Appendix 12.5. Lesson Example: Funding of Women’s Sports

Students who focus on gender disparities in the funding of sports may want to interview a representative (e.g., a coach or player) from a women’s sport, a representative from a men’s sport, and an administrator who is responsible for financial decisions (e.g., the athletic director or building principal) in order to provide balance through three perspectives. The student may wish to extend his or her choices further to include players, parents, Board of Education members, and fans, as long as they strive to balance their choices equitably.

Source material can be found easily, but the students must locate different perspectives. For example, the Women’s Sports Foundation has published research titled “Pay Inequity in Athletics” (Women’s Sports Foundation, n.d.) in the form of bulleted lists to highlight some of the disparities in funding for women’s sports versus men’s. ESPN published “The Silent Enemy of Men’s Sports” (Keating, 2012) on its website to provide an alternative view of funding disparities. While not diametrically opposed to the previous article, Keating’s article discusses (and refutes) the widely held notion that increased funding for women’s sports programs must necessarily diminish funding for men’s athletics, providing an interesting alternative perspective to the Women’s Sports Foundation article.

The student’s final article could be accompanied by a photo of the women’s locker room or practice field at the school, possibly contrasting it with an image of the men’s locker room or field. Students should also provide a brief reflection on the process, explaining why they selected those elements and what perspective each element brought to the final product.

References