



Session Overview

- Recap last week
- Independent study task
- Race & sport: theory & conceptual framework; evidence; interventions & progress.

Cover slide photo: Team of black blacks prior to Blacks v Whites football game at the Hawthorns (WBA FC) in 1979.

Weekly Recap



Gender & Equity in Sport - Overview

- **Patriarchy** refers to the dominance of men.
- **Heteronormativity** is the process by which society enforces the dominance of heterosexuality.
- Sporting heteronormativity marginalizes homosexuality while also maintaining gender hierarchies.
- Children are **socialized into the gendering of sport** both formally and informally from an early age
- Patriarchy and heteronormativity are reinforced through locker room talk and **'jock culture'**
- Gay men are generally regarded as unsuited to sports, particularly team sports whilst lesbians, being associated with masculinity, are perhaps expected to play sports

Gender and Equity – A level playing field?

- Men's sports get lion's share of resources;
- Women's participation at all levels (players, coaches, administrators) is much lower;
- Women's sports have been less valued in society;
- Most sports are constructed by males;
- Women's sports are less likely to be professional; have fewer spectators and sponsors;
- Men have priority access to sporting facilities, first pick of sports fields and locker rooms;
- Women's professional athletes and coaches are paid less;
- Women participate less in recreation sport than men in most countries of the World.

Marjoribanks and Farquharson (2012, p.65)

Task for next week

Find a recent journal article concerning the issues we have looked at today regarding gender equity and the gender gap in sport.

Download the article so that you can summarise its main findings next week and so that it can be shared with your classmates.

(P.s. It can't be one of the articles on Moodle).

READING

- Vital to grasp main theories and concepts
 - these can't be blagged.
- Recommended reading as a minimum.
- Academic journal articles.
- Sports industry publications and websites
- Current affairs – print and web media

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	30	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	30	
4. Practical Application Skills		
	10	
5. Transferable Skills for Life and Professional Practice		
	10	

Task 2: 3000 word written essay: Friday 13th March 2020 4pm



To what extent does sport in the UK reflect the inequalities and prejudices that exist in society?

Critically evaluate the above question and drawing on best practice examples, make recommendations for how a more inclusive and equitable UK sports sector can be achieved.

Students should first outline the scope of their evaluation and then clarify the related theoretical and conceptual framework. Evaluation must be critical in nature and underpinned with appropriate and accurate references. Students should adhere to the Havard referencing system.

Answers should be presented as a structured essay of 3,000 words, containing an introduction, main body sections, conclusion and recommendations. Work should be written in Arial font, size 12 with 1.5 or double line spacing.

A list of references must be included at the rear of the essay. References are those sources directly cited in the text.

Essay Options

- Focussed and in depth review of one group.
- Less focussed but broader review of more than one group.
- Academic underpinning vital either way.
- Conceptual and theoretical underpinning vital either way.
- Commonalities and difference exist.

In addition to Recommended Reading List

- Journal of Sport and Social Issues
- International Review for the Sociology of Sport
- Sociology of Sport Journal

Plus many others that you can access electronically.

Lecture/Seminar Schedule: Semester 2

Week Number	Week Commencing	Day	Time	Session Details	Room
19	27.01.20	Thurs	10.00-12.00	Sport and Social Inclusion	AS214
20	03.02.20	Thurs	10.00-12.00	Gender and diversity	AS214
21	10.02.20	Thurs	10.00-12.00	Race and ethnic identity	AS214
22	17.02.20	Thurs	10.00-12.00	Evaluating Sport & Physical Activity Interventions	AS214
23	24.02.20	Thurs	10.00-12.00	The Business of Professional Sport Teams	AS214
24	02.03.20	INDUSTRY WEEK – NO LECTURE			
25	09.03.20	Thurs	10.00-12.00	Assignment Support	AS214
Assignment due date: Friday 13th March 23.59pm					
26	16.03.20	Thurs	10.00-12.00	Sport for Development and Peace & Module Recap and Review	AS214
27	23.03.20	Thurs	10.00-12.00	Presentation Resits	AS214

<https://www.theguardian.com/football/2016/nov/24/west-brom-len-cantello-testimonial-1979-white-black-players>



Discuss in pairs..

