreational activities.

Getting Respect becoming a man:
-The upper-class boys connected sport participation to masculinity because they saw sports as an arena in which they could learn to be leaders, and leadership was a key dimension of masculinity as they defined it.
-The middle-class boys saw sports as an arena for sociability and opportunities to gain acceptance in male groups, thereby confirming their manhood
-The working-class boys saw sports as an arena for displaying tough, hyper-masculine behaviours, which represented their conception of manhood
-A coach suggested that social class factors create social conditions under which young men from lower-income families often have more at stake when it comes to sports participation. What this coach did not point out is that the development of sports skills often requires material resources that do not exist in low-income families

-Expensive tickets are used as Status Symbols: they want class distinction to be preserved in connection with attending games---Sport participation and spectatorship clearly reflect the distribution of resources and opportunities in society!
Opportunities for women are growing but limited and salaries are low:
-Gender logic used inside many sport organizations will continue to privilege those perceived as tough, strong, and aggressive- women who are perceived with these attributes have their sexuality questioned

Opportunities for racial and ethnic Minorities are growing but limited
-It is important to remember that dominant sport forms in any culture tend to reproduce dominant cultural values and the social structures supported by these values. This means two things:
1)members of the dominant culture may exclude or define as unqualified those who come from a different cultural background
2)racial and ethnic minorities often face the challenge of taking on the values and orientations of the dominant culture if they want to become a part of sports and sports organizations

Sport participation and occupational careers among former athletes:
-Youth sport participation produces net grains in social, cultural, and physical capital, which are assets in the job market.
playing sports under certain circumstances, may teach young people interpersonal skills, which carry over into various jobs and enable them to be successful

Sports is positively related to occupational success and upward mobility:

1)increase opportunities to complete academic degrees, develop job-related skills, and/or extend knowledge about the organization and operation of the world outside of sports
2)increases support from significant others for overall growth and development(not just sports development)
3)provides opportunities to make friends and develop social contacts with people outside of sports and sports organizations
4)minimizes risks of serious injuries that restrict physical movement or require extensive and expensive medical treatment

-----All of these together, emphasize that playing sports----
----can either constrict or expand a person's overall development-----

Highly paid professional athletes and career success after playing sports:
1)reconstructing their identities in terms of activities, abilities, and relationships unrelated to sport participation
2)renegotiating relationships with family members and close friends, so that they receive feedback and support for identities having little or nothing to do with playing sports

Young men from Low-income families were more likely to have problems when retiring from sports because they have fewer material resources to aid them in the transition process and because they were more likely to have identities deeply rooted in playing sports.
-Middle class backgrounds, seemed more likely to benefit from the doors opened by sports and the social connections related to sport participation; they had more material resources and were less likely to have identities exclusively rooted in playing sports

Page 43: Athletic grants and occupational success
U.S. Universities do not report the amount of athletic aid that goes into particular student-athletes:
-Full scholarships are anticipated but in fact, they may receive only partial aid or no aid at all.
-Athletic scholarships are awarded one year at a time, and may not be renewed for certain athletes
-Fewer than 16,000 students had full-scholarships (room, food, tuition). The other 85 percent were receiving aid covering a portion of total expenses.
-1/3 of 1 percent of all students receive full scholarships and about 2.2 percent of all students received some form of athletic aid
-----Academic scholarships are more plentiful than athletic, yet everyone thinks otherwise
-NCAA hockey Ontario players receiving full scholarships declined 63% between 1990 and 2000. Because coaches are likely to spread scholarships among the team.
Most Canadians find they receive 40 - 60 percent of a full scholarship
-In reality, they are likely to be incurring a great deal of unexpected expenses and debt, and earning a less-than-complete education
*if isolation subverts the opportunities that expand experiences and contacts, then playing sports is more likely to contribute to career success for students who already

come from successful backgrounds, thereby reproducing existing forms of economic inequality in society.*

Do money and power matter in sports?
-You always get what you deserve, and you always deserve what you get- this ideology constitutes a class logic that drives a combination of individual achievement and consumption.
-Furthermore, it leads to the conclusion that economic inequality in society is not only good but also natural
In fact, sport events seem to be one of the vehicles these people can use to transfer public money into their own hands. As public funds support major forms of sport entertainments.-those with power and wealth- receive subsidies and income, which they use to maintain their privilege
-sport participation patterns in society and around the world reflect the impact of material resources and social class on the ways in which people live their lives.
Organized sports are a luxury that many people around the world can not afford.
-patterns of sport participation throughout society reflect class based lifestyles, which emerge as people make decisions about how they will use their resources they do have.

-Sport participation patterns also reflect the combination of class and gender relations.
-Public funding cutbacks are - the impact is now beginning to be felt at the high-performance levels as the pool of talented athlete's declines
-Patterns of watching sport are also connected with social class and class relations (luxury boxes)

Research on sport participation and career development generally indicated that; when young people use sport participation to expand their social worlds and personal experiences, they have an advantage when seeking occupational careers.

*in conclusion: sports clearly are tied to patterns of...
class, class relations, and social inequalities in society*

Nickel-and-Dimed on (not) getting by in America (Barbara Ehrenreich)

In June 1998, Barbara Ehrenreich leaves everything behind her, in her comfortable lifestyle, for a "plunge into the low-wage workforce."
Ehrenreich is a middle-class journalist who is setting out to explore the world that welfare mothers are entering, (at the rate of approx. 50,000 a month), as welfare reform kicks in.
Her aim is not to "experience poverty" or find out how it "really feels" to be a long-term

wage worker. But a "purely objective", scientific sort of mission. The Humanitarian rationale for welfare reform, is that work will lift the poor women out of poverty while simultaneously inflating their self-esteem and hence their future value in the labour market (pg. 48).

One of her main questions of concern is, "…is it really possible to make a living on the kinds of jobs currently available to unskilled people?" Her answer is no, since mathematically it would not work out, hence with all of the other responsibilities. Therefore, "low-wage work is not a solution to poverty and possibly not even to homelessness" (pg. 48).

Ehrenreich claims that this may not be the perfect experiment that she is attempting, but just a test of the best possible case: an unencumbered woman, smart and even strong, attempting to live more or less off the land (pg. 49).

One of her first tasks is to look for a job; in which she finds finding a job is just a matter of being at the right place at the right time and flexible enough to take whatever is being offered that day.

In the one month of working, Barbara had earned approx. $1,040 and spent $517 on food, gas, toiletries, laundry, phone, and utilities. This is also considering that she did not have children to look after. E

Ehrenreich concludes that in the coming years economic conditions for the working poor are bound to worsen, even without the almost inevitable recession (pg. 59).

The thinking behind welfare reform was that even the humblest jobs are morally uplifting and psychologically buoying.

Yet, Barbara did discover one good feature of "the most abject low-wage work- the camaraderie of people who are, in almost all cases, far too smart and funny and caring for the work they do and the wages they're paid" (pg. 60).

In this reading, there are no specific terms or definitions that are stated for us to memorize. However, this article does relate to our course material in the section on, "Social Class and Social determinants of Health." (a lecture that may be useful to look back on relating to this article is on September 29)

Understanding and Investigating Cultural Perspectives in Physical Education

Written by: Lisette Burrows

Abstract

The article describes the models, theories of health and physical activity in New Zealand and how it relates with the education curriculum. The thesis comprises of 'establishing opportunities for physical educators to position themselves as facilitators of young people's understanding of culturally diverse values and social practices linked to physical activity and health'.

Main ideas:

- New Zealand has incorporated cognitive theories
- Health and physical education curriculum requires students to explore topics such as ‘societal attitudes and beliefs’, ‘people and the environment’ and ‘identity, sensitivity and respect’
- ‘social and cultural’ factors are fore grounded as key constituents of learning though the ‘movement concepts of motor skills’ domain
- twin cognitive theories: learning and sociocultural knowledge in mainstream physical education
- expectation that schools will endeavour to create educational climates, material and approaches that are sensitive to and celebratory of the diverse histories, cultural orientations and experiences students bring with them to schools is now fairly commonplace
- one culture is actually meaningless, multicultural is quite problematic as well
- current physical education curriculum alienate a great amount of children
- sport and physical education can function as a medium for both the production and reproduction of ethnic difference
- ‘relational’ invites us to interrogate the plurality of meanings physical education and health practices may potentially have for students consider the variety of cultural resources that students bring with them to the study of physical education
- ‘health’ and information about how to achieve has always been contestable, contradictory and subject to variations across time and place
- Maori have been physiologically and culturally geared towards the reverence of fat’, yet foods rich in fat are now invested with notions of ‘risk’ and ‘unhealthiness’
- Maori movement takes place to understand, experience and appreciate Maori cultural values and learn some language

- balance and flexibility –capacities linked more often to girls- are marginalized
- number of team sports are incorporated in physical education, rather individualised sports are excluded
- ‘mainstream’ schooling have been mounted in the past three decades
- peoples connectedness to family/community and place equally contribute to a sense of ‘aliveness’ or ‘wellness’ at one point in time
- practice encounter of a one-size-fits-all curriculum
- engaging students ideas and what they like

Cultural level structure

- Using different curriculums and cultures to connect to a physical education system

Key Concepts/Terms:

- *Whose Knowledge Counts?*
- *Social construction* - is any phenomenon "invented" or "constructed" by participants in a particular culture or society, existing because people agree to behave as if it exists or follow certain conventional rules
- *Critical thinking* – is purposeful and reflective judgment about what to believe or what to do in response to observations, experience, verbal or written expressions, or arguments.
- *Problem solving* – forming parts of thinking to comprehend/ understand a problem or concept

Research Through Imperial Eyes

Thesis

Western research draws from an ‘archive’ of knowledge and systems, rules and values which stretch beyond the boundaries of Western science to the system now referred to as the West.

Key Terms

- Positivism: takes a position that applies views about how the natural world can be examined and understood to the social world of human beings and human societies
- Colonization: the direct rule and disciplining of people with a shared culture
- Imperialism: the extension of power of a nation over foreign nations

Key Points

- Stuart Hall states that the West is an idea or concept, a language for imagining a set of complex stories, ideas, historical events and social relationships
- Michel Foucault referred to Western knowledges, philosophies and definitions of human nature as a cultural archive.
- He suggest that this archive reveals 'rules of practice' which the West cannot describe because it operates within these rules and they are taken for granted
- Nandy (full name not written in article) differentiates between different phases of colonization, such as 'rapacious bandit kings' and 'well-meaning middle class liberals'
- David Theo Goldberg suggest that medieval literature and art have influenced Western culture
- The literature included half-human, half animal creatures which created concern and repulsion towards the 'other'
- Western culture has a focus on the human 'self' and the relationship between the individual and the groups to which he or she may belong
- Western philosophies and religions place the individual as the basic building block of society
- The separation between mind and body are cultural constructs from the time of Socrates, Plato and Aristotle, but Descartes developed dualism further
- Time and space are concepts which are particularly significant for some indigenous languages because the language makes no clear distinction between the two, whereas in Western ideas about time and space are encoded in the language, philosophy and science
- Western classifications of space include notions such as architectural space, physical space, psychological space, theoretical space, etc.
- In Western culture time is associated with social activity, and how people organize their daily lives says a lot about the indigenous groups personality
- In Western society it is believed that progress should be 'measured' in terms of technological advancement and spiritual salvation
- Distance is the factor that connects space and time; it separates the individuals in power from the subjects being governed

Social Theories and Methods – Article Summary

http://www.mcgrawhill.ca/college/coakley

pg 93 – 115 in Course Booklet

Two main goals of this chapter

1) Indentify and describe theories that have been use most widely to study sports in society
2) To explain how various theories assist us in our efforts to understand sports as a social phenomena as well as the society and culture in which we live

Purpose of Theories

Theories help us to indentify issues and problems to study and provide a framework for asking research questions, interpreting information, and uncovering deeper meanings and stories associated with sports in particular cultures.

