For my final film project I aim to compose and analyze interviews with cis gendered women across three sports teams here at Geneseo (6-10 people total). My goal is to examine the “space” (don’t use this sort of figurative language in this context—say what you actually mean) that sports teams create for individuals on their own team and whether or not they deem that space to be a safe space for LGBTQ+ individuals based on their own experiences. In doing so I will be interviewing those who identify within the queer community and are on a sport team as well as straight females also on the same sport team. I then plan to compare and analyze the interviews to see whether or not the feelings are mutual.

Who’s Involved?

For this research I plan on having interviewing two people from three female sports teams here at Geneseo. The teams I have in mind are the field hockey, soccer and women’s basketball team. I would be interviewing them and transcribing their answers, as I think it is important to keep their anonymity. You may also have to anonymize the teams for various reasons depending on what your informants say.

Proposal is about 250 words: yes no
Proposal outlines the goals of the project: strong good adequate needs work
Proposal outlines the methods of the project: strong good adequate needs work
Reference to course readings: strong good adequate needs work
Reference to scholarly/peer-reviewed anthropological works: strong good needs work

Background:

Throughout recent years, there has been a significant increase in social acceptance of lesbian, gay, bisexual, transgender, and queer individuals throughout the United States. People who identify as these sexual orientations are known to comprise and make up the LGBTQ+ community (Greim 2017). Despite the recent progress in social attitudes, there are still numerous cases in which individuals in the LGBTQ+ community face marginalization and discrimination. The discourse perpetuated by societal norms have in turn made the conversation around sexual orientation and identity one that is not openly or freely talked about in many instances (Evans 2002). This in turn can lead individuals within the queer community to feel uncertain and uncomfortable around others since “it can be difficult to ascertain whether individuals are accepting” (Evans 2002) of LGBTQ+ individuals or not. With this being said, in efforts to promote inclusion, acceptance, and comfortability, universities and institutions across the country have implemented Safe Zones and Safe Zone training. As thesafezoneproject.org describes it, this training educates staff and faculty members at an institution and gives them the opportunity to learn about “LGBTQ+ identities, gender and sexuality, and examine prejudice, assumptions, and privilege”. Often times after completing training, a “Safe Zone” sticker will be given to the staff member to put in their office or classroom to let others and queer individuals know that they are supportive and open to the LGBTQ+ community. Since “language has a huge impact on the way we see others and ourselves” (Safe Space Kit 2016), the education given to staff members that Safe Zone training offers, in turn, allows queer individuals to feel more affirmed and comfortable on campus and around others.

In regards to recent LGBTQ+ acceptance and growth over the years, there is a need for research to see if such acceptance has filtered its way into athletics and the locker rooms (Young & McKibban 2017). With this being said, my main goal for this ethnographic film was to investigate safe environments on women’s sports teams at SUNY Geneseo with teams who’s coaches have gone through Safe Zone training. I predominantly was interested to see if the Safe Zone training of the coaches had impacted the atmosphere of the team at all, or if the training was non-beneficial. For my research, I chose two members from women’s basketball and two members from women’s volleyball to interview about their team’s atmosphere and experiences. I aimed to “allow the voices of those appearing in the film to dominate the film” (Sherman 1998: direct quotes require page numbers) through the methodology of interviews. In my film, Safe Zones on Women’s Sports teams at Geneseo I aimed to use a non-narrative approach as seen to be utilized in the film Paris is Burning. In Paris is Burning, the non-narrative approach allowed the viewers to make conclusions on their own about what was being said in the film which I aimed to do also. However, as the making of the film continued, I ended up using narration at the beginning in order to give background information to the viewers in hopes to help the comprehension of the film as a whole. I originally saw the idea of presenting background information at the beginning of an ethnographic film in Nanook of the North. However instead of just showing text for the audience to read like Nanook of the North, I narrated the beginning background information over pictures and clips. The film utilizes “series of shots edited together” known as a montage (Ruby 2000).