Are there ethnic participation
gaps in the UK?

If yes, how can this be explained?

Why does this matter?

What is being done about it?

Race, Ethnic Identity and Sport

- Define terms e.g. race.
- Myths and stereotypes.
- Media, race and sport.
- Patterns of participation – segregation and “stacking”
- Racial Abuse
- Anti-racism and other campaigns

Definitions

- Race is a **social construction** based on appearance (Marjoribanks & Farquharson, 2012) – skin colour, hair texture and facial features are all markers of race.
- Race as a category has no biological validation (Bamshad *et al.*, 2003).
- Ethnicity is a concept referring to a shared culture and a way of life. This can be reflected in language, religion, material culture such as clothing and cuisine, and cultural products such as music and art.

British Ethnic Groups

- In England and Wales, there are 18 ethnic groups recommended for use by government when they ask for someone's ethnicity.
- These are grouped into 5 broad ethnic groups, each with an 'Any other' option where respondents can write in their ethnicity using their own words.
- The 5 broad groups are:
 - White
 - Mixed/Multiple ethnic groups
 - Asian/Asian British
 - Black/African/Caribbean/Black British
 - Other ethnic group

Race and Sport

Race and sport are intertwined in a number of important ways.

- Entire sports are racialized e.g. 2/3rds of US pro basketball and NFL players are African Americans. Whilst swimming and gymnastics are dominated by white athletes.
- Stereotypes assert that Black athletes are naturally better at sport than White Competitors (Carrington and McDonald, 2002).
- Beliefs about racial prowess in sport impact on the experiences of athletes and their post career trajectories.
- "'Race' and racism are normalized in modern sport," Spracklen (2015, p.166).



How can we explain the dominance of black athletes in sprinting and white athletes in swimming?

How can we explain the lack of BAME football managers and executives?



What, if anything is being done about it?

**What racial stereotypes in sport can you think of?
Can you think of contrary examples?**



Roger Black MBE (GB)



400m Silver at
Atlanta
Olympics 1996
and Tokyo
World Champs
in 1991.
Relay Gold
Medallist.

First white man to
break the 10-
second barrier

200m Bronze at
Rio Olympic
Games.

Christophe Lemaitre



Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives

Ali Atkinson (Jamaica)



First black woman swimmer to claim a World title.
Doha Short Course 2014. Equalled the WR.

2 x Silver and
1 x Gold
Medal at
London 2012
Olympics



Cullen Jones (USA)



***Therefore, "race might
have an impact in sport,
but its impact is social,
not genetic,"***

Marjoribanks & Farquharson

(2012, p.43).





Naturally talented?

- There is **no evidence** that people with dark skin are inherently better athletically than those with lighter skin.
- The **Human Genome Project** has definitively stated that differences within so-called racial groups are in fact greater than those between groups (Spracklen, 2015).
- Conversely, there is a great deal of evidence that **social structures** around sport reinforce racial stereotypes around sporting prowess.
- Black people have only dominated certain sports at certain periods in history e.g. Jews dominated basketball in 1930s America and boxing in 1930s England (Spracklen, 2015).

"Myths about the superiority of Black athletes have consequences for sport"

Marjoribanks & Farquharson (2012, p.44-45).

How many black outside halves can
you name?

What about black quarter backs?

What about black football
managers?

Persistent Myths

- Black athletes participate in ways that reinforce the idea that they are naturally talented and so are able to do well with little effort, while White athletes participate in ways that reinforce the idea that they have to work hard to succeed.
- Stereotypes around race, intelligence and hard work, placing White athletes in a morally superior position to Black competitors, are reinforced by the structures and the actors in the sporting arenas.

Marjoribanks & Farquharson (2012, p.44-45).

Beliefs and Stereotypes

- Long history - around the globe. Related to colonialism and colonization in many cases.
- UK Examples: non white cricket players – more flamboyant and talented.
- Australia – Indigenous competitors have special talent for Aussie rules.
- A study of novice coaches in US found they expected White athletes to succeed based on environmental factors and Black athletes to succeed based on biological factors (Rasmussen, *et al.* 2005).
- In the 1990s, no connection was made between Jonathan Edwards success and his race (Carrington and McDonald, 2002).