When studying sports in society, the best theories are the ones that help us ask questions and seek information that enable us to see sports in new ways, understand the relationship between sports and social like, and make informed decisions about sports and sport participation in out lives, families, communities, and societies

Theories about society and social life are based on a combination of systematic research and deductive logic, and are originally presented in published books, and article mainly so that other people can evaluate, test, use, and revise them. Theories may also be refined and improved over time as people test them in research, or they may be abandones as people discover that they aren't useful in understanding social life. Most theories are the products of more than one person.

Many theories have been used to study sports in society. It is key to understand that no single theoretical approach can tell us all the information we want to know about sports or social life.

6 Major theories used to study sports with author name referencing

1) Functionalist theory - by Loy, J. And D. Booth
2) Conflict theory – by Ridgauer, B.
3) Interactionist theory – by Coakley, K, and P. Donnelly
4) Critical theories – by Birrell, S., Gruneau, R., Hall, M. A., Hargreaces, J., and Pronger, B.
5) Critical Feminist theories - "
"
6) Figurational theory – by Dunning, E., Elia, N., E. Dunning, Maguire, J., Murphy, P., K. Sheard, and I. Waddington

Even if we summarize these six theories in separate sections, we should remember that all social theories are fluid, meaning that they are a changing set of ideas on how the world works, and are not completely separate frameworks that have nothing in common with each other. There are many points at which two or more of the 6 theories converge or overlap, which is due to people responding to the ideas of others because they developed their own ideas about society and social life.

Summary of the 6 Different Theories

**** Look on page 97-98 in the kin1000 course book for an outline summary of theories in comparison to other theories****

What it is

Functionalist Theory – based on the assumption that it is possible to study society, discover scientific "truths" about how society operates, and then develop a system of "social laws" that we might use to understand, control and even change society for the better.

Where is it used?

People who use this theory view society as an organized system of connecting parts held together by the shared values and social processed that minimize differences and promote and an agrrement (or consensus) among people.

Basis of the Theory

The driving force behind this theory is when people develop a **consensus**, common values, and coordinated organization in the major contributors to social life, which are family, education, economy, media, politics, religion, leisure, and sport.

According to functionalist theory, social systems operate smoothly when they have mechanisms for doing four things, in order to maintain social order.

1) Socializing people to learn and accept important cultural values
2) Promoting social connections between people
3) Motivating people to achieve cultural goals through accepted methods

4) Protecting the system from disruptive outside influences

How does it apply to sports?

Functionalist theory inspires discussions and research about how sports fit into social life and contribute to stability and social progress in organizations, communities, and societies.

Weaknesses

1) leads to overstatements about the positive effects and understatements about the negative effects of sports in society

2) Based on the assumption that the needs of all groups within a society are the same as the needs of the society as a whole, which causes bias where sports benefits some group compared to others, and limits understanding

3) Does not account for the fact that sports are "social constructions" created and defined by human beings as they make decisions about what is important in their lives and how they are connected with others.

What it is

Conflict Theory – based on the ideas of Karl Marx. People using this theory view society as a system of social structures and relationship that are shaped mainly by economic forces. They assume money, wealth, and economic power shape how society is organized and how it operates, which means that people who use their economic power to pressure (or coerce) and manipulate others to accept their view of the world as the correct view. Conflict theorists see sports as an opiate in the society, as activities and spectacles that deaden awareness of economic exploitation among those without power, while continuing the privilege and position of whose who control wealth and economy.

Basis of the Theory

Order in society is based on economy interest and the use of economic power to exploit labour, where social class shapes social structures and relationships.

Where is it used?

Conflict theory leads people to focus attention on economic factors, class inequality, and the need for changes in how society and sports are organized. These changes emphasize making athletes and spectators aware of how they are manipulated and oppressed for the profit and personal gain of the economic elite in society.

How does is apply to sports?

Conflict theory focuses attention of how powerful people use sports to promote attitudes and relationships that enable them to maintain power, and leads to the conclusion that problems in sports exist because power does not rest in the hands of people who play sports or might play if sports were organized to reflect the public good, rather than the economic good.

Weaknesses

1) It assumes that all social life is driven and shaped by economic factors, by the needs of capital in society. It focuses on the relationship between the economic haves and have-nots, and assumes that the have-nots live their lives in a state of powerlessness and alienation.

2) It ignores the importance of gender, race, ethnicity, age, sexual orientation, and other factors when it comes to explaining how people identify themselves, relate to other, and organize social life.

3) It ignores cases where sport participation consists of experiences that empower individuals and groups in capitalist societies.

What it is

Interactionist theory – Drawn from the work of George Herbert Mead and Herbert Blumer. Focuses on issues related to meaning, identity, social relationships, and subcultures in sports. It is based on the idea that human

behaviour involves choices and that choices are based on the definitions of reality that people form as they interact with others.

Basis of the Theory

Social Order is basically established from the bottom up through intentional social interaction.

Where is it used?

Focuses on the meanings and interaction associated with sports and sport participation. Emphasizes the complexity of human behaviour, and the need to understand behaviour in terms of how people associated with sports define the situations their relationships with others. (e.g. youth sports, Interactionist theory would call for changes in games that reflect the needs and interest of children, rather than the needs of adults)

How does is apply to sports?

Sports are forms of culture created by social interactions, and participation in sports is grounded by decisions made originally by people in connection with their identities and their relationships. It allows individuals to shape sports to fit their definition of reality, and focuses on more democratic organization and the organizational culture of a sport as a whole instead of individuals, when trying to control deviance (breaking of the rules).

Weaknesses

1) Fails to explain how meaning, identity, and interaction are related to social structures and material conditions in society, in which it focuses attention exclusively on relationships and personal definitions of reality without explaining the those factors.

2) It ignores issues of power and power relations in society

What it is

Critical theories – Used by most people who study sports in society. It focuses primarily on explanations of cultures, power, and social relations. It inspires a wide range of questions (pg. 107). This theory is a general category, in which we attempt to pull together major ideas from the following theories/theoretical frameworks:

1) Neo-Marxist theory
2) Traditional theory(combining ideas of Marx and Freud)
3) Hegemony theory (based on ideas of Marxist, and Gramsci)
4) Cultural studies theory (based on hegemony theory to the study of culture, power, and ideology in everyday life)
5) Feminist Theory (primarily those informed by critical theory, cultural studies, or postculturalism)
6) Postculturalism (based on cultural studies, semiotics, and forms of literary analysis dealing with language and the construction of power, meaning, representation, and consciousness under the fragmentations of postmodern life)
7) Queer theory (combining feminist cultural studies and postructuralism)

Note: none of these frameworks mentioned are focused on or explained to full extent in the article's summary

Basis of the Theory

Based on concern for fairness, and desires to understand, confront, and transform systems of exploitation and oppression in social life. Social order is negotiated through struggles over ideology, representation and power. Social life is full of diversity, complexities, and contradictions, and this theory leads to concerns about how sports reproduce or transforms societies in which they exist.

Where is it used?

They force people to question what sports are and to think of what they might be from a variety of standpoints and perspectives, in which it could either be exciting or threatening depending o the willingness to see sport in new and different ways.

How does is apply to sports?

Emphasize that changes in sports depend on more than simply shifting the control controls that many people are aware of who controls of sport to the participants themselves, noting that people are aware of the who controls sports in their societies and have learned to accept those systems of control and to define them as correct.

Weaknesses

1) There are no clear guidelines for indentifying and assessing forms of resistance and the value of ideas and actions across situations

2) There are no unified strategies for dealing with problems, conflicts, and injustice

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What it is

Critical Feminist theory – Are concerned primarily with issues of power and the dynamics of gender relations in social life. It represents a diverse set of interpretive frameworks. However they are all based on the assumption that if we want to understand human behaviour and social life, we must understand the meanings that people give to gender and the ways that those meanings come to be incorporated into social experience and organization of society.

Basis of the Theory

Social order is based primarily on the values, experiences, and interest of men with power, where social life and social order are gendered. Where sports reproduce male power and distorted ideas about male masculinity. Also, that sport produces gendered ideas about physicality, sexuality, and the body. Provides a grounded awareness that women have been systematically devalued and oppressed in many societies and that there is a need to develop political strategies to eliminate oppression and to empower women to transform the cultures in which they are devalued.

Where is it used and its relation to sports

Has had a major impact on people who study sports in society, in which it increased the understanding of sports as a part of culture, and they have made us aware of many other important questions to ask about gender and sports. (E.g. why do so many men around the world continue to resist efforts to promote gender equity in sport?) <- (More questions to look at on pg 111).

Weaknesses

1) There are no clear guidelines for indentifying and assessing forms of resistance and

the value of ideas and actions across situations.

3) Little attention is given to connections between gender and some other cetegories of experience.

What it is

Figurational Theory – has its roots in European-history-based intellectual traditions, is rarely used directly in North American sociology or sport. It is more common in the U.K. and Western Europe, and increasingly in Japan. Figurational theory is a comprehensive theory based on the notion that social life consists of networks of interdependent people. This theory focuses on the historical processes through which these network, or sets of interconnections between people, emerge and change over time.

Basis of the Theory

Social order is based on interdependencies among individuals and groups. Connections between people take the form of social figurations. These sets of connections are called "figurations".

Where is it used and its relation to sports

Those who use this theory focus on the historical processes through which these network, or sets of interconnections between people, emerge and change over time. It has inspired much research and discussion about sports in society, since it offers useful analyses of the following topics (on pg 113), which gives close attention to sports in society. It has also been useful in studies of complex economic, political, and social processes associated with global sports. Canadian researchers have paid particular attention to Figurational research on the origins and decelopment of sports, on sports violence, and on various aspect of globalization

Weaknesses

1) It gives too little attention to problems and struggles that affect day-to-day lives

2) It understates the immediate personal consequences of oppressive power relations

3) It gives little attention to the experiences of women and to gender inequities

Conclusion of Choosing The Best Theoretical Approach to Use when Studying Sports

Despite the limitations and weaknesses of each theory discussed, each of them has made us aware of questions and issues that are important in our lives or in the lives of those with whom we work and play, and that the use of different combinations of theories can be more helpful than just using one theory. E.g. Critical and feminist theories, combine with Interactionist theory are especially helpful.

