

Race and Class

What is Race?

What is Class?

Race and Ethnicity or Identity in America

In America the distinctions of race and ethnicity and Identity are complex and vary over time.

Race has a **technical definition** related to biological descent and genetic inheritance.

Ethnicity and Identity **combine elements** of biological descent, cultural and historical traditions, and socioeconomic characteristics of groups defined in many different ways and often defined by individuals themselves.

Americans and their governments often use these words interchangeably which confuses understanding, and which implies that the American definition of race is primarily biological when in practice it is a combination of biological, socio-economic, and historical circumstances. Moreover, individuals in the US self-identify their own race or ethnicity for the purposes of government data collection and their own sense of ethnic identity.

In addition, Americans also self-identify gender which refers to the individual's and society's perceptions of sexuality and the malleable concepts of masculinity and femininity. We will address gender in college sports in the next class section.

In the United States, the issues of race and ethnicity have complicated dimensions because of the two special groups of individuals whose historical experiences in America are unique and have left profound structural conditions on today's economy, society, and culture:

African Slaves

Native Americans

Americans have also identified people in other nationality groups or identities for special treatment at various times and in various places as a result of their cultural traditions or geographic origins:

Northern European Origin: Germans, Irish, English, etc.

Southern European Origin: Italians, Greeks, etc.

East Asian Origin: Japanese, Chinese, Vietnamese, etc

Latin American and Caribbean Origin: Mexican, Brazilian, Puerto Rican, Cuban.

College sports, because it is an artificially constructed activity with very specific rules and regulations, and because it is an activity where winning is the purpose, tends to keep specific and clear records. Issues of race and class are often more openly visible in sports than in society at large.

Individuals associated with new ethnicities or cultural tradition have often been perceived as undesirable in American terms.

Some older ethnic groups or defined identities can subsequently become acceptable by virtue of capturing significant roles in the economic, cultural, or political mainstream.

In addition, the United States creates legal definitions of ethnicity or identity that are mistakenly taken by many to mean biological race and then assigns individuals to a classification by self-identification for official purposes, census enumeration, or other purposes.

In the US context it is often useful to try and distinguish between **discrimination against** the individuals in a specific group and a **negative prejudice about** individuals in a specific group.

- Discrimination against individuals is a negative behavior towards a specific identifiable group
- A Prejudice against individuals in a specific group is often an **explanation** used to **justify the behavior of discrimination**.

When Discrimination for various reasons becomes difficult to sustain, Prejudice often, but not always, declines.

Discrimination and prejudice are complex cultural, social, political, and economic concerns that in every society usually have deep historical causes.

For our purposes in studying college athletics, we illustrate some of these issues within the very specific context of competitive sports. In that view, we can observe the interaction of some of the larger society's race and class dynamics within the specific simplifying and perhaps distorting, artificially created, context of sports competition.

Discrimination against a group reflects actions that always:

create an advantage for those who have the power to discriminate and

creates a disadvantage for the individuals subject to discrimination.

This difference in opportunity, which almost always leads to a difference in results, is one of the main purposes of discrimination.

Discrimination against groups limit the opportunities individuals within the group have to achieve their social, economic, or cultural objectives. Such discrimination also increases the opportunities for individuals outside the group have to achieve their objectives.

In addition, the power of class (sociology-economic class based primarily on levels of wealth) compounds the disadvantages imposed by discrimination and enhances the opportunities of those outside of discriminated against groups.

If an individual belong sto a group discriminated against AND falls into a lower socioeconomic class, then limits on opportunity will be multiplied.

These systems of discrimination and limits of opportunity by socioeconomic class prevail in many societies around the world, each with their own historical origins and their own current struggles to manage.

In every case, the processes of discrimination exacerbated by the limitations of socioeconomic class produce conflict and on occasion significant violence.

As a result, every society has rules, organizations, legislation, and processes designed to address these issues and find ways to resolve them.

In the United States, our college sports enterprise, reflecting the society it serves, has addressed these issues within the narrow confines of sports competition where the primary measurement of success is winning based on individual, relatively unambiguous athletic talent and performance. Because the games are simple and the rules clear, it is often much easier, than in society at large, to identify the impact of race and class on the production of successful sports performance.

Football, the driver of college athletics throughout the 20th and first decades of the 21st centuries, offers a clear perspective on the categories of individuals expected to have an opportunity to participate.



On April 21, 1890, members of the boat and tennis club organized the West Virginia University Athletic Association to help solicit funds to establish a football team on campus of West Virginia University. With the assistance from a play (Richard III) funds were generated by the end of 1890 for football at WVU. The following year (**1891**) **football** was organized by students. West Virginia University, however, lost its first game to Washington and Jefferson to the score of 72-0. No African American athletes played on the varsity football team between 1891 and 1963. The first African American athletes who played football at West Virginia were [Roger Alford](#) from Winterville, Ohio (offensive guard) (**1963-1965**) and [Dick Leftridge](#) from Hinton, West Virginia (running back) (**1963-1965**).