Jonathan Edwards CBE

Olympic,
World, European,
& Commonwealth
Champion

18.29 m (WR)
1995



A 'subtle qualitative hierarchy' – St. Louis (2005, p.114)

*"Places the intellectual above the physical and interacts with the racial stereotypes to place White athletes, associated with the intellectual, over Black athletes, associated with the physical. In this way, **sport maintains the racial hierarchy that exists in society more generally.** The myth of Black competitors being naturally athletic **downplays their achievements while reinforcing the racial stereotype that asserts that White competitors are more intelligent and hard-working,**" Marjoribanks & Farquharson (2012, p.46).*

Why do these myths persist?

- Beliefs about race being a biological category are **deeply held** and have acquired the status of 'common sense' (St Louis, 2014).
- They are even held by athletes themselves and are reinforced in the way players and fans behave.
- People are taught from a young age that Black competitors are better at sport and athletes **internalize** this (Rasmussen *et al.*, 2005).
- Myths are also perpetuated through the media and by coaches, parents and athletes (Azzarito and Harrison, 2008).

Consequences

- Society values the intellectual over the physical.
- Black athletes participation in sport reinforces stereotypes about their physicality and lack of intellectual prowess, while for White athletes, their participation in sport emphasises their intellect.
- St Louis (2005) observes this dichotomy, which makes it difficult for black athletes to move into coaching or administrative positions, maintaining White power structures in sport.
- Over-representation of minority ethnic groups in some sports ("stacking") and under representation in others.

Do the media reinforce our racial stereotypes about sport?

How does the media that you consume tend to represent race in sporting contexts?

Media, Race and Sport

- Black football players are more likely to be evaluated in physical terms, White players using psychological descriptions (McCarthy and Jones, 1997).
- Black players were more likely to be described positively in physical terms, and White players more likely in psychological terms.
- Contemporary commentaries may not be openly racist but the ways Black and White players are portrayed 'support existing racial hierarchies' (Bruce, 2004, p.861).

Media, Race and Sport

Research suggests that most discussions of race in the media reinforce the dominant beliefs and stereotypes.

30 min task: Find an example from the media to support this statement? And find an academic reference to underpin the argument – give it academic weight?

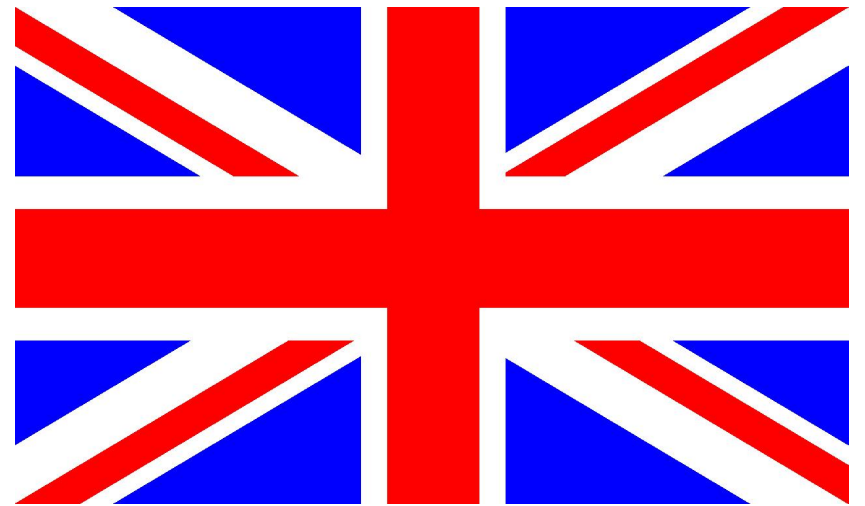
Racial Patterns of Sports Participation

Myths about racially based sporting abilities are both reflected and reinforced by racialized patterns of sports participation.

80% of US professional basketball players are black



At least 50% of UK basketball players, boxers and athletics squad members are Black, from a population where less than 2% are Black; and 1/5th of football players are black (Rasmussen *et al.*, 2005).