THE EGG AND THE SPERM – Emily Martin

- The egg and them sperm draw certain stereotypes about central definitions of both male and female
    - For example, the female biological processes are less worthy than their male counterparts

A Scientific Fairy Tale

- Males and females are depicted by their reproductive systems and what it produces: eggs and sperm
- Textbooks particularly focus on a female's menstruation cycle as "debris" of the uterine lining or the "ceasing", "dying", "expelling" and etc.
- Whereas, males produce over a hundred million sperm a day
    - "Whereas the female *sheds* only a single gamete each month, the seminiferous tubules *produce* hundreds of millions of sperm each day"

- None of the scientific books see the female menstruation as something valuable
- Casts females in a negative light, while celebrating sperm production because it happens from the time of puberty until death, whereas, females finish as birth
- The egg is easily seen as *feminine* because it is large and passive and doesn't more, but is transported by the fallopian tubes
- Whereas males are more *masculine* because they are smaller and are efficiently powered

Age-Old Relationship of the Egg and the Sperm – royal/religious patina

- The egg is portrayed to have a crown and is accompanied by attendant cells
- It is holy and the queen to the sperm's king
- It is also passive awaiting the rescue of a sperm (Gerald and Helen Schatten compared the egg's role to Sleeping Beauty)
    - Damsel in distress
- The sperm carries out the "journey" into the darkness where some fall exhausted and the most successful candidates "surround the prize"
    - Heroic warrior
- "An egg will die in hours if not rescued by a sperm"

1948 – Ruth Herschberger

- Argued that female reproductive organs are biologically interdependent, while male organs are seen as autonomous

New Research, old imagery

- As new understandings emerge, textbook imagery is revised – "self-contained" nature of scientific thought (Ludwick Fleck)
- Prior to any research at the J. Hopkins University, it was thought that the zona, inner vestments of the egg, formed an impenetrable barrier. The sperm was able to overcome the barrier by mechanically burrowing through
    - Later, it was found that the sperm released enzymes to break through, therefore thought to use mechanical and

chemical means. However, sperm was then found to be fairly weak without the digestive enzyme

- In 1987, three years after their findings, scientists reconceptualised the role of the egg as being more active
- The *zona pellucid a* captures and tethers the sperm before they penetrate it

- Hermann Fol, a Swiss zoologist, wrote in his article, "Many sperm can bind to and penetrate the zona pellucid, or outer coat, of an unfertilized mouse egg, but only one sperm will eventually fuse with the thin plasma membrane surrounding the egg proper fertilizing the egg and giving rise to a new embryo"

- Wasserman, on the other hand, credits the egg coat as having a sophisticated biological security system that screens incoming sperm and only selecting those that are compatible with fertilization and development

- Although, he does give credit to the egg for having an active role, it still draws in stereotypical attention that the egg *selects* an appropriate mate, *prepares* him for fusion and then *protects* the resulting offspring
- Furthermore, Wasserman, in other articles, shows him "demoting" eggs of their active role by simply taking about eggs as a matter of parts, while talking about sperm as a whole entity
    - Deborah Gordan describes this as "tenacious assumptions" of Western Science and this approach as "atomism"
- Therefore, Wasserman assigns this active role to the parts of the egg, not the egg as a whole

Social Implications: Thinking Beyond

- Although each new account gives the egg a larger and active role, it brings forth a new stereotype that the woman is also aggressive and dangerous

- J. Hopkins lab revised it's model of the egg as the female aggressor capturing and tethering the sperm to the zona
- Schatten lab deems the egg's nucleus as disrupting the sperm's dive

- As a result, the egg is a **femme fatale** – dangerous and alluring men

- New data has not lead scientists to eliminate gender stereotypes, but has simply described them differently

- These stereotypes have been written at a *cell* level that it constitutes a powerful move to make it seem **natural beyond alteration** and that the interaction of a sperm and egg are of deliberate human action at a miniscule level

- If we substitute egalitarian, interactive metaphors to describe such activities and manage to avoid the pitfalls, we would still be guilty of endowing cellular entities with personhood

- Asda

- Waking up such metaphors, by becoming more aware of their implications will rob them of their power to naturalize our social conventions about gender

- **Testosterone Rules by Robert Sapolsky**
- The reading talks about the common stereotype thst " whether it be something primal as having an ax fight…something as condemned as assaulting a cripple or as glorified as killing someone wearing the wrong colour/uniform if it is violent we males excel at it."
- The common belief is that testosterone, the hormone that bulks muscle etc seeps into the brain where it influences behaviour in a way highly irrelevant to understanding aggression and that genes are the hand behind the scene, directing testosterone's action.
- He sights some pretty obvious links with aggression and testosterone e.g aggression in males peaks during puberty and so does testosterone , and males have higher levels of testosterone than women and higher aggression levels than women.
- Sights the bias in this argument because the evidence is only correlative so a) testosterone could cause aggression or b) aggression can cause spikes in testosterone …..or even neither of the two causes the other .
- He then list the results of a study that castrated males and then they gave them normal levels of testosterone and normal levels of aggression came back..... then they gave then 20% of normal levels of testosterone and normal levels of aggression returned then they gave other individuals twice the normal levels of testosterone and normal levels of aggression returned. The level of testosterone had nothing to do with the level of aggession.
- Then he gave another example of monkey who had established a hierarchy 1's being most dominant and 5 being the lowest of the bunch. They injected level 3 monkeys with a very large dose of testosterone and foudntaht the number threes would beat of on level 4's and 5's even more than prior to the injection but would not lay a finger on the level 1's nd 2's . Testeosterone had increased aggression that was already there.
- Take home point was that violence is more complex than a single hormone and it is supremely rare that any of our behaviours can be reduced to genetic destiny.
-

Barbie Girls versus Sea Monsters
Children constucting Gender
By Michael A. Messner

Overview:

- One of the main focuses of this article is to see how gender is constructed, starting at a very young age.
- Messner argues this point by using evidence he observed from a soccer game of four year olds.
- He argues that gender boundaries were activated and enforced in ways that constructed an apparently "natural" categorical difference between the girls and boys.
- Messner uses a multilevel analytical framework to explore:

1. How children "do gender" at the level of interaction or performance
2. How the structured gender regime constrains and enables the actions of children and parents
3. how children's gendered immersion in popular culture provides symbolic resources with which children and parents actively create (or disrupt) categorical differences

Summary of article:

- Messner begins the article by criticizing present theories of gender construction
- He says that previous theories placed a lot of emphasis on the role that adults played in constructing the gender identity of children
- He says it is important not to neglect the fact that children often create their own gender definitions through interactions with other children
- As well, previous studies focused a lot of the construction of gender for *individual* children and ignored the context of how gender is also formed through group interactions
- Messner also mentions the theory of **"gender play"** introduced by Thorne (another author) and how it is used to analzye social proceses through which children construct gender
- Thorne's analysis was not on the individual but "**group life"**. Essentially looking at the role that **social relations, organization and meanings of social situations** play into constructing/recreate the gender divide in adults and childrens in daily interactions.
- An important insight that Thorne noticed: that when children of the opposite sex are enaged in play, there are various dynamics that emerge
- In a relaxed setting, no gender boundaries are present and cross sex play (don't think dirty) occurs
- However, sometimes certain situations can activate social boundaries if one gender feels the need to reinforce and clarify those boundaries.
- These activator factors occur in social contexts such as school and in which gender is formally and informally built into the division of labor, power structure, rules and values
- Messner emphasizes that his analysis of gender in this article is strictly based on the insights he gained from watching his son's soccer season. But, he says that this event is a powerful metaphor that gives a good example for researchers as to how gender is constructed
- Messner will evaluate the soccer game at three levels:
    - **The interactional level:**

How do children "do gener" and what are the contributions and limits of theories of

performativity in understanding these interactions?

- **The level of structural context:** How does gender regime particularly the larger oganizational level of formal sex segregation of AYSO, and the concrete, monetary situation of the opening ceremony provide a context that variously constrains and enables the children's interactions?
- **The level of cultural symbol:** How does the children's shared immersion in popular culture (and their differently gendered locations in this immersion) provide symbolic resources for the creation, in this situation of apparently categorical differences between the boys and girls
- Messner analzyes the event in these three levels, but it is important to remember that all these levels are occuring at the same time and usually intertwine

Barbie Girls versus sea monsters (a narrative of the soccer game event)

- The story revolves around two 4 year old soccer teams: The Sea monsters (boys) which have green/blue uniforms and the Barbie Dolls (girls) who have pink/white uniforms.
- The Barbie Dolls have a powerful symbol: a 3 foot tall barbie doll on a rotating pedastool with boom box playing music. All the girls are singing a barbie song as they approach the boys.
- The boys notice and are **actually interested at first and smile when they seen the barbie**.
- When the boys start noticing that their peers are interested in the barbie, they begin to retaliate and yell "NO BARBIE"
- The parents are watching this and start smiling: **They are SO different!"** and "**I took these classes from professors who showed us research that showed that boys and girls are the same. I believed it until I had my own kids and say how different they are**"
- The boys eventually get the attention of the girls with their chanting and begin to dash in 2s and 3s. The boys invade the girls spaces and yell "NO BARBIE" in their faces
- The girls look puzzled and shrink back while others engage the boys and chase them off.

The Performance of Gender

- Since the publication of Judith Butler's highly influential *Gender trouble*, it has become more and more common for academic feminists to believe that gender is not something someonee "has" but rather it is **situationally constructed** through the performance of active agents.
- The idea of gender as performance analytically foregrounds the agency of individuals in the construction of gender, thus highlighting the situational fluidity of gender: sometimes conservative and reproductive, while other times transgressional and disruptive.
- The barbie dolls at first were conservative, appearing to perform for other girls only a emphasized version of feminity
- The sea monsters are first part of the girl's audience but eventually begin their own performance as a form of resistance against this feminine presence. In a way they need to reaffirm their masculinity by aggressively confronting the females through loud chanting and bodily invasions.
- This behaviour by the children reinforces to the parents their experience-based theory that boys really are different from girls.

- The approval by the parents also indicate to the children that their behaviours correctly correspond to their gender.
- **In other words: the parents do not seem to read the children's performances of gender as social constructions. Instead they interpret them as inevitable unfolding of natural, internal differences between the sexes**
- Walter (1999) argues: "The performance of gender is never a simple voluntary act. Theories of gender as play and performance need to be intimately and systematically connected to the power of gender(**really the power of male power)** to constrain, control, violate, and configure.
- Gender is constructed as a result of everyday interaction with people. People are "doing gender" and by doing so they were constructing masculine dominance and feminine deference (Definition of deference: respectful submission to the judgement, will and opinion of another)
- Walter also notes: The interactions between genders are constrained by "specific historical, social and political configurations" that constrain or enable certain interactions
- The parent response to the children is one of the main limits and dangers of performativity: "Lacking an analysis of structural and cultural context, performances of gender can all too easily be interpreted as free agents' acting out the inevitable surface manifestations of a natural inner essence of sex difference.
- However, **there is nothing inevitable** about the girls' choice of barbie as their totem, nor in the boy's response to it

The structure of gender

- The parents never comment how similar the kids are. That is because they have a selectivity filter that allows them them to see aspects of social reality that tell us a truth that **they prefer to believe**, such as the belief in categorical sex difference.
- In addition, the institutional context that is characterized by informally structured sex segregation among the parent coaches and team managers and the formally structured sex segregation among children help enforce gender boundaries

Adult divisions of Labor and power within the soccer teams

- Vast majority of the time, the formal authority of the head coach or assistant coach was in the hands of a man, while the backup/support role of team manager (secretary work) was in the hands of a woman
- the sexual division of labour suggest how people's choices to volunteer for certain positions are shaped and constrained by previous institutional practices.
- There is no rule that dictates that men have to be coaches and women team managers. So it may appear that the division of labor among adult volunteers simply manifests an accumulation of individual choices and preferences
- This uneven distribution of labour is due to the different opportunities that men and women had in sport. Since Men and women have had far more oppurtunities to play organized sports and thus gain skills/knowledge, it subsequently appears rational for adult men to serve in positions of knowledge, authority with women serving in support capacity.
- Therefore, structure becomes an object of practice, as the choices and action of today's parents re-create divisions of labor and power similar to those they experienced in their youth.