Before the 1960s both football and basketball at major land grant universities in the midwest provided opportunities for only white players



University of Wisconsin 1952
Varsity Football Team



UNIVERSITY OF WISCONSIN 1952 VARSITY FOOTBALL SQUAD

Men's 1941 basketball team



Men's 1941 basketball team at the University of Wisconsin--Madison, winners of the Big Ten and NCAA Championships.



The monochromatic nature of these earlier teams during the period before the 1960s is the result of a discriminatory expectation that saw no place for Black student athletes within the context of college sports in this category of institution. The structure reflected an expectation by the university's primary constituency that they would see white teams competing on behalf of their institution.

By the 1960s, as a result of the turmoil and achievements of the the civil rights movement, the presence of Black student-athletes on the teams of predominantly white institutions became accepted.



West Virginia Freshman Basketball Team, 1965

Men's basketball at **West Virginia University** first appeared in the winter of **1903-04**.

In **1965** West Virginia University sport history was made as the university freshman basketball team listed four African American players- [Jim Lewis](#), [Ron Williams](#), [Ed Harvard](#) and Norman Holmes.

Logic of the Relationship between Discrimination in Society and in Sports

If society permits or sustains discriminatory behavior,
Then, sports will demonstrate discriminatory behavior.

If society allows discrimination by economic class,
Then, colleges will discriminate by class.

If society discriminates by ethnic group,
Then, colleges will discriminate by ethnic group.

But Sports is both Simpler and More Complicated:

Given that society and its colleges want to see **winners**,
If all competitors **discriminate** the same way,
Even though some talent is made unavailable by discrimination
Then fair **competition isn't affected** by discrimination because all
discriminate,

BUT

Given that society and its colleges want to see **winners**,
IF **some, but not all**, competitors do **NOT** discriminate ,
Then, **non-discriminators** will have access to more talent and
win more often

THUS

When **discrimination affects winning, fewer programs will discriminate**

Winning is More Important than Ethnic/Race Discrimination Inside the Artificially Constructed Sport Competition

- The **simple discrimination** practiced in college sports through the 1950s and into the early 1960s could not be sustained as more and more football and basketball teams in some parts of the country **recruited talented black players**.
- As all parts of American society engaged and dealt with issues of equal opportunity and equal access in all aspects of economic and social life, the sports enterprise also became more open to participation.
- **Not that equality of opportunity** prevailed, but that **simple discrimination** by race or ethnicity reduced the ability of programs to recruit the best student talent.
- Once the primary **discrimination** by race or ethnicity became **less effective**, the **distribution of participants** in sports by race or ethnicity became more clearly a reflection of **class** than of ethnicity.

A Classic and Symbolic Demonstration of the Importance of Recruiting the Best Players, Regardless of Race is the Story of the University of Kentucky Basketball from Texas Western to Tom Payne

- March 19, **1966** - In one of the biggest upsets in NCAA Tournament history, top-ranked UK lost 72-65 to Texas Western in the NCAA Championship game. Texas Western had an **all Black starting lineup**.
- Jan. 27, **1968** - At the time, it was believed that Adolph Rupp of UK became college basketball's all-time winningest coach.
- Jan. 18, **1969** - On the road against its oldest rival, UK defeated Tennessee, 69-66, to become the first team in college basketball history to win 1,000 games.
- June 9, **1969** - Tom Payne, a seven-foot All-American from Louisville, became the **first Black player** to sign with the University of Kentucky.

From the movie *Glory Road* (2006)
That dramatized the Texas Western Championship



In 1966, Texas Western coach Don Haskins led the **first all-black starting line-up** for a college basketball team to the NCAA national championship against UK

Progress Always Produces Unanticipated Consequences

The Story of the Florida A&M, a Major HBCU, and its Rattler Athletic Tradition: From Dominance to Integration

Florida A&M's sterling athletic legacy spans over 100 years, featuring outstanding coaches, teams and some of the most notable athletes in American sports annals

The Early Years • 1899 to 1930

The school was founded in 1887 in Tallahassee as the State Normal College for Negroes.

By the mid 1890's unsupervised sports began play on campus, particularly **baseball, tennis and football**. Athletics at FAMU came under faculty supervision in the fall of 1899, as **George Sampson and Jubie B. Bragg** ... who formed an athletic committee which sponsored the school's athletic program on an intramural level. Under the committee's guidance, **varsity status was achieved for the program by 1906**, with football opening the varsity era.

In 1913, Florida A&M continued laying the foundations for its' program when it became a charter member of the **Southern Intercollegiate Athletic Conference (SIAC)**, a league they remained a member of until 1979-80, when they withdrew to pursue NCAA Division One status.

J.R.E. Lee, Jr was the founder of the now fabled **Orange Blossom Classic** in 1933, arranging for **Howard University** to take a train from Washington, D.C. to Jacksonville, where the inaugural game was played and the Classic or the OBC would go on to become the Black College Bowl game, often played the first or second week of December.

The Golden Age • 1930 to 1970

With the advent of Ohio State graduate **Bill Bell** onto the FAMU scene in 1936, the Rattler Football Program was ready to become the outstanding program that it is today.