Racial Patterns of Sports Participation

- Many sports are racially segregated e.g. US Basketball.
- Individual sports are also racially segregated e.g. elite sprinting, e.g. long distance running is dominated by East Africans.
- Overall, the majority of sports are dominated by White athletes in the West; and White people are more likely to participate in recreational sports than other races.
- Sport is also segregated at the administration level; white people dominate the boardrooms (Washington and Karen, 2001); and the coaching positions in professional sport.

Positional Segregation – “stacking”

This is where positions on and off the field are racialized - i.e. assigned to certain playing or administrative positions on the basis of the beliefs that other people have about mental and physical capacities associated with their race.

***What examples of
stacking can you
think of in sport?***

- Non-White competitors are more likely to be given positions that require muscle and speed, and White players positions that require decision-making e.g. quarterback.
- MLB: only 3% of pitchers are African-American.
- Indigenous players more likely play in midfield positions in Aussie Rules, where natural speed and skill are beneficial.
- Positional segregation in British football and Australian rugby league & union appears to be no longer practiced.
- Coaches and Managers are still most likely to be White.
- Positional stacking has an impact on future careers, with players who have played in central field positions more likely to become coaches and sporting administrators.

Marjoribanks & Farquharson (2012, pp.51-53).

“Positional segregation by race reserves the central positions for White players, reducing the likelihood that a Black player will move into a coaching position (Hallinan and Judd, 2009),” Marjoribanks and Farquharson, p.53.

Les Ferdinand – QPR Director of Football

Why aren't there more examples?



Black, Asian and Minority Ethnic representation across 68 sports boards including NGBS



Sporting Equals (2016)

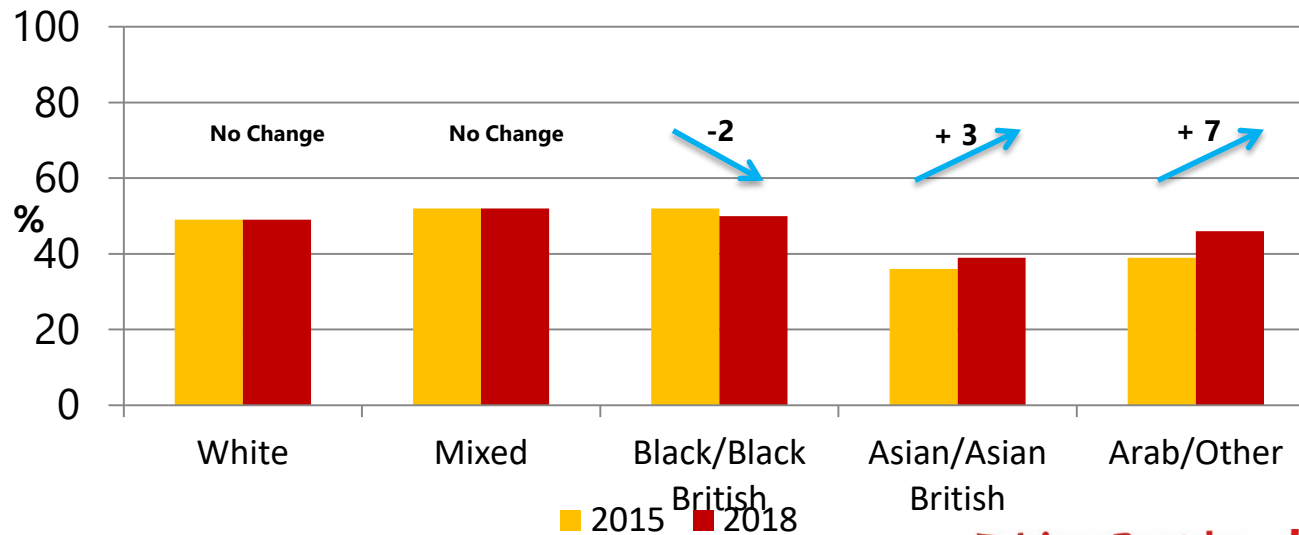
What can be done to overcome the barriers preventing Black and Ethnic Minority people entering the top positions in sports management and coaching?

Are there parallels or lessons from the gender in sport discourse?

What about grassroots sports participation?