The children: Formal sex segregation

- The boys and girls are divided into seperate leagues that never get a chance to play against eachother.
- Messner proposes that: The formal sex segregation of children does not, in and of itself, make gender overtly salient. In fact, when children are absolutely segregated, with no opportunity for cross sex interactions, gender may disappear as an overtly salient organizing principle
- It is only when the two sexually segregated sexes interact do high charged reactions become possible.
- The soccer league was originally coed, but it became sexually seggregated when the coaches noticed that boys and girls split up at half time. They thought that splitting the sex will lead to greater team unity
- Messner suggested that you wouldn't split teams by race, but the comment was ignored. This proves the fact that the need for sex seggregation seems to be viewed as natural and necessary in sports.
- The formal and informal gender regime of AYSO made the Barbie girls versus sea monsters moment possible, but it did not make it inevitable. The other driving force gender construction is gender

<u>The Culture of Gender</u>

- Cultural symbols such as team colours, uniforms, songs, team names often carry encoded gendered meanings that were then available to be taken up by the children in ways that constructed (or potentially contested gender divisions and boundaries

Team names

- Each team were issued two team colors. It is notable that across various age-groups, several girls' teams were issued pink uniforms while no pink were assigned to boys.
- The children were then told to choose their own team names and were encouraged to use their assigned team colors as cues to theme of the team name.
- The team names were analyzed and broken into three categories: 1) **sweet names** (Barbie dolls) 2) **Neutral names** with no obvious gender connotation 3) **power names** names that invoke images of strength and agression (sea monster)
- Across all age categories, the boys were far more likely to choose a power name than anything else
- For girls, the tendency to choose power names increases with age but is still not common as boys

Barbie Narrative vs. Warrior Narrative

- Barbie: Symbol of feminity around the world. Conservative parents are happy to buy barbie for their daughters but deflect their son's interest by giving threm action figures.
- Feminists see all these symbols and resent the doll. They refuse to buy barbies because they assume all these characteristics embodied by this doll will be passed onto their daughters.
- The Barbie vs. Sea monsters moment can be analyzed as a “receptive context” in which differently situated boys, girls and parents variously used Barbie to construct pleasureable intergroup bonds as well as boundaries between groups
- The assumption is that as adults we analyze Barbie's content and the presume it passes untransformed into children's minds where, dwelling beneath the control of consciousness or counterargument, it generates self-image, feelings, and other ideological constructs
- In fact, people who are situated differently tend to consume and construct meanings around

Barbie variously

- Mattel strategizes its marketing of Barbie not around the imposition of a singular notion of what a girl or woman should be but around "hegemonic discourse strategies" that attempt to incorporate consumers' range of possible interpretation and criticisms of the limits of Barbie.
- Example: multicultural barbies. They deflect potential criticisms of racism but still keeps blond white barbie at center stage.
- There are also these "career barbies" which places barbies in the roles of traditional male jobs. Mattel uses this to support their motto: "We girls can do anything"
- Problem: This equates beauty with intellectualism
- **Emphasized feminity:** characterized by girls' and women's embodiments of oppresive conceptions of feminine beauty that symbolize and reify a thoroughly disempowered stance vis-a-vis men. To many second Wave feminists, Barbie seemed to symbolize all that was oppressive about this feminity-the bodily self surveillance, accompanying eating disorders, slavery to the dictates of the fashion industry and compulsory heterosexuality.
- Even when barbie crosses gender boundaries and takes on male roles (example: firefighter). She is still distinctly feminine.
- Third wave feminists say that displays of feminine physical attractiveness and empowerment are not viewed as mutually exclusive events or necessarily opposed realities, but as lived (if often paradoxical) aspects of the same reality
- This new idea of "girl power" was observed in the barbie girl vs. Sea monster scenario. The barbie girls were not silenced by the boy's chanting, but rather they ignored them.
- And when the boys came to invade their space they even responded by chasing. Messner say this as a public moment of celebratory "girl power"
- Why would the boys react? They may have been responsing to the fears of feminine pollution that Barbie that had come to symbolize to them.
- Messner brings up an example of how barbie can represent feminine pollution to boys. He bought his son a barbie doll, but it did not take long before other boys began to make fun of him. Overnight the pleasurable desire for a barbie transformed into shame and rejection
- Children tend to avoid cross-sex toys, with boys' avoidance of feminine-coded toys appearing to be stronger than girls' avoidance of masculine-coded toys
- preschool boys who percieve their fathers to be opposed to cross-gender-typed play are more likely than girls or other boys to think it is "bad" for boys to play with toys that are labeled as "for girls"
- By kindergarten, most boys have learned either through experience or by role models that barbies are not appropriate toys for boys.
- To avoid ridicule, they learn to hide their desire for barbie, either through denial and opposition/pollution discourse and/or through sublimation of their desire for Barbie into play with male appropriate action figures
- The media emphasizes to the boys a endless stream of good guy vs. Bad guy that tells boys that this kind of play is appropriate
- **The institution of sport historically constructs hegemonic masculinity as *bodily superior*ity over feminity and nonathletic masculinities**
- Here warrior narratives are allowed to public thrive and are **openly celebrated**
- Little boys are aware of this and try to come up with team names that emulate NFL teams.

- Girls on the other hand are more slow to adopt this
- **In short: where the gender regime of preschool and grade school may be experienced as an environment in which mostly women leaders enforce rules that are hostile to masculine fantasy, the gender regime of sport is experienced as a place where masculine styles and values of physicality, aggression and competition are enforced and celebrated by mostly male coaches**
- It was observed by Messner that when the coach was having trouble getting the boys to act together as a group, his strategic and humorous invocation of the dreaded barbie girls once again served symbollically to affirm their group status.

Conclusion

- The question is not ask why boys and girls are so different, but rather to ask how and under what conditions boys and girls constitute themselves as seperate, oppositional groups.
- These are important questions especially since the social organization of categorical gender differences has always been so clearly tied to gender hierarchy
- Messner suggests that a useful approach to study of "how" and "under what conditions" questions is to employ multiple levels of analysis:
- ***Interactionist theoretical frameworks:***how groups of people actively create (or at times distrupt) the boundaries that delineate seemingly categorical differences between male and female persons
- ***Structural theoretical frameworks:*** emphasize the ways that gender is built into institutions through hierarchical sexual divisions of labour are most useful in explaining under what conditions social agents mobilize variously to disrupt or to affirm gender differences or inequalities
- ***Cultural theoretical perspectives:*** examine how popular symbols that are injected into circulation by the culture industry are variously taken up differently situated people are most useful in analyzing how the meanings of cultural symbols in a given institutional conext might trigger or taken up by social agents and used as resources to reproduce, disrupt or conest binary conceptions of sex difference and gendered relations of power.
- Utilizing any one of the perspectives alone will lead to a limited, even distorted analysis of the social construction of gender
- Everything must be used in conjunction since gender is constructed is always created dynamically at multiple levels.

Barbie Girl Versus Sea Monster Summary

Author: Micheal A. Messner

The author in this article examines a highly salient gendered moment of group life among four and five year old children at a youth soccer opening ceremony, where gender boundaries were activated and enforced, which constructed a "natural" categorical difference between the girls and boys.

<u>In the article the author employs a multilevel analytical framework to explore:</u>

1) how children "do gender" at the level of interaction or performance
2) how the structured gender regime constrains and enables the actions of children and parents
3) how children's gendered immersion in popular culture provides symbolic resources with which

children and parents actively create (or disrupt) categorical differences.

Thorne, 1993 research and findings

Did groundbreaking work on children and gender, and **argued that previous theoretical frameworks, although helpful, were limited: The top-down (adult to child) approach of socialization theories tended to ignore the extent to which children are active agents in the creation of their worlds.**

She developed the concept of "**gender play**", which is a means of analyzing social processes through which children construct gender.

Thorne's level of analysis wasn't individual, since it was about **Group Life** – with social relations, the organization and meanings of social situations, the collective practices through which children and adults create and recreate gender in their daily interactions.

A key insight from Thorne's research is the extent to which gender varies in relevance (or saliency) from situation to situation.

e.g. sometimes children engage in " relaxed, cross sex play"

e.g. on the playground: boys invade girl's space and games

These are some examples that gender boundaries between boys and girls are activated in ways that threaten or (more oftenly) reinforces and clarify boundaries. But these varying moments of gender relevance (or salience) occur in social contexts such as schools, and in which gender is formally/informally built into the division of labour, power structure, rules, and values

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The purpose of this article is to use an observation of a highly relevant (or salient) gendered moment of *group life* among four-and five-year-old children as a point of departure for exploring the conditions, in which gender boundaries become activated and enforced.

e.g an incident that occurred as a boys' four-and five-year-old soccer team (Sea-Monsters team name) waited next to a girls' four-and five-year-old soccer team (Barbie Girls team name) for the beginning of the AYSO season's opening ceremony. Where the girls are singing along to a Barbie float which is playing music, and the boys are observing from their space and reacting to the girl's space.

Examined Moment using Three Levels of Analysis

1) Interactional level - How do children "do gender", and the contributions and limits of theories of performativity in understanding the interactions.

2) Level of structural context - How does the gender regime (or government) and the momentary situation provide a context that variously constrains and enables children interactions?

3) Level of cultural symbol - How does the children's shared immersion in popular culture (and their locations in this immersion) provide symbolic resources for the creation, in this situation, of apparently categorical difference between the boys and the girls?

West and Zimmerman (1987) – argued that in people's everday interactions, they were

"doing gender" and, in so doing, they were constructing masculine dominance and feminine deference.

Conclusion of Barbie versus Sea-Monsters

The goal of this article was to take one empirical observation from everyday life and demonstrate how a multilevel (interactionist, structural, cultural) analysis might reveal various layers of meaning that give insight into the everyday social construction of gender.

The article builds on observations made by Thorne (1993) concerning ways to approach sociological analyses of children's worlds.

The best way would be to ask how and under what conditions boys and girls constitute themselves as separate, oppositional groups. Gender is always already there, built as it is into the structures, situations, culture, and consciousness of children and adults.

The key issue is under what conditions gender is activated as a salient organizing principle in social life and under what conditions it may be less salient. These are important questions, since the social organization of categorical gender difference has always been tied to gender hierarchy

In the Barbie versus Sea Monsters moment, the performance of gendered boundaries and context of a situation systematically structured by sexual segregation, sparked by the imposing presence of shared cultural symbol that is saturated with gendered meaning, and actively supposed and applauded by adults who appreciated the pleasure of difference, reaffirmed.

A useful approach to the study of "how" and "under what conditions" questions is to employ the multiple levels of analysis:

1) **Interactionist theoretical frameworks** – emphasize the ways that social agents "perform" or "do" gender are most useful in describing how groups of people actively create (or at times disrupt) the boundaries that delineate seemingly categorical differences between male and female persons. In this case, we saw how the children and the parents interactively performed gender in a way that constructed an apparently natural boundary between the separate world of the two genders.

