

# SWMS 105g: Identity Development of the Contemporary Female

Fall 2024 | Taper Hall (108) | (Tues/Thurs: 5:30pm-6:50pm)

## Instructor Information

Instructor	Email	Office Hours and Location
Julie Rousseau, PhD	<a href="mailto:jroussea@usc.edu">jroussea@usc.edu</a>	T/TH 2:00pm-400pm (TBD)

## General Information

### Description

This course examines the institution of collegiate athletics and the unique space that women of color both occupy and contribute to. It aims to provide a safe space for students to explore multiple dimensions of identity (e.g., gender, race, sexuality, class/socio-economics, and being a student-athlete) through a multi-axis identity lens. The course will explore the development of self through various readings associated with social, political, and cultural constructs. Students will also explore identity development in relation to academic rebranding, leadership, and redefinitions of femininity and gender norms.

Classes will include discussion focused on assigned reading material, videos and other content provided by the instructor. Additionally, guest speakers will engage the students in discussions around their unique experiences and backgrounds in their various career pursuits.

### Expectations and Goals

The goal of this course is to help students gain knowledge and be able to answer the framing question: ***Who are Woman of Color and women-identified student athletes at a Predominantly (Historically) White Institution (PWI)?*** Upon successful completion of the course, students will:

- Identify unique attributes of Black (BIPOC) feminism in theory and practice.
- Think critically about the intersection of gender, race, sexuality, and class within the sports environment, using the lens of intersectionality and Identity Development theories.
- Develop skill sets necessary for students to assume leadership roles in a field of interest, college athletics, professional sports, and pursuits outside of sports.

## Course Materials

### Required Text

- Harris-Perry, Melissa V. (2013). *Sister Citizen: Shame, Stereotype, and Black Women in America*. New Haven, CT: Yale University Press (E-Book USC Library [Online](#) Version)
- Evans, S. Y., Bell, K., & Burton, N. K. (2017). *Black Women's Mental Health: Balancing Strength and Vulnerability*
- Hill Collins, Patricia, Bilge, Sirma (2020). *Intersectionality* (2<sup>nd</sup> Edition: [Online](#))

### Additional Reading Materials

The list above is *NOT* comprehensive. Please note that additional reading materials, videos and music from various sources will be assigned and provided to students by the instructor

## Course Schedule

<u>Week</u>	<u>Topic</u>	<u>Reading</u>	<u>Class Format</u>	<u>Assignment</u>
<b>Week 1</b>	<b>08/27</b> Syllabus and Reading	Overview of Syllabus and Semester Assignments	Lecture	<b>1-Page Autobiography Due 08/29 @ 11:59pm</b>
	<b>08/29</b> Getting to Know You	Ain't I A Woman ( <a href="#">Video</a> ) Phenomenal Woman ( <a href="#">Video</a> )	Discussion & Class Activity (Identity Wheel/Pie)	<b>Weekly Post Due 09/01@ 11:59pm</b>
<b>Week 2</b>	<b>09/03</b> Intersectionality Theory	(Collins & Bilge) Ch. 1 What Is Intersectionality?	Lecture & Class Discussion	
	<b>09/05</b> Intersectionality Theory: Social Division of Women in Sports	A Conversation with Founding Scholars of Intersectionality ( <a href="#">Crenshaw</a> , Yuval-Davis, & Fine)	Lecture & Class Discussion	<b>Weekly Post Due 09/08 @11:59pm</b>
<b>Week 3</b>	<b>09/10</b> Identity Formation (Stages & Definitions)	Erik Erikson (8 Stages of Psychosocial Development)	Lecture & Class Discussion	

<u>Week</u>	<u>Topic</u>	<u>Reading</u>	<u>Class Format</u>	<u>Assignment</u>
	<b>09/12</b>	Women's Volleyball Game	Meet @ Galen Center	<b>Weekly Post Due 09/15 @ 11:59pm</b>
<b>Week 4</b>	<b>09/17</b> Gender Identity, Feminism & Title IX	Definitions, Women, and the Law (Women's Rights and Suffragist Movement) and Title IX Legislation PARIS Olympic gold-medal-winning boxer Imane Khelif (Ain't She a Woman?)	Lecture & Class Discussion	
	<b>09/19</b> Sexuality & Sexual Assault	Sexual Identity and Sexual Assault Videos: <a href="#">Larry Nassar</a> , <a href="#">Burden of Silence</a> and <a href="#">Sisters Rising</a>	Lecture & Class Discussion	<b>Weekly Post Due 09/22 @ 11:59pm</b>
<b>Week 5</b>	<b>09/24</b> Race: Is It a Social Construct?	(Harris-Perry) Ch. 3: Resisting the Shame Racial Identity Stages of Development Models Poem: Baltimore (Countee Cullen)	Lecture & Class Discussion	
	<b>09/26</b>	Video: Race The Power of an Illusion ( <a href="#">EP.1</a> ; <a href="#">EP.2</a> ; <a href="#">EP3</a> ) <a href="#">The Doll Test</a>	Lecture & Class Discussion	<b>In-Class Defining Intersectionality and Topic</b>
<b>Week 6</b>	<b>10/01</b> Socioeconomics/ Economic Justice	Women and the Law (Workplace) The Fight for Equal Pay Are Sports Played on a Level Playing Field?	Lecture & Class Discussion	
	<b>10/03</b>	Meritocracy (Video) NIL (Socioeconomics in College Sports)	<b>Guest Speaker</b>	<b>Due 10/06 @ 11:59pm</b>