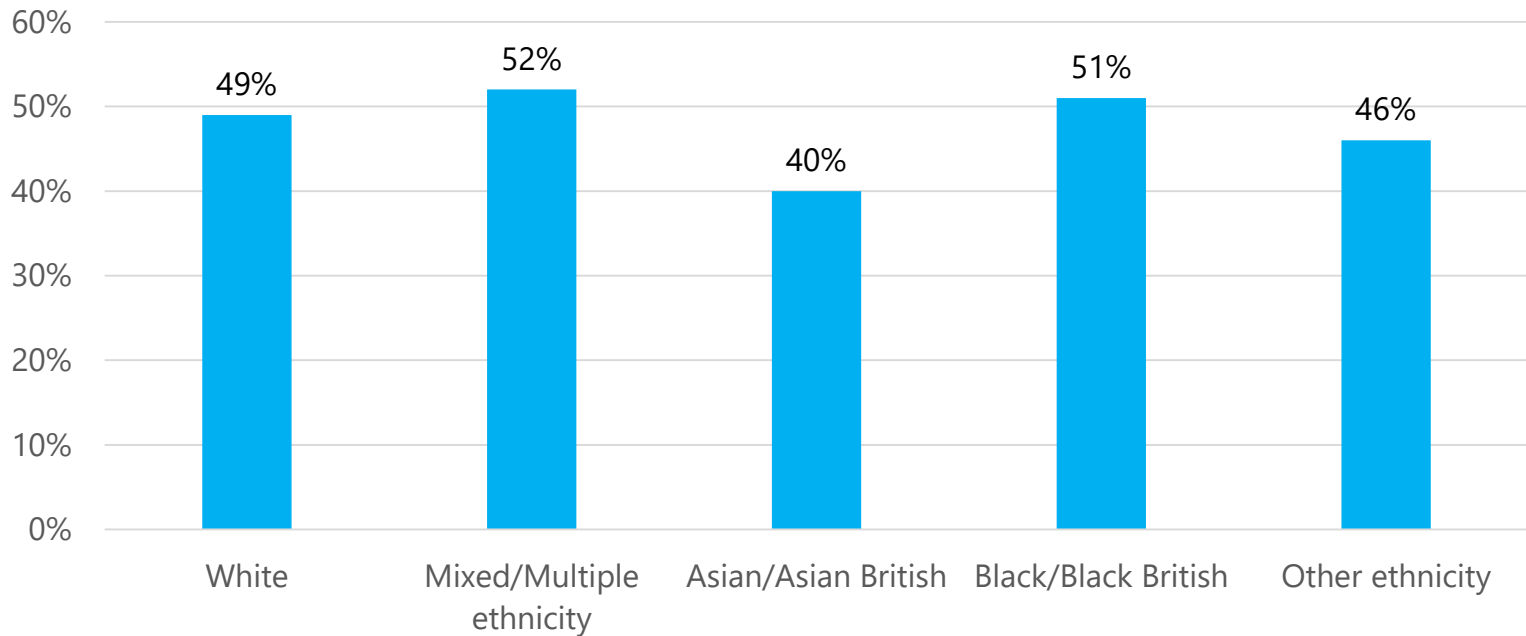
Three or More Times by Ethnicity



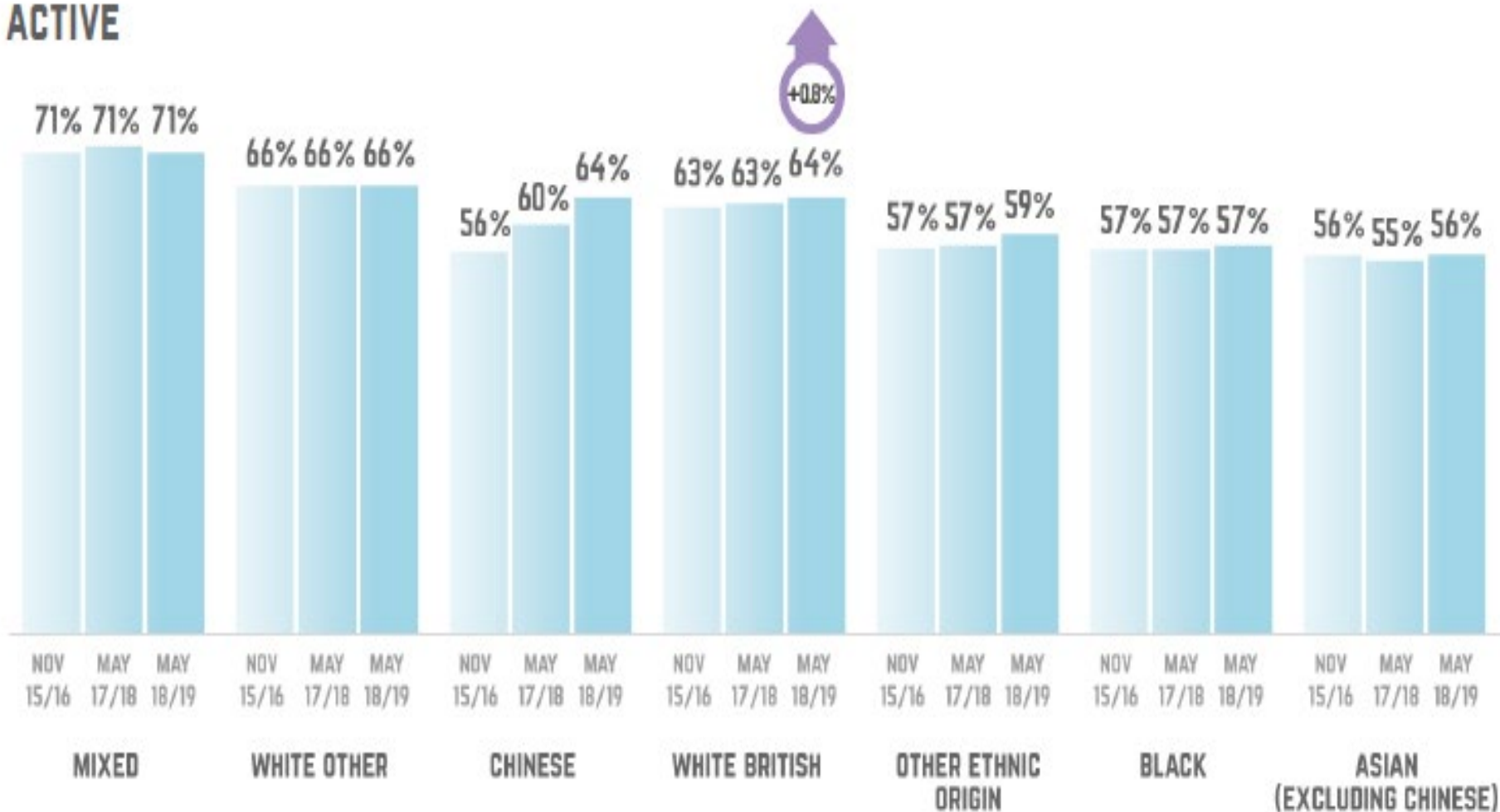
Taking Part In Sport
x3 a week

Cymryd rhan mewn Chwaraeon
x3 yr wythnos

Hooked by ethnicity

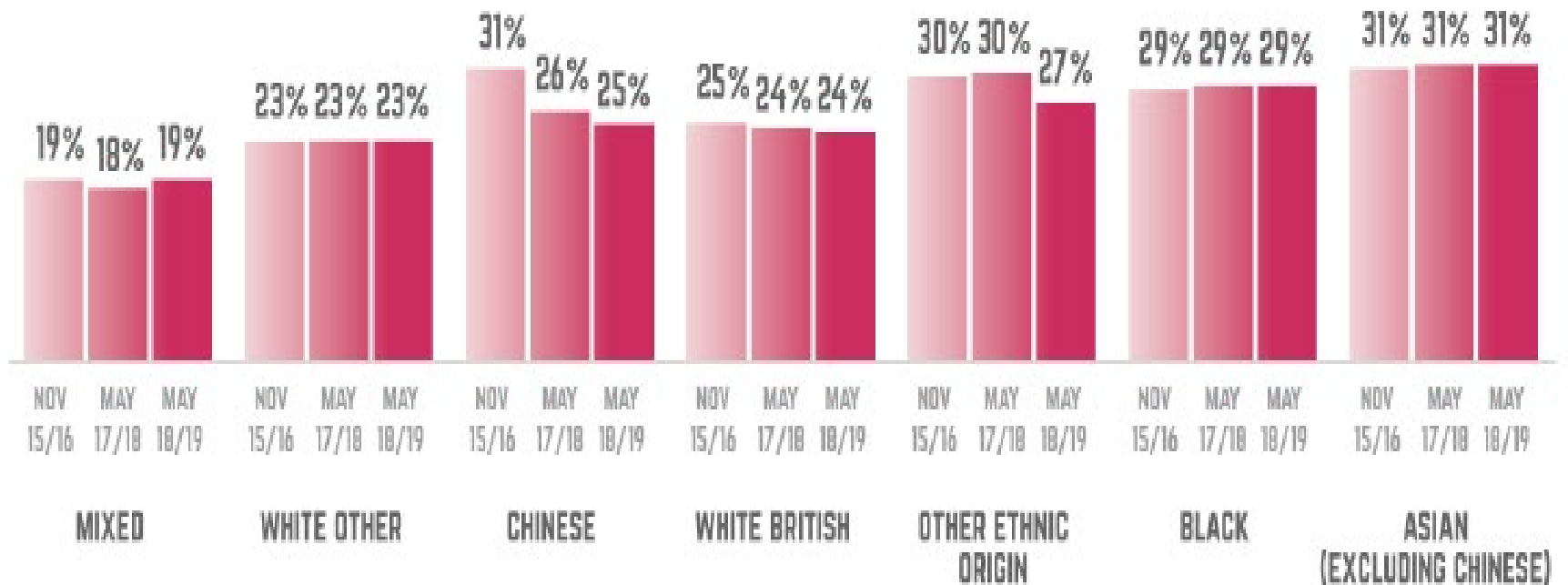


ACTIVE



Sport England, 2019

INACTIVE



Sport England, 2019

Racial Abuse

- One of the most common ways racism is experienced (Marjoribanks and Farquharson, 2012).
- Racial abuse in sport can be directed at players, spectators and/or coaching staff (Long, 2000).
- Racial abuse can be directed in a number of ways, and against local minorities as well as foreigners.

Racial Abuse

- Racial abuse has also been couched both as a sporting tactic (e.g. sledging) that puts opponents off their game and as a joke that Black athletes and supporters have got to learn to live with (Long, 2000).
- Farquharson and Marjoribanks (2006) found that, while vilification is often condemned, it is also frequently explained away or excused.

What examples of racial abuse can you recall?