2) **Structural theoretical frameworks** – emphasize the ways that gender is built into in to institutions through hierarchical sexual divisors of labour are most useful in explaining under what conditions social agents mobilize to disrupt or to affirm gender differences and inequalities. In this case, we saw how the secual division of labour among parent volunteers , the formal sex segregation of the children's leagues, and the structured context of the opening ceremony created conditions for possible interactions between girls' teams and boys' teams.

3) **Cultural theoretical perspectives** – examine how popular symbols that are injected into circulation by the culture industry are variously taken up by differently situated people are most useful in analyzing how the meaning of cultural symbols, in a given institutional context, might trigger or be taken up by social agents and used as resources to reproduce, disrupt, or contest binary conceptions of sex difference and gendered relations of power. In this case we saw how a girls' team appropriated a large Barbie around which to construct a sense of group identity and how the boys' team responded with aggressive actions of Barbie and invasions of their cultural space.

Also Notable:

- we cannot understand the reason that the girl's first chose "Barbie Girls" as their team name without first understanding the fact that a particular institutional structure of AYSO soccer pre-existed the girls' registration into the league.
- Formal sex segregation created the condition under which the girls were enabled – perhaps encouraged choosing a team name that is widely read as encoding feminine meanings.

- The interaction between the boys and the girls were possible due to the structure of the gender regime, and by the cultural resources that the children drew on (e.g. the Barbie float/music).
- Social structures simultaneously constrain and enable, while agency is simultaneously reproductive and resistant

OPENLY GAY ATHLETES:
Contesting Hegemonic Masculinity in a Homophobic Environment
Eric Anderson

Anderson discusses the poor treatment of gay athletes within the world of competitive, "masculine" sport. The sporting industry is not accepting towards gay male athletes because of the association of homosexuality with femininity. In a world where competitive sport promotes displays of aggression and masculine behaviour, any signs of femininity are regarded as unacceptable. Anderson notes that though this theory may be true, there is more leniency towards gay athletes that achieve success in athleticism and are more likely to be tolerated by their teammates, peers and sporting environment.

Key Concepts:

- Organized sports are highly homophobic institutions
    - Socially constructed ideas of gendered behaviour and physicality
- Hegemonic masculinity is reproduced and defined as an athlete represents the ideal of what it means to be a "man" (Contrasting characteristics associated with femininity)
    - Masculine characteristics become standard for all male athletes to attribute
        - Regarded as unacceptable if they don't
- Men try to validate masculine privilege through their ability to physically outperform women
    - Domination of men over women within the sporting context
- If gay male athletes prove to be as strong and competitive as heterosexual male athletes:
    - May gain respect from colleagues
    - May alter distinctions between gay men and straight men
    - May alter binary distinctions between male and female athletes, or opposite sexes in general
- Homosexual Paradox:
    - Comply with the gendered script of being male through ***masculine sport behaviour*** and;
    - Violate the gendered script of having ***same sex desires***
- Hegemonic masculinity:
    - Only "one form" of masculinity (exclusively heterosexual and physically domineering)
    - Heterosexuality is socially constructed as "right" and "proper"
        - Suppresses all other forms of masculinity
- There is a fear associated with gay athletes:

    - Fear of weakening the team or being associated with individuals who may exhibit notions of femininity in a highly masculine environment
- Anderson found in his study that the athletes who came out to their teammates after being involved in sport, seemed to receive respectful rather than discriminatory reactions
    - *Does athletic reputation as a respected and successful athlete mitigate social acceptance of homosexuality within sport?*
- Homosexual athletes often come out with their sexual orientation but eliminate any behaviours associated with their identity
    - Creates a compromise between homosexual and heterosexual athletes
    - Openly gay athletes feel relief of coming out but counteract their identity by resisting any homosexual remarks or statements in front of others, particularly heterosexual males
        - Leads to homosexual hegemony
- Homosexual hegemony occurs when gay athletes view their silencing as "acceptable" and consequently fall into a negotiated, segmented identity that contributes to their "culture of silence"

Applicable Theories of Study to Sport Homophobia

1. Functionalist Theory
2. Critical Feminist Theory

Functionalist Theory *(Major Concerns)*

- Socially constructed ideas of masculinity create influences in sport participation, as well as the treatment and power struggle of gay athletes
- Therefore, lack of sport participation and acceptance of homosexual athletes creates a lack of social integration and maintenance of social order within sport
- Sports favour and benefit the needs of the heterosexual group over the homosexual group which creates inequalities and power struggles

Critical Feminist Theory *(Major Concerns)*

- Gender ideology is produced and reproduced with the association of masculinity in sport
- Dominant heterosexual males are privileged over homosexual males and females in sport
- Sports are grounded in the values and experiences of powerful men in society
    - "Powerful" = Strong, masculine, aggressive, etc.
- Sport reproduces heterosexual power and dominance of males, and distorts ideas about masculinity
- Sports produce gendered ideas about physicality, sexuality and the body

"Sports photographs and sexual difference: Images of Women and Men in the 1984 and 1988 Olympic Games" – **Margaret Carlisle Duncan – University of Wisconsin**

- This article summarizes the idea that from the day we are born we are fixed into a certain category of females – pink/males- blue, which then factors out the many differences between male and female athletes. These sexual differences play a blatant role in society.

Males are portrayed as capable, strong and dominant, while females are looked at as soft, emotional, and frequently made into sexual objects to the male viewer. Many factors that play a key role in determining these 'stereotypical' judgements are a camera angle, position and an individual's expression.

- In the 1988 issue of sports illustrated, husband and wife, Harri Kirvesniemi and Marja-Lisa Hamalainen were both in an article about competing against each other in the cross-country skiing Olympics. Marja winning 3 medals, was not portrayed in her element but only in the kitchen with family. While Harri, the male figure and father was photographed working out and in his element preparing for the Olympic games.
- Males are shot from a lower angle, dominting the picture while females the camera is usually looking down on them.
- Photographs are focused on; naturalness, realism and authenticity
- Photographs are known as symbolic constructions
- Pictures give us a glimpse of the real world, one that we believe and see to be true
- A male wants to feel powerful so a female on the front page of a magazine looking vulnerable is something they want to purchase and enjoy.
- If a photo has a man who is dominating a women, or more superior this lets viewers identify the patriarchal ends.
- "male" and "female" differentiate between two peoples different reproductive parts but "masculine" and "feminine" regard to cultural and historical constructions of differences.
- Katarina Witts and Florence Griffith Joyners- both female athletes that show many characteristics of being very fashion forward and feminine.
- Florences Griffith Joyner has ongoing sports photographs of herself in magazines while Jackie Joyner Kersee has less because of her lack in showing feminine qualities such as nice nails, nice hair.
- Tamara Costache, Romanian swimmer- gave male readers a thrill when she was photographed adjusting her bathing suit with her two fingers near the fabric close to her crotch.
- Marina Walliser- Swiss Skier captured in a bed of flowers with a poodle lips parted, showing her femininity not her skill I he sport.
- A picture with a male in the middle of a group of females, lets a man feel his identity and power.
- Steve Timmons- photographed on the beach with three bikini models hanging off of his arm and then in front of him, a few volleyballs.

Pride and Prejudice

Wayne Gretzky and Ben Johnson were at one time both symbols of sport representing Canada as a nation. Canada is constantly seen as always being without some form of national identity (and the media always portrays it as being a crisis), because we are so close and similar to America. "Sporting heroes" like Gretzky and Johnson help reinforce these identities we have. Gretzky's marriage to an American was symbolic of the Canada-US free trade agreement and Johnson's participation in a Canadian team was symbolic of multiculturalism. However, when Gretzky was traded to America, Canadians were saddened and left feeling they lost a national hero,

and also the felt that this trade represented a shift in Canadian values to be more American. Similarly, when Johnson was found to be abusing steroids, he wasn't viewed as simply "Canadian" anymore, but as "Jamaican-Canadian". The media is what mainly influenced these feelings from Canadians, as it is the media that manipulates what we feel towards these people.

It is clear from reading this article that the media has power in forming our ideas and shaping our feelings towards events that take place around us. It is from the media we form ideas of who can represent us through sports as a nation, and through the media we develop different emotions based on what these "heroes" do.

This article is important on a cultural/symbolic/social lever because it helps us better understand what is meant by our national identity and shows us how sport plays a part in it. Events related to Gretzky and Johnson are still brought up, which shows that these events are still part of our social memory. By having these memories, good and bad ones, we get a sense of "us" as a country and a doorway to help differentiate us from other countries.

Gender, Race, and Nation
Anne Fausto-Sterling

- **Deeply racist names in the nineteenth-century:** *"Negre/Negro", "Hottentot", "Primitive" and "Savage".*
- Claimed her body in the interests of science offering detailed account of it examination to the members of the French Museum of Natural History.
- She became a vehicle for the redefinition of our concepts of race, gender, and sexuality
- There were not many people of colour in Britain at the time, especially women of colour.
- Several of the African women who ended up on the comparative anatomists' dissecting table were called *Hottentots* or sometimes *Bushwomen*.
- Cuvier → argued that Sarah Bartmann was a Bushwoman and not a Hottentot.
- Cuvier and Blainville work at the Museum of Natural History classifying and doing research. (Zoological taxonomy). Their collection was defined as a move that simultaneously established the power of Western science and domesticated the "savage" by making "the wilderness known in advance predictable".
- Cuvier had a large number of human skeleton and skulls of different ages and race.
  -Examined facial forms
- Cuvier and Blainville used technologies of dissection and comparative anatomy to create classifications. (These reflected both their religious and scientific views on the world regarding sex, race and gender.)
- *Cuvier did not believe in evolution.* He described three races: Caucasians, Ethiopians (Negroes) and Mongolians. He found physical differences in the skulls.
- Other scientists of the period also linked human females with apes. While they differentiated white males from a higher primate using characteristics such as language, reason and high culture while breast and structure of the vaginal canal and the placement of the urethral opening as female characteristics.

Sarah Bartmann

- According to others she was a Bushwoman/ Hottentot (a mix of both)
- She was in the circus as an exhibit. (linked the notion she was wild, dangerous and a savage)
- The sight of a non-white female was unusual.
- Her buttock was large and resembled baboons according to the people of that time.
- Her facial features were ugly but had a sexual body with large breast and oversized vaginal lips. This was considered a deformity
- Showed a detailed comparison of this woman viewing her with the lowest race of humans, the Negro race and with the highest race of monkeys and the orang-utans.
- She was defined as a woman because she menstruated.

Kine 1000 Tutorial Facts

- Definition: Phenology → determine personality and character from bumps on skull.
- From the start of the scientific revolution, scientists viewed the earth or nature as female
- Hottentots in the indigenous language were called *Khoikhoi* which means: men of men
- Cuvier considered the skull to be of utmost importance in organizing animals into particular categories
- Human females in these time periods were linked to apes
- Sarah Bartmann was under study b/c she was considered a primitive primitive (a women of colour)

"White Privilege and Male Privilege" – A personal account of coming to see correspondences through work in women's studies – **Peggy Mcintosh**

- In this article the author focuses on her ideas of white priviliege, how she ahd an ideology of racism but never knew that being white was an advantage.
- She uses white privilege as an example to say that it is like an invisible knapsack that grants you tools, maps, visas and passports.
- White privilege is the same as male privilege, males will never talk about there advantages in comparison to women
- Some believe men should be at the center of everything because they have created and classified almost everything there is.
- The men who initially stand up and say, it has overpowered them find that either way there is no way to dismantle this ideology of male privilege.
- The author peggy talks about her studies in womens studies and how mens oppressiveness was unconscious, but white women are oppressive to women of colour.