Bell led the Rattler program to its' first conference title in 1937, followed by an undefeated season (8-0) and **its' first Black College National title in 1938. Alonzo Smith "Jake" Gaither**, took the reins of the program and would go on to a Hall of Fame career, winning 203 games in 25 seasons (1945-1969) capturing six national titles while producing some 36 All-Americans including National Football Foundation Hall of Fame halfback Willie Galimore (1953-56), the school's all-time rushing leader.

Football under Gaither made huge strides becoming a national power on a consistent basis while becoming a producer of professional football talent. It was pioneering moves such as this that allowed FAMU to gain stature outside of the Black College realm and set the stage for their games against predominately White programs in the late 1960s and early 1970s in football and gradually in other sports.

This effort on Gaither's part also helped lay the foundation for the advent of FAMU and many other historically Black colleges and universities into NCAA and NAIA membership, thrusting them into the American sports mainstream.

The Modern Era • 1970 Until Now

The 1970s saw changes galore ripple through American society and those changes - namely integration - provided new challenges to FAMU Athletics.

Losing their veritable "farm system" of Black high schools in the region due to integration, the program went through a transition as recruiting and increased funding were needed to reestablish a competitive edge.

On top of all this came the advent onto the American sports scene of **Title IX** - the federal mandate that women's sports programs and opportunities be brought into a more equitable line with existing men's programs.

Race and Class in College Sports Programs Today

One of the useful characteristics of the college sports enterprise is that it is so simple in the purpose of its competitions that the impact of many of society's complicated socioeconomic systems are more easily observed and understood through college sports than through other much more multidimensional system such as education, economic opportunity, or culture.

In sports, as we never get tired of saying, we want winners. We organize sports competition to provide us with a platform for selecting winners, and within that platform, much of the socioeconomic complexity of our society is reduced because winning is the result of the exceptional effort of talented individuals, regardless of their status in the society at large.

In every country, sport operates in much the same way, by selecting winners out of a group of competitors. However, the circumstances of society at large determine the process by which particular individuals out of various groups are selected to compete. When we look at the distribution of people competing, we can see the reflections of the socioeconomic and cultural circumstances of society at large.

Today, after the transitions of the 1960s and 1970s that removed many formal structures of discrimination, but by no means all, the pattern of participation by different ethnic groups in college sports reflects the patterns of opportunities available to different groups within society. This is because, as everyone who has participated knows, sports is a sorting mechanism. It is a system that sorts people by their skills, training, and talent. It is also a system that begins early life.

Today, while almost no one is excluded from competing in any sport (except by gender), the sorting process most often begins at a young age, requires potential talent to be supported with money, attention, constant supervision, and special training. These things require both adult commitment to supporting young talent and the financial resources to pay for the costs of training and competition over a long period from as early as ages 5 or 6. We will look at the youth sports system later in the course, but for our purposes here, we want to see how the distribution of participation at the college level, at an end point of sorting after many years of training and competition, reflect the socioeconomic circumstances of the competitors.

While we do not have data on the financial resources of different groups of participants, by race/ethnic group, we can see how the sports differ in the race/ethnic group composition of their participants, and consider some possible explanations for these differences.

College attendance itself is also the result of a selection process that has its roots in the early years of primary and secondary schooling. To understand the sorting of sports talent observed in college we can gain some insight by first observing the characteristics of the general distribution of students who have been sorted into the US 4-year undergraduate student population.

The table in the We begin first with the general distribution of students within the US 4-year undergraduate college environment. The following table shows us some patterns of distribution by race/ethnicity and gender, and the change over the most recent period for which we have data.

Between 2012 and 2018 the total of women exceeds the total of men, reflecting the fact that more women than men attend college. This has been a pattern for some time and change in is relatively modest.

But in terms of race/ethnic categories we see that while white students continue to compose the majority of college students, their percent of the total has declined while the number and percent of Hispanic students has risen. These changes reflect general trends in US population whose causes and consequences are topics for another conversation. For our purposes, we want to look at who competes for college sports out of this general population of college students.

The following three slides show these distributions for the all students, and separately for male and female students.

Total fall enrollment in degree-granting post-secondary institutions

| | Number x100 | | Percent | | % |
|-------------------------------|-----------------|-----------------|--------------|--------------|--------------|
| | 2010 | 2018 | 2010 | 2018 | Change |
| Undergraduate, Total | 18,082.4 | 16,610.2 | 100.0 | 100.0 | -8.1% |
| White | 10,895.9 | 8,664.5 | 61.6 | 54.0 | -7.6 |
| Black | 2,677.1 | 2,127.9 | 15.1 | 13.3 | -1.9 |
| Hispanic | 2,551.0 | 3,352.7 | 14.4 | 20.9 | 6.5 |
| Asian/Pacific Islander | 1,087.3 | 1,131.8 | 6.1 | 7.1 | 0.9 |
| American Indian/Alaska Native | 179.1 | 120.2 | 1.0 | 0.7 | -0.3 |
| Two or more races | 293.7 | 646.5 | 1.7 | 4.0 | 2.4 |
| Nonresident alien | 398.4 | 566.6 | † | † | |
| Male as Percent Total | 7,836.3 | 7,226.0 | 43.3% | 43.5% | 0.2% |
| Female as Percent Total | 10,246.1 | 9,384.2 | 56.7% | 56.5% | -0.2% |