<u>Week</u>	<u>Topic</u>	<u>Reading</u>	<u>Class Format</u>	<u>Assignment</u>
		Brittany Griner, Venus Williams, US Women's Soccer, WNBA (CBA), and Pay Equity		<b>Intersectionality Paper (Definition, Topic, Introduction + Bibliography)</b>
<b>Week 7</b>	<b>10/08</b> Being a Women Student & Athlete	Stereotype Threat ( <a href="#">Women of Troy</a> and <a href="#">6-Month Campaign</a> ) <a href="#">Video</a>	Lecture & Class Discussion	<b>Assigned Groups for Group Project 10/08</b>
	<b>10/10</b> <b>No Class (Fall Recess)</b>			
<b>Week 8</b>	<b>10/15</b> Intersectionality in Sports	Intersecting Identities in Sports	Lecture & Class Discussion	
	<b>10/17</b>	Women's Soccer @ The Coli	Meet @ The Coliseum	<b>Group Project Topics Shared in Class 10/17</b>
<b>Week 9</b>	<b>10/22</b> Social Justice: Activism & Praxis	(Collins & Bilge) Ch. 2 Intersectionality as Critical Inquiry and Praxis		
	<b>10/24</b>	What is an Optimal Environment for Women in Sports??? TOGETHERXR's: Everyone Watches Women's Sports	<b>Guest Speaker</b>	<b>Due 10/20 Intersectionality Paper Rough Draft #1</b>
<b>Week 10</b>	<b>10/29</b> Mental Health Part I	(Black Women's Mental Health): Introduction + Learning How to B.R.E.A.T.H.E		<b>Due 10/27 Intersectionality Paper Draft #2</b>
	<b>10/31</b>	Mental Health and Athletes: Anna Cockrell, Simone Biles, Paige Buecker, etc.	<b>Guest Speaker</b>	<b>Due 11/03 Intersectionality Paper Final Draft Due</b>

<u>Week</u>	<u>Topic</u>	<u>Reading</u>	<u>Class Format</u>	<u>Assignment</u>
<b>Week 11</b>	<b>11/05</b> Mental Health Part II	(Collins) Ch. 5 The Power of Self-Definition		<b>Group Project</b> <b>Progress Report on 11/05</b>
	<b>11/07</b>	Creating a Podcast/Webpage/Column (Vertical)	<b>Guest Speaker</b>	
<b>Week 12</b>	<b>11/12</b> Mental Health Part III	(Harris-Perry) Crooked Room		
	<b>11/14</b>	Creating a Podcast	<b>Guest Speaker</b>	<b>Group Project Written/PPT</b> <b>Progress Report on 11/17 @</b> <b>11:59pm</b>
<b>Week 13</b>	<b>11/19</b> Branding/Rebranding	NIL <a href="#">Women of Troy Website</a>		
	<b>11/21</b> Leadership: Agents of Change	Agents of Change at the Global Level (Getting Outside Your Comfort Zone)		<b>Group Project Written/PPT</b> <b>Progress Report on 11/24 @</b> <b>11:59pm</b>
<b>Week 14</b>	<b>11/26</b>			
	<b>11/28</b> <b>No Class: Happy</b> <b>Thanksgiving</b>			
<b>Week 15</b>	<b>12/03</b>	In-Class Group Project Work		
	<b>12/05</b> <b>Last Regular Class</b>	In-Class Group Project Work	<b>Guest Speaker</b>	
<b>Week 16</b>	<b>12/07 – 12/10</b> <b>Study Days</b>			

<u>Week</u>	<u>Topic</u>	<u>Reading</u>	<u>Class Format</u>	<u>Assignment</u>
Week 17	12/11 – 12/18 <b>Final Exams Week</b>	Final Group Presentations	Invite Athletic Administration and Women of Troy	<b>Final Group Presentations + Written Submission</b>

### Grade Breakdown/Summary of Assignments

<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>
Class Attendance + Participation	10%	Daily
1-Page Autobiography	5%	August 29, 2024
Weekly Posts	15%	Weekly
Defining Intersectionality: Introduction + Annotated Bibliography	5%	October 6, 2024
Intersectionality Paper: Rough Draft #1	5%	October 20, 2024
Intersectionality: Rough Draft #2	5%	October 27, 2024
Intersectionality: Final Paper	20%	November 3, 2024
Group Project: What Do Trojan Women Athletes Need?	5%	10/20 – 10/31
Final Group Project: Written Submission	10%	During Final (TBD)
Final Group Project: Group Presentation	20%	During Final (TBD)

## Course Requirements

### Discussion Board Posts:

To stimulate class discussion during class meetings, students will write and submit one discussion post, between a 200–300-word count, reflecting their thoughts on the current week’s lecture, assigned readings, videos, and/or guest lecturer. Discussion posts will be due on **Sundays at 11:59pm**, unless otherwise noted by the instructor.