- In schools we are not taught about slavery in depth we are taught about how white people learn to live there lives morally average.
- The author did not learn anything about her white privilege or her unseen advantages to being white at school, but through her own wisdom and understanding.
- Listed are 1- 46 things on page 251 – 253 that are related more to skin colour privilege then class, religion.
- Is being a good citizen just doing good? Or should you have to go out of your way to make change when you see that skin colour privilege is a problem in society – Peggy
- Lillian Smith "killers of dreams" – talks about walking towards black children and knowing they would step in a gutter
- Margaret Andersens- "Lemon Swamp" – good days driving on family road trips with all the necessities at had.
- White privilege is grouped into many assumptions that are passed down from generation to generation. If you want to be educated as a white individual, you are liable to do it, if you want to take advantage of white privilege in the workforce you can use it to your advantage.
- The word privilege has changed its context, it used to mean something good, favoured state, but now has emphasis on something people have to strive to achieve.
- Underprivileged people are recognized as people of colour, the worlds majority which has survived oppression.
- 'positive privilege' – one is within the human circle, to feel wanted.
- 'negative privilege'- arbitrarily conferred dominance.
- White identity and power gives you the ability to openly write about a topic like this.
- Same works for male white privilege, it opens doors to so many new things, doesn't limit you to any opportunity, because the breakdown is white and male.

Hit, Crunch, Burn: Organized Violence and Men's sport

- Athletes are gladiator exploited for violence within the rules of the game, then despised when that violence spills over into real life.

- Teaching athletes how to violent, and they take money for that.
- Sports teach athletes coercive entitlement: which is win at all cost and the survival for the fittest.
- The right of hurting someone and causing injuries for the cost of winning.
- The ideas about violence and taking revenge from the enemies, and being a man by not feeling the pain; are ideas that are used in sports.
- More sexual assaults are happening from athels, because they treat females as object of consent and an opponent that should go down.
- Athletes like the sense of bring in control, which increase the incidence of domestic violence.
- Women are not respected, and athletes do anything so that no one calls them women.
- The ideas that man are born for violence and women for birth.
- Sports give to male athletes more power and privilege.

Health as a meaningful social practice – Robert Crawford

Introduction

- Social action is always meaningful it is intended and interpreted by others.
- Social actions covey connotative and denotative meanings
- The meaning of something is inseparable from ones lived experiences
- According to critical theorists meanings have ideological effects
- Health practices have become prominent features within the modern society and they are sign of enlightenment that took place for humanistic progress
- The common assumption of today is that health must be achieved
- Many institutions have adopted the ideology of health practices such as the government and, politicians and corporations
- In a culture that is "health-valuing" people define themselves as how well they succeed or fail in adopting healthy practices and by the qualities of character or personality believed to support healthy behaviours (These people also asses other people in the same way)
- Being healthy is a feature of modern identity, and health is associated with ones achievements
- Health consciousness = danger consciousness, meaning it is an awareness of and sensitivity to increasingly ambient potential harms
- To be health consciousness is to believe that ones health is always in danger
- The more important health becomes for us the more insecure we feel
- Since health is a matter of identity the interpretation of its meaning must explore the complex relationship between dangers to health and dangerous identities between social conditions that threaten identities along with the positional privileges associated with them
- The meaning of health provides us with a "symbolic capital" for ex. Nazis rationalized health as extermination

- Medicine has assumed a pivotal role in normalizing social life by a range of social phenomena (medicine extends its institutional and professional power, often pushing aside other institutional claims of society
- Medicines symbolic dimensions are meanings that traverse both the mundane and the sacred of an instrumental- rational culture , and meanings that, in being camouflaged as natural, become powerful vehicles for authorizing and validating social practices
- In medicine culture this life is our one and only and we make everything out of it
- The idea that the key to life is free of illness, pain and suffering is thought to be an "iatrogenic' vision, one destined to disable those who embrace it. This was said by Illich
- 'Mirage of health' is said to be an image that appears across the horizon of modern life
- 'Troubled dream': life itself can be manipulated, danger made predictable and controllable, and optimum or perfect health made achievable
- Health is described as a social cynosure (a meaningfully and emotionally charged fixation – both a goal and a source of anxiety)
- Health is a 'keyword' and like any other key word it is constructed in relation to social structures and experience and systematically articulated with other meanings and practices
- Health is metaphorical it absorbs and expresses a range of meaning found throughout culture
- Health culture is a product of medicines influence

Nineteenth and early twentieth centuries- health and the emergence of a professional middle class

- The 19th century in the United States was a century of health reform, hygienic movements, temperance, training, sport and physical culture.
- Lears states that physical and psychic health were the birth of 'therapeutic ethos".
- Achievement of well being was attained in a private manner through professional advice and consumer products rather than participation in social life – Phillip Reiff calls this the 'triumph of the therapeutic'
- Health and fitness became the masters of the eugenic era
- In a eugenic world society was understood in terms of a Spencerian struggle of epic proportions
- "Degeneration": a reproductive triumph of lower types who would physically, mentally and morally weaken and eventually destroy the social body
- Eugenics redefined the problem of health as a collective, reproductive endangerment posed by the inferior race, usually racialized groups
- "Negative Eugenics": promised regeneration through eradication eg. Sterilization, abortion, euthanasia
- "Positive Eugenics": promoted individuals and familial strategies of protection, supported by education and medical counselling
- "Race suicide": is the failure to have genetic responsibility, regarding marriage and reproductive choices
- "Racial health": authorize policies for the removal or elimination from the community of the unfit, those said to be unable to function in the new industrial order and who would become a financial burden.

- Eugenic health justify immigration restrictions
- Those people who refused to act upon the principles of health would demonstrate their refusal of responsibility for the self improvement and fail to understand that in the struggle for existence the laws of life were social laws as well

The emergence of a 'new health consciousness'

- Events prompting the new awareness of health;

→ The reporting of epidemiological studies focusing on chronic disease
→ The Surgeon Generals 1964 Report on Smoking
→ A growing environmental movement spurred by mounting evidence of environmental degradation
→ A flood of new findings about carcinogens in food and other products
→ A succession of environmental health crisis
→ An unprecedented period of health and safety regulation during which new hazards were identified

- On one hand environmental and occupational hazards aroused public nervousness and on the other hand people also became more concerned about lifestyle hazards and developed an interest in changing their 'at risk' behaviours.
- Several health movements helped shape the new sensibility about health;
  - ➔ The women's health movement
  - ➔ Self help
  - ➔ Natural foods movement
  - ➔ Holistic health
  - ➔ Jogging
  - ➔ Dieting
  - ➔ Fitness
- By the mid 70's health became something that everyone had to become informed about and it became the centre of middle class experience
- New health consciousness: an emerging ideological formation that defined problems of health and their solutions principally, although not exclusively, as matters within the boundaries
- It was believed that working on the self was a way to 'get ones life together'
- Health practices also attracted people who wanted to replace the declining political energy associated with the 60's.
- Personal responsibility of health became **hegemonic**.
- First the ideological effects of the redefinition of the problem of health to lifestyle and solution to personal responsibility should not be underestimated.
- Second the ideology of individual responsibility for health contributed to middle class acceptance
- Third health practices in the 70's reflected and reinforced defining features of middle class culture – individual responsibility was key
- Neoliberalism
- Health talk was related to responsibility talk

Health as a super-value

- Healthism: moralization of health among middle class Americans
- Holism defined quest for health in the 80's it was mind over matter
- Pursuit of good health was invented as a quest for health
- Ideologies such as we get the disease that we want were adapted
- Failure to achieve health was failure to embrace life
- Taking responsibility for self and determining own destiny

Metaphors

- Meaningful practice of health is a metaphor
- Self control, self discipline, self denial, will power
- Health metaphorically structured along parallel lines with the cultural contradictions of capitalism, is a practice through which people struggle over, try to make sense of and attempt to achieve a balance between opposing sides
- The attempt to achieve health is revealed though the metaphors people use to talk about it

Health as a Dividing Practice

- AIDS epidemic explains how health is employed as an identity strategy and dividing practice, opposing a healthy self to and unhealthy other
- The diseased is referred to as the other
- Thus we begin to fear the other
- Multiply layered differences create ones identity: "I am who i am because i am healthy", "you are who you are because your unhealthy"

Health consciousness and practice in the early 21st century

- Health consciousness has become increasingly unavoidable (all over mass media)
  - ➔ Acceleration of medical research
  - ➔ Identification and politicisation of environmental hazards
  - ➔ Growth of professional health and health education
  - ➔ Expansion of technology
  - ➔ Commercial culture of health products

- The continuing expansion of knowledge about health hazards, the informational deluge, the frequent exaggerations of risk and consumption of medical news protect and improve health
- The more knowledge aqquired the larger the gap between perception and danger
- Contemporary health practices are more likely to threaten the ideologies controlling self control
- 4 consequences of anxiety and control;

- ➔ Which hazards to health will the public identify and become anxious about?
- ➔ Health anxieties must be managed
- ➔ Usefulness of health practice for strengthening and demonstrating middle class identity
- ➔ Control and anxiety de-politicize body of medical culture

- Individual responsibility is a key theme of this article and it has become a model for constructing society

Imposing risk awareness cultural imperialism? By Olav Helge Forde pg. 323

This article discusses "Epidemiology" and the impact it is having on culture.

Epidemiology- is the study of factors affecting health in populations and is the main supplier for preventative medicine and health promotion. Epidemiology supplies facts, premises and bases for action that populations can take to avoid everyday health risks. This study has affected the way people eat, drink, keep physically active, behave sexually, and react to the environment (eg. skin cancer from sun).

Thesis- That our society should be less concerned with changing social behaviour and values to fight against disease and health risks.

Brief Summary

This article discusses Western Societies current obsession and fascination with health risk factors from epidemiological research. This obsession is labelled the ``risk epidemic`` and has been influenced by epidemiologists and health promoters and supported through media (tv, newspapers and movies). Their goal is to inspire people to be more aware of their personal health and that they can become healthier by changing their behaviour (eg. Stop smoking, drinking alcohol). The problem with this goal is that there have been side effects to risk awareness in our culture. More people are becoming anxious and stressed over fears of obtaining disease, hurting themselves accidentally or even dying. Overall, this obsession has increased health care dependence and consumption. Since our culture has increased health awareness and attempted to maximize control over life we forget to notice that risk and uncertainty are natural elements to human life. By trying to change our behaviour to fight disease and death we are affecting and changing our culture, social class and values which have created unwanted side effects.

Key words and themes

Epidemiology, risk, health, social class, culture

Terminology

Epidemiology- see above

Risk Epidemic- Is a term described by Norwegian psychologist Skolbekken that reflects the social constructions of a particular culture at a particular time in history

Risk Society- Is a term used by German sociologist Beck that explains peoples awareness and anxieties about environmental risks to human health (eg water pollution, skin cancer from sun).