Male fall enrollment in degree-granting post-secondary institutions

| | Number x100 | | Percent | | % |
|-------------------------------|----------------|----------------|--------------|--------------|--------------|
| | 2010 | 2018 | 2010 | 2018 | Change |
| Male, Total | 7,836.3 | 7,226.0 | 100.0 | 100.0 | -7.8% |
| White | 4,861.0 | 3,867.3 | 63.7 | 55.9 | -7.8 |
| Black | 982.9 | 800.5 | 12.9 | 11.6 | -1.3 |
| Hispanic | 1,082.9 | 1,402.7 | 14.2 | 20.3 | 6.1 |
| Asian/Pacific Islander | 513.4 | 531.5 | 6.7 | 7.7 | 1.0 |
| American Indian/Alaska Native | 72.3 | 47.1 | 0.9 | 0.7 | -0.3 |
| Two or more races | 122.3 | 274.6 | 1.6 | 4.0 | 2.4 |
| Nonresident alien | 201.5 | 302.5 | † | † | |
| | | | | | |

Female fall enrollment in degree-granting post-secondary institutions

| | Number x100 | | Percent | | % |
|-------------------------------|-----------------|----------------|--------------|--------------|--------|
| | 2010 | 2018 | 2010 | 2018 | Change |
| Female, Total | 10,246.1 | 9,384.2 | 100.0 | 100.0 | -0.1 |
| White | 6,035.0 | 4,797.2 | 60.1 | 52.6 | -7.5 |
| Black | 1,694.2 | 1,327.5 | 16.9 | 14.6 | -2.3 |
| Hispanic | 1,468.1 | 1,950.0 | 14.6 | 21.4 | 6.8 |
| Asian/Pacific Islander | 573.9 | 600.3 | 5.7 | 6.6 | 0.9 |
| American Indian/Alaska Native | 106.8 | 73.1 | 1.1 | 0.8 | -0.3 |
| Two or more races | 171.3 | 372.0 | 1.7 | 4.1 | 2.4 |
| Nonresident alien | 196.9 | 264.2 | † | † | |

NCES: 306.10 (2019)

The next two slides show the distribution of participants by race/ethnicity in a group of college sports. Here we see that only in men's basketball are the majority of participants classified as Black. In all the others, the majority of participants are white. However, with the 2018 percent of Black students at about 13%, only Basketball, Football, and Track have Black participants exceeding their overall representation in college.

What then leads to this result? It certainly is not any race based characteristic since, as a simple observation of the makeup of championship international men's soccer teams, Black participants have a very high representation, while in US college soccer, Black participants represent just under 10%.

Instead, we can look at the conditions that allow people to develop athletic talent. In Tennis, Soccer, Baseball, or Hockey, early age participation up through high school requires a significant investment by parents or family in youth sports programs, costs of travel, costs of equipment, costs of participation in schools with elaborate sports programs, and many other circumstances that surround the development of young talent. However, in Football, Basketball, and Track almost every public high school in America has a school-sponsored football, basketball, and track programs, even within many economically disadvantaged neighborhoods. Public recreation facilities in most neighborhoods, whatever the socioeconomic circumstances of their inhabitants, have basketball courts. Also, the costs of participation in basketball and track related to equipment and training, is much less than in many of the mostly white sports.

These, characteristics, combined with the presence of role models on television, the existence of community support for football and basketball, and the exceptionally low cost of track, offer a partial perspective on the circumstances that allow Black students to excel at a higher rate than their percentage in the general population of students in college would predict.