My ethnographic evaluation gathered that across both the women’s basketball team and women’s volleyball team at SUNY Geneseo, that their team atmosphere is one they would deem a “Safe Zone” and safe environment for LGBTQ+ individuals. With this being said, it was also gathered through the interviews that some athletes would even want more training to help their team atmosphere be more welcoming and comfortable.

What am I doing?

For my final film project I aim to compose and analyze interviews with cis gendered women across three sports teams here at Geneseo (6-10 people total). My goal is to examine the “space” that sports teams create for individuals on their own team and whether or not they deem that space to be a safe space for LGBTQ+ individuals based on their own experiences. In doing so I will be interviewing those who identify within the queer community and are on a sport team as well as straight females also on the same sport team. I then plan to compare and analyze the interviews to see whether or not the feelings are mutual.
1 day late.

References:
should be alphabetical
Evans, Nancy J.

Creswell, J.W.  not cited above

Young, Stephanie L. and Amie R. McKibban.

Greim, R. D.
2017 “You can play, but can you be yourself?: How LGBT and non-LGBT student-athletes perceive the climate of NCAA division I athletic departments." Dissertation Abstracts International Section A: Humanities and Social Sciences 77 (10)

Ruby, J.

Heider, Karl G.
1976 Ethnographic Film. University of Texas Press, Austin, Texas.

Space Kit Guide

Zone Project Website
https://thesafezoneproject.com/about/what-is-safe-zone/

Approximately 900 words
Yes no

Provides basic background information for the issues
Outstanding Strong Good Adequate Weak

Substantial list of scholarly and peer-reviewed References Cited listed
Outstanding Strong Good Adequate Weak

Includes brief discussion of why you chose the format of your video (e.g., narrated or non-narrated, etc) in relation to the course readings.
Outstanding Strong Good Adequate Weak

Makes reference to any of the films we watched that inspired your approach to the film. If so, why?
Yes no

The final wiki space is in past tense
Final Reflection:

In regards to what I planned to do in my proposal, numerous things had changed in the actual execution of my film. Methodology changed in the sense that I intended to interview six subjects but in turn only interviewed four. It was also in my original proposal to compare and contrast the answers of straight individuals with those of LGBTQ+ individuals on the same team. However, in attempts to be less intrusive I did not highlight on this comparison but instead used the acts of individuals to make generalizations about the teams safe zone and atmosphere as a whole (Heider 1976). I intended to keep anonymity throughout the film, however this changed due to the fact that I felt seeing the faces and knowing the names of the people I interviewed made it more personal and relatable.

In relation to my wiki space, I think that my video could have included longer and more in depth interviews to get more of a detailed sense of how the team atmospheres are towards LGBTQ+ members and how much of a Safe Zone it is as a whole. With this being said, I believe my wiki space and background worked better in conveying as a whole what I wanted to be known about Safe Zones on SUNY Geneseo women’s sports team.

In fear of being too intrusive, I strayed away from pressing uncomfortable questions although such questions could have given greater insight about the teams. Through the use of narration in the beginning of my film I wanted to capture my point of view given that a film without a point of view is inconceivable (Heider 1976). Through this narration I was also able to convey right off the bat what my intents were which I thought helped strengthen my video as a whole despite the fact that I could have gone more in depth with the interviews. In an attempt to get more information from my subjects I could have utilized a method that Wagner implemented known as pre interviews (Sherman 1998). The pre interviews could have given the interviewees more time to think about the questions being asked and in turn could have yielded more in depth answers for my film.

References:

Heider, Karl G.
1976 *Ethnographic Film.* University of Texas Press, Austin, Texas.

Sherman, S.R.

Written Reflection on Final Video Rubric (see syllabus p 3-4)

about 12 hours late

Evaluates your video in relation to your written wiki space and the course readings, with explicit references to both.

Outstanding Strong Adequate Weak

Discusses choices you made about the style of the video and evaluates how successful were they in conveying the subject matter.

Outstanding Strong Adequate Weak

Discusses how well the video worked in comparison to the written component?

Outstanding Strong Adequate Weak
Explicitly reference the course readings (and other resources if you wish).

Outstanding  Strong  Adequate  Weak

Entry is in past tense.

Yes  No