The Epidemiology of Overweight and Obesity
Issues and Controversies

- *Claim #1* → almost all countries are experiencing an obesity epidemic
  - statistically there is no data to support this
  - current generation has only gained ~3-4 kg more than the previous generation
  - seeing subtle shifts rather than alarming epidemic

- *Claim #2* → mortality rates increase with increasing degrees of overweight, as measured by BMI
  - BMI is not a good indicator because it doesn't take into account fat distribution or muscle mass
  - if you have a BMI of 30+ you are at a higher risk
  - the greatest risk is if your BMI is under 18.5

- *Claim #3* → the data linking overweight and obesity to adverse health outcomes are well established and incontrovertible
  - might be due more to metabolic reasons
  - causal relationship questions (i.e. does obesity cause diabetes or is it vice versa?)
  - lifestyle is far more important than your percent body fat
  - fat distribution is more important than overall body fat
  - certain areas of the body are beneficial to have fat

- *Claim #4* → significant long-term weight loss is a practical goal, and will improve health
  - this is not supported because it has not been tested
  - your lifestyle is more important than losing weight
  - many diets have adverse side-effects any may cause more weight gain

Managing Uncertainty: Obesity Discourses and Physical Education in a Risk Society

Thesis: Unquestioning acceptance of the obesity discourses in physical education help create anxieties about the body, which are detrimental to students and eliminate other ways of thinking or performing physical education.

(Which basically means that by accepting the current ideas about obesity, people develop anxieties about their bodies and it changes the way we do physical education.)

Some main points: - physical education is always associated with improvement of health

- Health goals that we aspire to basically provide the means to monitor or control childrens bodies.

- When fitness tests or methods are created, there is usually little regard to what it suggests to children about their bodies or weight

- Supposedly exercise=fitness=health, where health becomes a function of self-control

- Phys ed. produces and reproduces obesity discourses

- The role of an expert in a risk society is to claim knowledge and an ability to control that which seems to be out of control. Epidemiology and biomed research is the source of this expert knowledge. These identify "risk factors" (such as lifestyle habits) and "populations at risk" (westerners, sedentary individuals).

- Analysis of biomed research shows that there is an insufficient amount of research supporting the "obesity discourses"

- Discourses help develop ideas of the overweight being lazy and judging people regularly based on the shape of their body. They contribute to the development of diseases such as anorexia and bulimia and ruin the lives of those that are "obese"

- We need to see physical activity as enjoyable and not dependant on our morals and habits

Theme: probably about power and how society is scared into spending money on trying to control their weight and being healthy in order to avoid this obesity epidemic.

"risk society"

"pedagogic discourse"

Technology and the Body of Knowledge
John M. Charles

- Summary of the article → how technology in our field (kinesiology) impacts our current understanding of the "body of knowledge"

Science of the Body

- *Jacques Ellul* → argues that the body becomes autonomous (independent) in nature, it acts on its own laws
- *Heidegger* → argues that "we are blind to the essence of technology", we are chained to technology and we disregard the human as a whole
- *Zeigler* → argues that due to the science and technology that has advanced in the 20th century, human development has been regressed (weakened)
    - *Philosophy influences Science* → there are philosophical backings as to the reasons why we do not do experiments on humans, rather on animals instead (unethical)
    - *Science influences Philosophy* → science is a starting point for a philosophical question to be answered

Philosophy of the Body

- *Eastern cultures* → consider the self to be the physical functioning of the mind (body as a whole)
- *Western cultures* → separate the mind and the body into two discrete units (body is an object used to exist)

- *Greek Epoch* → the mind was the captain of the body
- *Middle Ages* → the soul was eternal and the body was mortal
- *Renaissance* → new respect for the body, the body was worthy of cultivation (development)
- *Rene Descartes* → "I think, therefore I am" If you can ponder about something, you therefore exist – you shouldn't trust your senses b/c they aren't real, only trust your logical trains of thought
- How are mind & body related → according to Cartesian dualism, the mind can exist without the body; the mind and body are *"mutually exclusive"*
    - *Perspective today* → we try and enhance the life of the mind instead of the body by focusing on subjects that work the mind such as math and science
    - *Influences on kinesiology* → kine doesn't get respect, its not a 'real science'
- *Definition: Physicalism* → the self is the body only; this theory gained some credibility because you can see the changes of the body not the mind (chemicals and hormones change how we act)
- *Definition: Existential Phenomenology* → human consciousness interacts with the mind (mutually influential relationship)

New Vistas of Science and Philosophy

- Summary → whatever we think makes sense, we should explore it, we don't necessarily need hard data to prove something is true
- *Definition: Heart of knowledge* → it matters the way you experience something, in order for a theory to be complete experience needs to be done along with empirical data

Technocentric Ideology Revisited

- *Definition: Technocentric Ideology* → "treat the student as a machine" – you can add things to enhance the student to make them better
- *Definition: Ontological Schizophrenia* → the self is viewed as several mutually exclusive aspects, not as a whole being

Changing the Body of Knowledge

- Summary → if we want to change the knowledge of the body, we have to deconstruct societal view points that are already set in peoples minds
- *Definition: Paralyses by Analyses* → if we over think/ over analyze something, it will decrease your performance
- *Definition: Principle of Performativity* → (the idea of advancement in literature) if data doesn't contribute to something quantitative (measured in numbers), its not useful

- Conclusion → we should use technology to realize the advancement in technology but not at the cost of dehumanizing the body

Cartesian Dualism and Physical Education By Saul Ross pg 361

Thesis – Is physical education an education of the physical or through the physical…

Summary

This article explains in detail the two questions that arise in examining the idea of physical education. Is physical education an education of the physical? and Is physical education an education through the physical? In these two questions there are two distinct points of view, two different ways of understanding the meaning, scope, and aim of education, two conceptions of man, and two implicit epistemological theories. This paper tries to answer these questions by analyzing the philosophy of Descartes, who voiced the clearest articulation of the dualistic conception of man. One of the central principles of Cartesian Dualism is that there is a real distinction between mind and body, though they are intimately connected. Descartes' epistemological position is that there is no conceptual connection between any "thought" or mental occurrence and any physical occurrence. An analysis of his position shows that there cannot be such a thing as physical education, whether it is interpreted as education of the physical, or as education through the physical. The analysis also shows that under the Cartesian thesis, the common notion of education as a process, and as an institution that is generally understood to involve teachers and students, cannot be. Under an integrated, unified model of man, physical education is not education of the physical nor is it education (of the mind) through the physical, but it is the education of the person.

Terms

Epistemology- Is the type of philosophy relating to the idea of knowledge.

Descartes- Father of modern philosophy. His basic philosophical question is *what do I know . .*

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-Descartes argument of **empirical knowledge** rests on two grounds.. 1) our senses deceive us and thus sometimes we see things that do not exist. 2) we are not always certain that we are awake or dreaming. There is always room for doubt and where there is doubt there is confusion. These points prove to Descartes that no sense experience can serve as a source for knowledge.

-Descartes **proof of existence:** Descartes belief is that whenever he ponders his existence he knows for certain that he exists. This is the justification for his phrase *I think therefore I am.*

-Descartes **differences between Mind and Body:** Mind is defined as an unextended substance, immaterial thinking thing that only exists in time. In contrast the body is a material, non-thinking extended substance that exists in space. The mind exists for certain because it is open to doubt. While the body is known through sense perception is open to doubt and therefore cannot be a necessary truth.

Cartesian- Any methods or ideas relating to Descartes philosophical theories

A little pain never hurt anybody: Photo Essay – Timothy J Curry & Richard Strauss (419-430)

- "culture of risk" – accepting risk, pain and injury in sport
- A photo essay used to discuss the normalization of pain and injury in sport (being routine and uneventful)
- the media shows acceptation of athlete to endure extreme pain and injury
    - those that show the least pain are glorified or promoted as leaders
    - treatments get influenced by coach and team-mates that are sometimes not in the interest of the athlete, but in the interest of the team rather

- serious injuries/disease may be ignored in competitive sports, and eventually lead to negative consequences (ie death)
- usually, if you get injured you would want to sue etc….but athletes don't regret any of it and accept it

Lecture Topic Notes: - Greatest risk associated with vigorous competitive (in particular contact/collision) sport and those who do 'excessive' amounts of exercise

- Pain and injury are seen as physical and symbolic cues of identity, such that tolerance and disregard for pain and injury are seen as reflections of character

- Becomes criteria for what it means to be an athlete:
An athlete makes sacrifices, An athletes strives for distinction, An athlete accepts risks and plays through pain, An athletes accepts no limits in the pursuit of success
- Symbols of health and vitality, Sacrificing health in the pursuit of idealized athleticism and in pursuit of the linear record

From Performance to impairment: embodied memories--- Andrew C. Sparkes

The body is a site of autobiographical knowledge(smith and Watson)
The life narrative is a site of embodied knowledge because autobiographical narrators are embodied subjects [Andrew Sparkes paper is brought to a personal level which is called Auto ethno graphic Tales]
-to create Seemingly coherent – but inevitably patchworked accounts of past events- And seemingly coherent patchworked bodies/selves. Therefore, memories are not the 'truth' of the past. Nor are they 'facts'
-Neisser "autobiographical memory"
(1) actual past events and the historical self who participated in them (2) those events as they were experienced, including the individual's own perceived self at the time. (3) the remembering self, that is, the individual in the act of recalling those events on some later occasion: and (4) the remembered self constructed on that occasion
The self that is remembered today is not the historical self of yesterday but only a reconstructed version. A different version – a new remembered self – may be reconstructed tomorrow
-Writing about my own experiences, rather than an act of self-indulgence, becomes a form of social analysis – this is because culture circulates through all of us, the self is a social phenomenon, all identity is relational, and my subjective experience is part of the world (I) we inhabit
-issues Raised: the complexities of embodiment and gendered self-identity (de/re)construction via sport and physical activity

The disciplined body: defines itself predictable, its about control
The Dominating body- defines itself in force(tend to be male) lack of fear
--disempowered masculinity- often confounds injured males athletes who are often dependent for their self-identity on physical power and fitness..Athletes are forced to recognize, perhaps for the first time, that the physical body and its talents are integrally tied to self and relationships

The communicative body (is an idealized body) The body's contingency is no longer its problem but its possibility. That is the communicative body accepts contingency as part of the fundamental contingency of life---in its relationship is it two fold and with regard to self relatedness it is associated with itself
-We need to expand cultural repertoire of narratives that are available for synthesis into personal stories, and widen the access people have to this repertoire – if this could be accomplished, then over the life course people may develop greater sophistication in their potential for telling a variety of life stories and may develop the capacity to reconstrue their lives in ways that enhance their present situations, relationships and needs
-working conditions and higher education Actively cultivate and celebrate disciplined and dominating bodies at the expense of communicative bodies..against this backdrop, therefore the stories I have told in this chapter provide a moment of resistance against the dominant narratives that surround me and many of my colleagues
-he also emphasizes the need to think with stories, of allowing one's own thoughts to adopt the story's immanent logic, its temporality and its tensions and contradictions. –We should not immediately move on once the story has been heard, but continue to live in the story, becoming in it

'He Owned Me Basically': Women's Experience of Sexual Abuse in Sport
Celia Brackenridge

- *Sexual discrimination* → involves various institutionalized oppressions
- *Sexual harassment* → a combination of personal and institutional issues
- *Sexual abuse* → obvious through a wide range of disturbing behaviours which violate the person on a sexual basis and characterized by a coercive process known as *grooming*