| Men's Sport Division I Autonomy 5 | Gender_Race/ Ethnicity | 2012 | 2019 | Total # 2012 | Total # 2019 | % Race 2012 | % Race 2019 |
|--------------------------------------|---------------------------|------|------|-----------------|-----------------|----------------|-------------|
| Baseball | Male-Black | 70 | 102 | | | 3.5% | 4.4% |
| Baseball | Male-Other | 242 | 404 | | | 12.2% | 17.4% |
| Baseball | Male-White | 1673 | 1812 | 1985 | 2318 | 84.3% | 78.2% |
| Football-FBS | Male-Black | 3397 | 3671 | | | 48.7% | 46.1% |
| Football-FBS | Male-Other | 675 | 1355 | | | 9.7% | 17.0% |
| Football-FBS | Male-White | 2900 | 2935 | 6972 | 7961 | 41.6% | 36.9% |
| Men's Basketball | Male-Black | 524 | 528 | | | 57.8% | 51.4% |
| Men's Basketball | Male-Other | 112 | 237 | | | 12.4% | 23.1% |
| Men's Basketball | Male-White | 270 | 263 | 906 | 1028 | 29.8% | 25.6% |
| Men's Ice Hockey | Male-Black | 1 | 3 | | | 0.6% | 1.2% |
| Men's Ice Hockey | Male-Other | 37 | 59 | | | 23.1% | 23.1% |
| Men's Ice Hockey | Male-White | 122 | 193 | 160 | 255 | 76.3% | 75.7% |
| Men's Soccer | Male-Black | 82 | 82 | | | 12.6% | 9.7% |
| Men's Soccer | Male-Other | 155 | 324 | | | 23.7% | 38.2% |
| Men's Soccer | Male-White | 416 | 443 | 653 | 849 | 63.7% | 52.2% |
| Men's Tennis | Male-Black | 11 | 10 | | | 2.0% | 1.7% |
| Men's Tennis | Male-Other | 273 | 311 | | | 50.0% | 53.1% |
| Men's Tennis | Male-White | 262 | 265 | 546 | 586 | 48.0% | 45.2% |
| Men's Track, Outdoor | Male-Black | 633 | 667 | | | 24.3% | 25.7% |
| Men's Track, Outdoor | Male-Other | 389 | 583 | | | 14.9% | 22.4% |
| Men's Track, Outdoor | Male-White | 1581 | 1347 | 2603 | 2597 | 60.7% | 51.9% |

| Women's Sport Division I Autonomy 5 | Gender_Race/ Ethnicity | 2012 | 2019 | Total # 2012 | Total # 2019 | % Race 2012 | % Race 2019 |
|--|---------------------------|------|------|-----------------|-----------------|----------------|----------------|
| Women's Basketball | Female-Black | 456 | 436 | | | 57.0% | 48.4% |
| Women's Basketball | Female-Other | 106 | 247 | | | 13.3% | 27.4% |
| Women's Basketball | Female-White | 238 | 218 | 800 | 901 | 29.8% | 24.2% |
| Women's Rowing | Female-Black | 48 | 51 | | | 2.1% | 2.0% |
| Women's Rowing | Female-Other | 507 | 576 | | | 22.2% | 23.1% |
| Women's Rowing | Female-White | 1728 | 1863 | 2283 | 2490 | 75.7% | 74.8% |
| Women's Soccer | Female-Black | 110 | 167 | | | 7.0% | 8.8% |
| Women's Soccer | Female-Other | 268 | 484 | | | 17.0% | 25.4% |
| Women's Soccer | Female-White | 1200 | 1253 | 1578 | 1904 | 76.0% | 65.8% |
| Women's Softball | Female-Black | 70 | 80 | | | 6.7% | 6.4% |
| Women's Softball | Female-Other | 174 | 313 | | | 16.8% | 25.2% |
| Women's Softball | Female-White | 794 | 848 | 1038 | 1241 | 76.5% | 68.3% |
| Women's Tennis | Female-Black | 11 | 28 | | | 2.0% | 4.6% |
| Women's Tennis | Female-Other | 254 | 324 | | | 46.0% | 52.9% |
| Women's Tennis | Female-White | 287 | 261 | 552 | 613 | 52.0% | 42.6% |
| Women's Track, Outdoor | Female-Black | 723 | 691 | | | 25.0% | 22.8% |
| Women's Track, Outdoor | Female-Other | 452 | 723 | | | 15.6% | 23.8% |
| Women's Track, Outdoor | Female-White | 1718 | 1618 | 2893 | 3032 | 59.4% | 53.4% |
| Women's Volleyball | Female-Black | 102 | 152 | | | 11.2% | 13.9% |
| Women's Volleyball | Female-Other | 145 | 243 | | | 16.0% | 22.3% |
| Women's Volleyball | Female-White | 661 | 697 | 908 | 1092 | 72.8% | 63.8% |

Division III, the level of college sports for which athletic scholarships are not available although regular academic and need based scholarships are extensively provided, demonstrates similar patterns as in Division I (BCS-5G). The principal difference is that Division III is even more dominated by white student-athletes, and although in Men's Basketball, Black student athletes have a high percentage of participation at 33%, it is not as high as in DI-BCS-G5. Division III is less easily analyzed because the differences among the large number of DIII institutions, from size to wealth to selectivity make generalizations much less useful. Nonetheless, even here, the patterns of athletic participation by race/ethnicity are similar, reflecting the same underlying youth sports participation circumstances that influence the sorting of athletic talent into various sports.

