We are quickly approaching the end of the first one hundred years of the modern Olympic Games - games where the world celebrates athletic achievement and competition. At the first modern games in Athens in 1896, no women competed. Over the last century, much has changed in sports, both professional and amateur. Sports have become a venue to promote peace, to start wars and to make lots of money. Sports have also become a venue for women to prove their athletic capabilities as shown by Kristi Yamaguchi, Steffi Graf, Susan Butcher, Cheryl Miller, Olga Korbut, Wilma Rudolph and Babe Didrikson among others. Yet, as organized sports have developed, women have had to struggle to establish their right to participate whether it be to compete in the Olympics, run in the Boston Marathon, umpire in the major leagues of baseball or play varsity sports in high school. This course will examine women's relationship to sports. We will explore the physiological and psychological evidence concerning sex difference and athletic performance. We will also survey the history and politics of women in sports. The last week of the course will be determined by the interests of students since each student will prepare a project for presentation to the class. This project could be on a specific woman athlete, sport or other subject matter relating to women and sports.

Required Books:
Allen Guttmann, *Women's Sports: A History*
Christine L. Wells, *Women, Sport and Performance*
Various articles available in a reader

These books and articles along with other materials of interest will also be on reserve in the library.

Basis for Final Grade: Class attendance and participation: 5%; preparation of notes on assigned readings: 10%; weekly assignments: 45%; class presentation: 20%; final exam: 20%.

Attendance and Participation: With only 16 class meetings you should make every one. In addition to coming to the class, you must be prepared to engage in discussion, ask questions and provide answers. Preparation for participation will be facilitated by reading the assigned material.

Reading Notes: Everyone should read all the material. Each person should have notes on all the readings. However, I do not expect you to produce detailed outlines of each reading. Unless that is your normal approach, I only ask that you jot down some notes and make a short summary for each chapter and article. A page or two, handwritten, will usually do. Ask yourself, what is the main point the author is trying to get across, what is the main evidence s/he presents and what questions remain. To make this note taking process easier, the class will be divided into groups of two. Each pair of students can divide the day's reading in half with each person responsible for notes for one half of the readings. You will need to make a copy of your notes for the other person. Each pair should meet before class to exchange notes and briefly discuss the contents. You will hand in your set of notes each Monday with your weekly assignment. Note that each person is still expected to read everything.

Weekly Assignment: At the end of the first three weeks, I will give you a take home assignment due Monday in class. The assignment could be to write an essay or to answer some short questions. The content will be based on the material covered that week. Note that each assignment is worth 15% of the final grade. The task should not be too onerous since you will have come to every class and have notes on all the readings.

Project and Presentation: The last page of the syllabus has information on this.

Final Examination: This will be given in the last hour and fifteen minutes of the last day of class. It will probably include some short answer questions, identifications and an essay.
Reading Assignments

General Interest Articles
(Read at your leisure, but do so before the end of the class.
Notes are not required of these articles.)


Week One--Where are the Women? The Historical Record

MONDAY: Introduction and overview of course. From Ancient Egypt to Medieval Europe.

TUESDAY: From the Renaissance to the Industrial Revolution.

   Guttman, Chapters 1-6

THURSDAY: From the Victorian Age to the 1930's.

   Guttman, Chapters 7-10

FRIDAY: From World War II to the Present.

   Guttman, Chapters 11-13

Week Two--The Importance of Sex: A Physiological Perspective

MONDAY: Basic physiological differences between women and men.

   Guttman, pages 251-254

   Wells, Chapters 1-3

TUESDAY: Guest Speaker: Dr. Abby Irwin, Valentine Chiropractic Clinic, "Sports Injuries and Medical Conditions Common to Women."

   Wells, Chapters 14 (Adaptation to Training) and 15 (Athletic Injuries)

   Wells, Chapters 5, 6 and 8 (This section concerns the menstruating women; read chapters 4 and 7 for basic information, if desired.)

THURSDAY: Nutrition, Exercise and Nutritional Disorders.

   Wells Chapters 12 and 13
FRIDAY: Guest Speaker: Dr. Leila El-Wakil, Kaiser Permanente, "Exercise and Pregnancy."

Wells, Chapter 9-11

**Week Three--The Importance of Gender: The Psychological, Social and Political Manifestations**

MONDAY: Psychology and Socialization.


TUESDAY AND THURSDAY: Equity Considerations--Philosophical Debates and Actual Practice at the Collegiate Level.

**Philosophical Debates:**


**Women and Sports at the Collegiate Level:**


*NOTES ARE NOT REQUIRED ON THE ABOVE STARRED ARTICLES.


TUESDAY: Guest Speaker: Joan Ryan, San Francisco Chronicle sports columnist.

Coaching Opportunities for Women:


THURSDAY: Guest Speaker: Cindy Olavarri, "Doping and Other Pressures at the Elite Level". A cyclist, Ms. Olavarri raced for the 7-11 Women's Team and is the American Record holder in the 25 mile time trial, 3 time National Champion (Pursuit, Kilo, Time Trial) and silver medalist in the '83 World Championship (Pursuit) as well as a member of the 1984 Olympic Team and US National Team member from '81 - '85.

Guttman, p. 255-58

FRIDAY: What is the Goal?


Guttman, p. 258-65

**Week Four--Student Presentations**

FRIDAY, January 29: Final Exam - last hour and fifteen minutes.