- *Kirby & Greaves (1996)* → investigated sexual harassment and abuse among former and current Canadian Olympians and found that over 8% of respondents had experienced 'force sexual intercourse' with what the researchers termed an 'authority figure' in their sport
- *Yorganci (1993)* small survey → found evidence of varying degrees of harassment and abuse by both coaches and male peer athletes, including 'particular influences' by coaches over diet/weight, sleep, boyfriends/sex life
- In sexual abuse, the coach exploits his power → power is gained b/c he has skills and abilities to develop, enhance, and maintain success and a strong reputation for the sport
  - sexually abusive relations in sport are perpetrated b/c of fear of challenging a powerful coach

- *Finkelhor's (1984)* → integrates the personal and social or external factors in sexual abuse
  - shows us clearly that, for abuse to occur, the abuser must demonstrate great persistence in overcoming the various inhibitors he faces
  - attempts to prevent abuse in sport, therefore, should focus on those external inhibitors and education of the child → all that can be done is to strengthen the barriers against such abuses
- *Wolf (1984)* → suggests that sexual offending is addictive behaviour in the same way as that of alcohol or drug use
  - his sequence begins with negative self-image, expectations of rejection, with drawl and then

the use of sexual fantasies to give the offender the illusion of control

- Sexual abuse coaches spend a lot of time grooming their athletes
  - this process is a crucial precursor to sexual approaches and involves building trust, gradually pushing back the boundaries of acceptable behaviour and slowly violating more and more personal space through emotional blackmail and physical touching
  - the reason for grooming is b/c the coach cannot afford to be rejected or lose his position of power, so he must continue his abusive behaviour when he is sure that he will receive cooperation

- *Kelly (1988) & Dobash and Dobash (1992)* → suggests that the victim of abuse may well reposition herself repeatedly in abusive situations and that she frequently suffers low self-esteem
- Most of the coaches did not fit the Wolf's Cycle of Offering → grooming & outlet were the only common two stages
  - rather than feeling temporary guilt and further loss of confidence from perpetrating the abuse, the incident reinforces feelings of superiority and control, fuelling the assertive behaviour which starts the cycle all over again

Cathedrals of Consumption: George Ritzer – (465 - 477)

Means of consumption - regular use
Cathedral of consumption - something enchanting about it, something sacred about it

Today's challenge that cathedrals of consumption - how to keep the people entertained, how to keep it a process of spending and not thinking about spending

Cruise Ships
- cruise invented in 1844
- cruises have become more affordable and revolutionized
- include many means of consumption (casinos, nightclub, bars etc…)

Shopping mall
- Over time we have moved from outdoor to indoor, small to large, private to corporate, location based to cyber mall
- Agora – place where buying and selling are done….in a separate place, conveniently situated for all goods sent up from the sea and brought in from the country
- More development has focused on entertainment than retailing

3 factors differ new means from old (477)
a) means of consumption plays bigger role, consume culture....get people to spend money thru certain items, and not necessarily survival items
b) large corporations have come to control many new means of consumption
c) technology is taking over consumption - credit cards, computerization

Cathedrals of consumption not so new, but the way its influenced in our culture, it has changed a lot

Maple Leaf Americans- (Canadian National Identity)

Sport and questions of Canadian National Identity

Canada and the politics of national identity

- Perhaps more than any other nation Canada has been confronted directly with the issue of Americanization.
- Canada is one of the most discussed nations in terms of defining its national culture and identity.

Imperialism, Sport, and the Canadian

- Sport is at the present state a dominant part of Canadian life, as it reinforces government, big business, and everyday life.
- However, the importance of sport and Canadian national identity has been neglected by academia.
- Sports in Canada began to be closely related to Britain, adopting British games such as cricket and golf.
- Native American aided the movement against British hegemony by developing lacrosse as the Canadian sport.
- The "Mecca" for restraint of British sporting hegemony became Montreal, because of it geographical, political and economical placement. Sporting clubs were set up, but only the wealthy could participate.
- One of the main reasons that Canada was able to resist British sporting culture was its close relationship to America.

Americanization, sport, and the Canadians

- Because of their shared border, and many political and economic ties, the lives of the citizens within both countries are almost identical.
- However, within the vast majority of Canadian, there is a culture of proudly defining ones self as not American or "un-American."

Sport and the contest for Canadian national identity

-There is a distinct separation in culture in Canada. That of the citizens of Quebec and the rest of Canada.

-What is known as Canadian identity is constantly under threat by the various groups within Canada, all even further complicated by the cultural hegemony seen from the Americans.

Lacrosse: The national sport?

-Although lacrosse is the first national game that deviated from British influence, Hockey is considered and truly known to be the sport of Canadian identity.

American sport and Canadian identity.

- Because baseball and basketball are seen and dominated by American culture, and since they are more popular in Canada than lacrosse (national sport) it is seen that they cause a major influence of American sport culture upon Canada.
- Furthermore, because Canada does not dominate in any of these sport within the NBA and MLB, it is forced to join and follow in the way that the American play and enjoy the sport.

Canadian football and Americanization

- the CFl was created to deviate from the American NFL, and it took British roots of the game.

Canada is Hockey?

- Hockey is the sport that Canadians invented therefore it is the only sport in which is recognized to unite all Canadians, including recent immigrants.
- Hockey became a method of separating the French and the English in Canada.

Hockey and race in Canada
-Ted Nolan – first Native coach in NFL.
- Hockey is normally seen as a sport for English speaking Canadian and Americans, anything outside of this is open for racism.
-However this will change as Canada is a dominantly immigrant country, this can be seen as an example of Ben Johnson and his representation of Canadian identity.
Hockey, sex, and gender.
-Hockey seen as means to turn boys into men.
-Because of this demand of hockey within the Canadian life, it introduces Canadian children to the world of sexual abuse. Example: graham james: coach of western league players, sentenced for 2 counts of sexual assault.

Hockey and corruption
-R. alan Eagleson – the game's most powerful figure for two decades. Stole money players and was sentenced to 18 months in prison.
-However such corruptions are ignored to keep clean the image of the game.

Hockey, globalization and the Canadian identity

- Even though hockey is seen as Canada's game, other nations such as Russia are beginning to dominate.
- The introduction of international players in the NHL shows the factor of globalization playing in the game of hockey.

- Canada has found the pressures of hegemony from American sport difficult to withstand.

- It has slightly maintained a separate identity.

- Sport has become a battle ground for political and cultures discussions and problems.

Sport, Human rights and Transformation
Playing with Race:
right to play and the production of whiteness in 'development through sport'
Simon C. Darnell

-international development through sport project – a term used in this essay to describe the movement supporting the use of sport and play as tools to improve the lives of people in 'developing' communities-
operates within two overlapping, yet distinct discursive frameworks:
(1)that of sport and play as universal and integrative social practices,

(2)that of international development as the benevolent deliverance of aid, goods, and expertise from the northern, 'first world' to the southern, 'third world'

-a well-intentioned and benevolent 'mission' *requires*, the establishment of a dichotomy between the empowered and disempowered
- race is not a biological fact or an essential component of identity, but rather as a historically constituted and culturally dependent social practice

biological inferiority, or a 'natural' racial hierarchy, was commonly used to justify racial rule colonialism was deemed a necessary response to the immaturities, and incapacities, of non-whites. notions of the 'position' Africa holds in the construction of northern subjectivity

-Whiteness is not white bodies, but as a racial characteristic that assumes and presumes a normative social position

-the intent of this analysis is the problematic functionalist view of sport as racially 'colour blind' or innately socially integrative

-In a dominant discourse of development, the third world comes to be associated with instability, poverty and exclusion, which serve to characterize third world nations as definitively 'underdeveloped' the first world response to this instability is subsequently understood as benevolent and rational

-crucial to understanding this type of framework is the seemingly well established distance between contemporary sport and geo-political order. Whereas traditional development, and imperialism proper, was an overtly political project charged with transforming cultures and racial bodies, development through sport is often understood as apolitical in its mandate---at the same time it is important to clarify that these discursive (proceeding to a conclusion through reason rather than intuition) frameworks should be understood as dominant are to use Foucault's Term: erudite (learned)

-Sport's culturally integrative abilities are challenged; instead sport is recognized as one of the central cultural artifacts that has shaped and defined the relationship between the 'develop' and 'developing' worlds
--it is through the grid of intelligibility that the practices and institutions of sport and development in their current form are both recognizable and legitimate
----race is both the cultural and textual level
-The hidden meanings embedded in texts- voice acquires influenc–in this way, texts contribute to racial subjectivity by (re)producing or (re)affirming the ontological (essence)
the racialized Other is potentially essentialized in relation to whiteness

Context surrounding right to play – is important for two reasons:
1)right to play is concerned primarily with refugee assistance in developing countries. – the testimonials offer an opportunity to explore 'the encounter' as a site of racial knowledge production-- whiteness as a position of dominance is often linked discursively to the subject position of the northern expert in development

2) Right to play's international profile and status suggest potential influences for the ways in which the development through sport movement is conceptualized, and subsequently implemented and practiced.

Therefore
--the goal of the analysis is a deconstruction of Whiteness and discourses of racial privilege
In this testimonial regarding the correct means of undertaking (sport and/or development) activities, based on the rational knowledge of northern expertise
The result is the construction of northern, white subjects that posses knowledge and bodies of colour who have the potential to know.
-The salient (important) issue is not the right of all children to play but rather the practice of depoliticizing the structures of marginalization and oppression that prevent children from playing in the first place
Understanding the construction of a depoliticized, de-historicized 'native' who is seemingly grateful for material means that provide respite(grant delay) from his/her marginalization
---Stoler linked sexuality and domestic civility to race in the production of bourgeois subjectively here race and class are linked in the production of bodies that fit, or more precisely don't fit within a capitalist grid of intelligibility
–knowing the other becomes more than simply a means of self identification it is inextricably linked to the pleasure of exercising power over another
-the children dancing and clapping, further invoke notions of the grateful native and the benevolent (kind/goodwill) northerner

The implications of this irony bring the mission of development through sport into question. The northern athletes and volunteers are the ones who are changed by the experience, potentially more knowledgeable of, and secure in, their relative freedom from economic and political oppression and their dominant social class standing
--sport and development through whitenees is (re)confirmed as an intelligible and recognizable subject position, one characterized as benevolent, rational and expert.
--the results do point to the need for continual critical attention to the (re)production of race-based notions of superiority within development through sport programmes.

Interrupting the cycle of oppression by Andrea Ayvazian

According to the author " we must assume the role of an ally (every individual is capable of ding this) to affect this cycle.
An **Ally** is a member of a dominant group iin our society who works to desmantle any form of oppression from which they receive the benefit.
Oppression as defined in the article is prejudice plus access to social, political and economic power.
Racism is a system of advantage based on race.
Oppression compromised of two aspects:

A **dominant group** who receives unearned privilege
A **target group** denied advantage based on race

Individuals are always simultaneously targeted and privileged e.g a white female privilege because she is white and at the same time she is targeted cause of her gender.

Allied behaviour is proactive efforts(such as me fighting against sexism) by dominant groups at dismantling the oppression of others in areas where they themselves benefit.
Oppression is kept in place by two factors:

- Ideology
- Violence: violence targets at the victims

We can be effective allies by:

Providing positive role models:

- Allies not only fight but provide positive role models that are greatly needed by today's young people…or if not we must tell them about positive role models

Choosing our own role models:

- *Let your life be yours teaching*….if you were to ask for an anti-racist activist in your group would you be named?

Preparing for the long Haul:

- Don't always see the results of your efforts immediately stick with it