A final slide in this series provides a glimpse into the international college-age sports marketplace for highly talented student/athletes. As his chart shows, international students come to the US to participate in college and college athletics in some numbers. For example, Canada provides a very well developed youth hockey system designed to identify and train potential hockey stars. Other countries on this list provides students with developed skills in tennis, golf, lacrosse, and other sports that in the US and overseas in these countries are predominantly white sports. Students from these countries almost always come from families of means, although some young international superstars in Division I-G5 are heavily recruited, if in relatively small numbers.

| Men's Sport Division III | Gender_Race/ Ethnicity | 2012 | 2019 | Total # 2012 | Total # 2019 | % Race 2012 | % Race 2019 |
|-------------------------------------|-----------------------------------|-------------|-------------|-------------------------|-------------------------|------------------------|------------------------|
| Baseball | Male-Black | 194 | 318 | | | 2% | 2% |
| Baseball | Male-Other | 1131 | 1783 | | | 9% | 13% |
| Baseball | Male-White | 10727 | 11949 | 12052 | 14050 | 89% | 85% |
| Football | Male-Black | 4393 | 5911 | | | 18% | 23% |
| Football | Male-Other | 2342 | 3732 | | | 10% | 15% |
| Football | Male-White | 17664 | 15625 | 24399 | 25268 | 72% | 62% |
| Men's Basketball | Male-Black | 2169 | 2542 | | | 30% | 33% |
| Men's Basketball | Male-Other | 680 | 976 | | | 9% | 13% |
| Men's Basketball | Male-White | 4469 | 4160 | 7318 | 7678 | 61% | 54% |
| Men's Ice Hockey | Male-Black | 14 | 16 | | | 1% | 1% |
| Men's Ice Hockey | Male-Other | 515 | 525 | | | 23% | 20% |
| Men's Ice Hockey | Male-White | 1757 | 2026 | 2286 | 2567 | 77% | 79% |
| Men's Soccer | Male-Black | 680 | 1083 | | | 6% | 9% |
| Men's Soccer | Male-Other | 1984 | 3082 | | | 17% | 25% |
| Men's Soccer | Male-White | 8749 | 8301 | 11413 | 12466 | 77% | 67% |
| Men's Tennis | Male-Black | 100 | 140 | | | 3% | 4% |
| Men's Tennis | Male-Other | 709 | 984 | | | 19% | 27% |
| Men's Tennis | Male-White | 2872 | 2463 | 3681 | 3587 | 78% | 69% |
| Men's Track, Outdoor | Male-Black | 1248 | 1592 | | | 13% | 16% |
| Men's Track, Outdoor | Male-Other | 1050 | 1558 | | | 11% | 16% |
| Men's Track, Outdoor | Male-White | 7044 | 6871 | 9342 | 10021 | 75% | 69% |

| Women's Sport Division III | Gender_Race/ Ethnicity | 2012 | 2019 | Total # 2012 | Total # 2019 | % Race 2012 | % Race 2019 |
|----------------------------|---------------------------|------|------|-----------------|-----------------|----------------|----------------|
| Women's Basketball | Female-Black | 1063 | 1148 | | | 16% | 17% |
| Women's Basketball | Female-Other | 620 | 969 | | | 10% | 15% |
| Women's Basketball | Female-White | 4774 | 4502 | 6457 | 6619 | 74% | 68% |
| Women's Rowing | Female-Black | 33 | 24 | | | 2% | 2% |
| Women's Rowing | Female-Other | 336 | 248 | | | 24% | 18% |
| Women's Rowing | Female-White | 1051 | 1095 | 1420 | 1367 | 74% | 80% |
| Women's Soccer | Female-Black | 274 | 326 | | | 3% | 3% |
| Women's Soccer | Female-Other | 1115 | 1768 | | | 11% | 16% |
| Women's Soccer | Female-White | 8708 | 9076 | 10097 | 11170 | 86% | 81% |
| Women's Softball | Female-Black | 189 | 172 | | | 3% | 2% |
| Women's Softball | Female-Other | 656 | 1172 | | | 9% | 15% |
| Women's Softball | Female-White | 6189 | 6534 | 7034 | 7878 | 88% | 83% |
| Women's Tennis | Female-Black | 215 | 184 | | | 5% | 5% |
| Women's Tennis | Female-Other | 624 | 819 | | | 16% | 21% |
| Women's Tennis | Female-White | 3107 | 2831 | 3946 | 3834 | 79% | 74% |
| Women's Track, Outdoor | Female-Black | 692 | 955 | | | 9% | 10% |
| Women's Track, Outdoor | Female-Other | 890 | 1469 | | | 11% | 16% |
| Women's Track, Outdoor | Female-White | 6305 | 6765 | 7887 | 9189 | 80% | 74% |
| Women's Volleyball | Female-Black | 367 | 443 | | | 6% | 6% |
| Women's Volleyball | Female-Other | 663 | 1098 | | | 10% | 15% |
| Women's Volleyball | Female-White | 5302 | 5591 | 6332 | 7132 | 84% | 78% |

Top Ten Home Countries by Number of First-Year Division I International Student-Athletes