Have you witnessed racial abuse in sport yourself?

Can you think of instances when racial abuse has been "explained away or excused?"



What has/is being done to tackle racism in sport?

Is it still an issue?

Show Racism the Red Card

Show Racism the Red Card is the UK's anti-racism educational charity and was established in January 1996. The organisation utilises the high-profile status of football and football players to help tackle racism in society. The majority of the campaign's output is the delivery of education to young people and adults in their schools, their workplaces and at events held in football stadiums. Across Britain, Show Racism the Red Card delivers training to more than 50,000 individuals per year.

Launched by the Commission for Racial Equality and the Professional Footballers' Association (PFA).
A "10-point plan" of measures professional football clubs should follow to challenge racism is drawn up.

Vision

Our Vision is that Football will be a sport where people flourish in a supportive community, and where fairness is openly and transparently practiced and enforced for the good of all participants.

Core aims

Promote awareness of the benefits of equality, inclusion, diversity policies and practices in football.

Expose and challenge all aspects of discrimination and unfair practices and conduct at all levels of football.

Share information about good practices being pursued to achieve equality and fair outcomes.

Support individuals, groups, clubs, and authorities to effect actions themselves to achieve equality and fair outcomes.

Develop a wider awareness and acceptance of Kick It Out's activities and its enabling and facilitating roles as a contributory force for good in football.



***Are you aware of any
campaigns in the sports you
play or in your country?***

**SPORT+
RECREATION
ALLIANCE**



*sportwales
chwaraeon cymru*

Sporting Equals

Promoting ethnic diversity in sport & physical activity

Task for next week

Find a recent journal article concerning the issues we have looked at today regarding race, ethnicity and sport.

