



**IGDS**

INSTITUTE FOR GENDER &  
DEVELOPMENT STUDIES

## LUNCHTIME SEMINARS WEDNESDAYS – 12 NOON



**Kenneth "Sean" Chaplin** is a visiting Fulbright Scholar at the IGDS UWI St Augustine. Dr Chaplin is currently, Provost Postdoctoral Teaching Fellow for Faculty Diversity, which is a Joint Appointment between the Department of Sociology and Criminology, and The Department of Exercise Science, Physical Science & Sports Studies at John Carroll University. He holds a Ph.D. in Sociology with a focus in Race & Ethnicity, Culture, and Education, Texas A&M University, College Station, Texas. His areas of expertise include U.S. Race & Ethnic Relations, Sex & Gender, Culture, Sport, Education. Dr. Chaplin's research interest is with collegiate varsity and recreational sports players. Specifically, he studies the collegiate interactions and experiences of varsity student-athletes and recreational/lay sportsmen and sportswomen using a "Grounded Theory" ethnographic approach.

You are invited to the IGDS, St. Augustine Unit  
Lunchtime Seminar

### **Sport Coaching and Coaches as Engendered Masculine Male Leadership: Female and Male Collegiate Student-Athletes' Responses to their Sport Experiences**

with

**Dr Kenneth "Sean" Chaplin**  
Fulbright Scholar

**Wednesday 17 April, 2019 | 12 Noon**

IGDS Seminar Room, The UWI, St Augustine Campus

Sport coaching and coaches are examined through the qualitative responses of collegiate student-athletes comprised the ritual social interaction, activities, and relations they had with them. Symbolic Interaction and Gender Studies were used as theoretical frameworks to analyze 2 focus groups and 34 semi-structured in-depth interviews. Overwhelming generic interpretations of engendered masculine male leadership were found, specifically the ritual practices, social status, institutional role, and previous accomplishments that privileged masculine male leadership. Additionally, strong bonds were found, erect via coaching abilities that exemplified trustworthiness through ritual practices of reciprocal respectability, along with rebates through serving as role models, mentors, and father figures. Problematic is the overt and covert sex-gender linguistic bias and rhetoric of the male student-athletes, chiefly their equation of leadership and leaders with masculinity and men that consequently omitted female coaching and coaches. I conclude with brief commentary about how males' responses reflect internalized paternalistic ideologies derived their male coaching experiences, which culminates in awkward exclusive father-figure paradigms that reject female coaching and coaches.

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