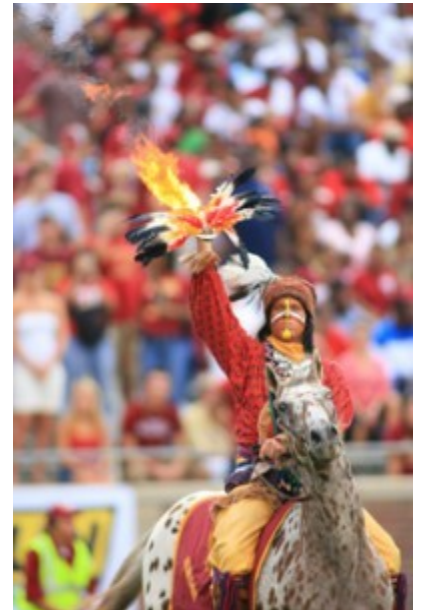
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|----------------|------|------|------|------|------|------|
| CANADA | 730 | 769 | 714 | 736 | 738 | 761 |
| UNITED KINGDOM | 243 | 205 | 244 | 221 | 285 | 282 |
| AUSTRALIA | 142 | 140 | 151 | 173 | 167 | 198 |
| GERMANY | 170 | 177 | 156 | 198 | 207 | 183 |
| SPAIN | 94 | 123 | 134 | 132 | 160 | 172 |
| SWEDEN | 105 | 104 | 111 | 118 | 108 | 131 |
| NEW ZEALAND | 58 | 60 | 75 | 93 | 88 | 92 |
| NETHERLANDS | 55 | 32 | 55 | 65 | 80 | 82 |
| NORWAY | 40 | 45 | 48 | 62 | 57 | 73 |
| FRANCE | 58 | 55 | 62 | 74 | 72 | 70 |

Note: Nations sorted by the highest number of first-year international student-athletes in 2019. In 2014, international first-year student-athletes came from 120 nations and independent territories; in 2019, this number rose to 126. Two countries tied for 10th in the 2014 top 10 did not make the 2019 list: Jamaica (40 in 2014, 42 in 2019) and Serbia (40 in 2014, 45 in 2019).

As a Review, We Can Ask: What produces these distributions?

- Differences in **talent** by Race or Ethnicity or Identity?
Olympics demonstrates race is not key difference.
- Differences in **opportunity by Race, Ethnicity, or Identity**?
Changing composition of basketball and football over the generations demonstrate that talent is most important,
- Differences in **opportunity by Class**?
Race, ethnicity, identity distribution in various college sports demonstrates that opportunity is significantly influenced and limited by economic class.
- Differences in **expectation** by Race, Ethnicity, Identity or Class?
Differential assignment to roles within sports, nonetheless, demonstrates the discriminatory expectations of coaches and others based on race/ethnicity, or identity.
- What is the value of **international comparisons**?
Challenges theories of race and class within US by championship performances by others from overseas. For example: Soccer stars in US college VS. Brazil national team.

The Mascot Controversy: Symbols for Sports serve to highlight important competitive stereotypes and often serve to identify the common allegiance of sports fans to particular colleges. With a heightened sensitivity to racial/ethnic stereotypes considered to be abusive, the universities and the NCAA have been working to force colleges to eliminate symbols deemed offensive. Key among these symbols are those referencing Native Americans while those referencing fierce animals remain acceptable.



Friday, August 5 , **2005: NCAA Executive Committee Issues Guidelines for Use of Native American Mascots at Championship Events**

INDIANAPOLIS -- The presidents and chancellors who serve on the NCAA Executive Committee have adopted a new policy to prohibit NCAA colleges and universities from displaying hostile and abusive racial/ethnic/national origin mascots, nicknames or imagery at any of the 88 NCAA championships.

The Executive Committee, meeting Thursday in Indianapolis, also approved recommended best practices for schools who continue to use Native American mascots, nicknames and imagery in their intercollegiate athletic programs.

"Colleges and universities may adopt any mascot that they wish, as that is an institutional matter," said Walter Harrison, chair of the Executive Committee and president at the University of Hartford. "But as a national association, we believe that mascots, nicknames or images deemed hostile or abusive in terms of race, ethnicity or national origin should not be visible at the championship events that we control."

The policy prohibiting colleges or universities with hostile or abusive mascots, nicknames or imagery from hosting any NCAA championship competitions takes effect February 1, 2006.

"The NCAA objects to institutions using racial/ethnic/national origin references in their intercollegiate athletics programs," said NCAA President Myles Brand. "Several institutions have made changes that adhere to the core values of the NCAA Constitution pertaining to cultural diversity, ethical sportsmanship and nondiscrimination. We applaud that, and we will continue to monitor these institutions and others. All institutions are encouraged to promote these core values and take proactive steps at every NCAA event through institutional event management to enhance the integrity of intercollegiate athletics related to these issues."

However some institutions escaped sanction for their use of Native American mascots, in particular Florida State, by virtue of alliances with Native American tribes as described below:

Statement by NCAA Senior Vice-President for Governance and Membership Bernard Franklin on Florida State University Review

For Immediate Release

Tuesday, August 23, 2005

“The NCAA staff review committee has removed Florida State University from the list of colleges and universities subject to restrictions on the use of Native American mascots, names and imagery at NCAA championships.

“The NCAA Executive Committee continues to believe the stereotyping of Native Americans is wrong. However, in its review of the particular circumstances regarding Florida State, the staff review committee noted the unique relationship between the university and the Seminole Tribe of Florida as a significant factor. The NCAA recognizes the many different points of view on this matter, particularly within the Native American community. The decision of a namesake sovereign tribe, regarding when and how its name and imagery can be used, must be respected even when others may not agree.