Download the article so that you can summarise its main findings next week and so that it can be shared with your classmates.

(P.s. It can't be one of the articles on Moodle).

Any questions?

Thanks for listening.

References

- Azzarito, L. and Harrison, L. (2008). White Men Can't Jump: Race, Gender and Natural Athleticism, *International Review for the Sociology of Sport*, 43, pp.347-364.
- Bamshad, M.J., Wooding, S., Watkins, W.S., Ostler, C.T., Batzer, M.A. and Jorde, L.B. (2003). Human Population Genetic Structure and Inference of Group Membership, *American Journal of Human Genetics*, 72 (3) pp.578-89.
- Bruce, T. (2004). Marking the Boundaries of the "Normal" in Televised Sports: The Play-by-play of the Race, *Media, Culture and Society*, 26(6), pp.81-92.
- Carrington, B. and McDonald, I. (eds) 2001. *Race, Sport and British Society*. London: Routledge.
- Farquharson, K. and Marjoribanks, T.(2006). Representing Australia: Race, the Media and Cricket, *Journal of Sociology*, (42) (1), pp.25-41.
- Hallinan, C. and Judd, B. (2009). Race Relations, Indigenous Australia and the Social Impact of Professional Football, *Sport in Society*, (12) (9), pp. 1120-35.
- Long, J. (2000). No Racism Here? A Preliminary Examination of Sporting Innocence, *Managing Leisure*, 5, pp. 121-133.
- Marjoribanks, T. and Farquharson, K. (2012). *Sport and Society in the Global Age*. London: Palgrave Macmillan.
- McCarthy, D. and Jones, R.L. (1997). Speed, Aggression, Strength and Tactical Naivete: The Portrayal of the Black Soccer Player on Television, *Journal of Sport and Social Issues*, 21 (4), pp. 348-362.
- Omi, M. and Winant, H. (1994). *Racial Formation in the United States: From the 1960s to the 1990s*. New York:@ Routledge.
- Rasmussen, R., Esgate, A. and Turner, D. (2005). On Your Marks, Get Stereotyped, Go! Novice Coaches and Black Stereotypes in Sprinting, *Journal of Sport and Social Issues*, 29 (4) pp. 426-436.
- Spracklen, K. (2015). *Exploring Sports and Society: A critical introduction for students*. London: Palgrave Macmillan.
- St Louis, B. (2004). 'Sport and Common-Sense Racial Science', *Leisure Studies*, (23) 1, pp.31-46.
- St Louis, B. (2005). 'Brilliant Bodies, Fragile Minds: Race, Sport and Mind/Body Split', in Claire Alexander and Caroline Knowles (eds), *Making Race Matter: Bodies, Space and Identity*. Basingstoke: Palgrave Macmillan, pp. 113-131..
- Washington, R.E. and Karen, D. (2001). Sport and Society, *Annual Review of Sociology*, (27), pp.187-212.

Further Reading

- Cashmore, E. (2005) *Making Sense of Sports*, 4th Edition. Oxon: Routledge. Chapter 9.
- Houlihan, B. and Malcolm, D. (2016). *Sport and Society, Third Edition*. London: Sage. Chapter 10.
- Marjoribanks, T. and Farquharson, K. (2012). *Sport and Society in the Global Age*. London: Palgrave Macmillan. Chapter 4.
- Spracklen, K. (2015). *Exploring Sports and Society: A critical introduction for students*. London: Palgrave Macmillan. Chapter 11.

Relevant Websites

- <http://www.kickitout.org/>
- <http://www.srtrc.org/>
- <http://www.playbytherules.net.au/news-centre/articles/1344-no-racism-in-sport>
- <http://www.independent.co.uk/voices/comment/theres-more-to-anti-racism-in-football-than-the-kick-it-out-campaign-as-the-likes-of-rio-ferdinand-8223231.html>
- <http://www.telegraph.co.uk/sport/football/world-cup/10944805/World-Cup-2014-Fifa-rips-itself-apart-over-strength-of-commitment-to-anti-racism-campaign.html>
- <http://www.sportingequals.org.uk/>