### Special Note:

*Your classmates will have many different perspectives, opinions, experiences, which makes our class diverse. You might not always agree. Please, therefore, be polite, respectful, and professional in response to your classmates’ opinions. Use evidence or counterevidence from readings to make your point and **ONLY speak from the I-Perspective.***

### Attendance and Class Discussion:

**\*\*\* Anyone with more than three unexcused absences will have great difficulty passing the course.**

To maintain a healthy classroom atmosphere, students must attend class and participate in the discussions. Students are expected to actively contribute ideas, ask, and answer questions, and discuss readings. Read **BEFORE** class and prepare for engagement.

Your participation in class discussion should be supported by evidence from the assigned activities (readings, lectures, guest speakers and/or videos) for the week. Participating in class discussions is a requirement of the course; you will earn a grade based on the performance of your in-class discussion that constitutes as 10% of your grade. When guest speakers visit **each student must prepare, in advance, at least 2 questions to ask each guest speaker**. It is impossible to earn a high grade for class discussions without attending class, yet, attending class alone will not result in a strong class discussion grade either.

### Defining Intersectionality Paper:

This reflective essay requiring students to construct a working definition of intersectionality (i.e., gender, race, sexuality, class, media/music, and mental health), and its significance to women and women of color in the environment of collegiate athletics or your own experience. This essay requires you to identify how the lectures, guest speakers, readings, and videos, from the course, and your own research articles informs your understanding of **intersectionality theory** through common or varied arguments and/or through contradictions or tensions found in the readings’ arguments and themes.

Before you start writing your paper, consider the following questions: How does each reading, guest speaker and lecture conceptualize the topic? What are the limits of analysis? Be specific to how the materials related to your chosen topic contribute to your understanding? How might the ideas from all of the related materials be integrated or synthesized into your paper? The paper must be 6-8 pages in length.

### The paper will be graded in four segments:

- **Introduction + Annotated Bibliography (5%):** Include a summarized introduction of your topic as it relates to your understanding of intersectionality. Demonstrate why the topic you have chosen is important to your reading audience. A total of 4-5 peer-reviewed articles and readings from class and from each student's own research. **Note:** Students may only use a maximum of 2-3 readings/articles provided by the professor. You are encouraged to research and find at least 2-3 additional articles on your own.
- **Rough Draft #1 (5%):** The first rough draft of the intersectionality paper should include a full introduction, comprised of at least 4 pages of your paper and includes reference page. Upon submission of the first draft students will receive feedback from the professor.
- **Rough Draft #2 (5%):** The second draft is a paper that is near completion. It is one last opportunity to receive feedback (i.e., grammatical, content, references, etc.) from the professor.
- **Final Paper (20%):** To earn your best grade, please adhere to all rubric guidelines provided by the professor.

### Group Presentations:

- Assigned groups will be chosen by the professor. Each group may choose from course topics, or they may create their own topic of interest (**must be approved in advance by the instructor**). The topic should be based on concepts presented and established throughout the course (e.g., gender, race, sexuality, class/SES, mental health, and being a student athlete).
- **Student groups will provide an explanation of ways the content of their presentation can improve the male-dominant culture of Division I Athletics in a predominantly White institution, to positively affect the experience of all women student athletes.**
- **Student groups must demonstrate in their presentations how implementation of their group's ideas and policies, based on the course, will contribute to creating a next generation model that promotes a healthy environment of justice, inclusion, equality/equity, and belonging for all, specifically women.**
- **Lastly, how do students in this class see themselves now, compared to how they saw themselves prior to taking this course: Identity Development of the Contemporary Female? Have your views changed? If so, how, and why?**



## Statement on Academic Conduct and Support Systems

### Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

### Support Systems:

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*

[studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*

[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call*

[studenthealth.usc.edu/sexual-assault](http://studenthealth.usc.edu/sexual-assault)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298*

[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*

[usc-advocate.symplicity.com/care\\_report](https://usc-advocate.symplicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](https://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*

[uscса.usc.edu](https://uscса.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](https://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](https://dps.usc.edu), [emergency.usc.edu](https://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](https://dps.usc.edu)

Non-emergency assistance or information.