“The NCAA position on the use of Native American mascots, names and imagery has not changed, and the NCAA remains committed to ensuring an atmosphere of respect and sensitivity for all who participate in and attend our championships. This decision applies to the unique relationship Florida State University has with the Seminole Tribe of Florida. Requests for reviews from other institutions will be handled on a case-by-case basis.”

The difference in these two symbols based on Native American imagery illustrate the difficulty of making distinctions between offensive and acceptable stereotypes.



Seminoles' mascot Chief Osceola and Renegade ride again before their game against the University of Miami at Doak Campbell Stadium.

(GARY W. GREEN/ORLANDO SENTINEL)
Sep 6, 2005

Still Retained: 2019



Chief Illiniwek, a symbol of University of Illinois teams since 1926, would be outlawed as "hostile and abusive" to Native Americans by an NCAA edict.

(2001 Photo By Ted S. Warren -- Associated Press,
Washington Post)
January 5, 2006

Eliminated: February 21, 2007

This difficulty is further illustrated by symbols that under some circumstances could be construed as denigrating an ethnic group but, absent a concern expressed by that particular group, no issue arose. The **Notre Dame Fighting Irish** symbol could easily be construed by some as abusive, but it is widely accepted and approved.

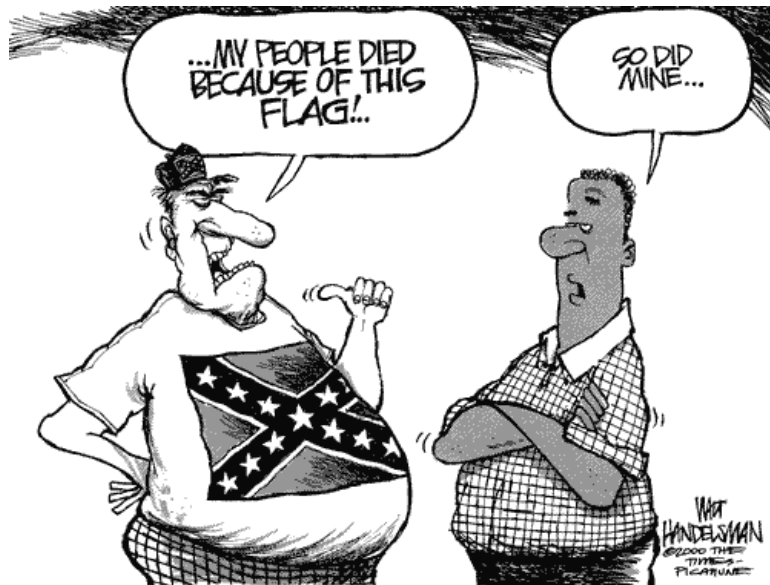


More powerful emotion surrounded the symbols maintained by many institutions and governments in the areas of the historical American Civil War Confederacy. These, very popular in that region, are seen by many throughout the United States as highly offensive and as reflecting approval of anti-Black discrimination and of the antebellum society based on Black slavery. In response, the NCAA beginning in 2001, began a process of forcing athletic programs to abandon such symbols, and pressured the states that used these symbols to remove them by prohibiting college sports championships from being held in such places. The most powerful cases were in South Carolina and Mississippi, and by the Mid-2000's the symbols were removed

Tuesday, January 23, 2007

INDIANAPOLIS---The NCAA Minority Opportunities and Interests Committee recommended today the NCAA maintain its current policy on predetermined championship events in the states of South Carolina and Mississippi.

In 2001, the NCAA Executive Committee declared a moratorium on assigning new, predetermined championships and certifying collegiate events in South Carolina and Mississippi. The NCAA Executive Committee declared the moratorium following concerns raised by the National Association of Basketball Coaches, the Black Coaches Association, the Student Basketball Council and other organizations. The NCAA Minority Opportunities and Interests Committee will continue to discuss the confederate flag issue, educate the NCAA membership and do outreach to generate feedback on the topic.



Mississippi remained banned until 2020, when flag was changed

July 10, 2015 NCAA removed ban on So.Carolina because flag moved from statehouse grounds





Colonel Reb was formerly the University of Mississippi's mascot.

Replaced 2010 by--->



Replaced by Tony the Land Shark, 2018

Because of the connection in the US between economic class and race/ethnicity, issues of opportunity to compete in sports are often expressed as being based on race/ethnicity when the most Important element in determining opportunities is actually economic class. College is an important process for creating and sustain economic class, and because sports is so important to colleges, parents and families often pursue sports opportunities for their young children to improve their college opportunities, and therefore, their chances of improving or maintaining class standing.

Class is based primarily on levels of income and wealth.

In America, the best opportunity for improving class standing is **attending** college.

Graduation from college is one of the elements of class identification.

Because **colleges want** high level talent of all kinds, including athletic talent, many families and individuals see **sports talent** as a mechanism for acquiring a college experience and especially a selective college experience that translates into an improvement in class standing.

This has been part of college sports since the beginning of the 20th century at least and has accelerated today as more and more parents seek admission for their children into selective colleges.