Term Information

Effective Term: Autumn 2014

General Information

Course Bulletin Listing/Subject Area: Kinesiology
Fiscal Unit/Academic Org: Human Development & Family Sci - D1251
College/Academic Group: Education & Human Ecology
Level/Career: Graduate
Course Number/Catalog: 6100
Course Title: Race, Gender and Culture
Transcript Abbreviation: Rce Gndr & Cultur
Course Description: This course will provide students with knowledge, understanding, and experiences related to the following topics in sport: ethnicity and race, gender, culture, religion, and language, participation and socialization, social theories, and critical race and social justice theories.

Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 7 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component?: Yes
Is any section of the course offered at a distance?:
100% at a distance
Greater or equal to 50% at a distance
Less than 50% at a distance

Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code: 31.0501
Subsidy Level: Doctoral Course
Intended Rank: Masters, Doctoral
 Requirement/Elective Designation

Required for this unit’s degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

• 1. Discuss research that addresses issues of ethnicity and race, gender, and culture in sport.
• 2. Demonstrate an understanding of issues of ethnicity and race, gender, culture that affect athletes’ participation in sport.
• 3. Demonstrate an understanding of racial and gender ideologies in sport.
• 4. Demonstrate an understanding of theoretical frameworks as such critical race and social justice theories to address social injustices in sport.
• 5. Provide concrete strategies to address social injustices in sport.

Content Topic List

• Introduction to Course
• Social Construction of the body in Sport and Socialization
• Social Theories
• Origin and Development of Organized Youth Sports
• Ethnicity and Race
• Gender
• Title IX and Black Female Student-Athletes
• Culture, Religion, and Language
• Student Presentations of Article Critiques
• Course Wrap-Up

Attachments

• Syllabus_KINES 6100_Spring_Hodge.doc: syllabus
  (Syllabus. Owner: Odum,Sarah A.)

Comments

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Odum,Sarah A.</td>
<td>11/07/2013 03:41 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Buckworth,Janet</td>
<td>11/07/2013 05:16 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg,Cheryl L.</td>
<td>11/07/2013 05:16 PM</td>
<td>College Approval</td>
</tr>
<tr>
<td></td>
<td>Warnick,Bryan R. Odum,Sarah A. Zircher,Andrew Paul</td>
<td>11/07/2013 05:16 PM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
The Ohio State University
College of Education and Human Ecology
Department of Human Sciences | Kinesiology

RACE, GENDER AND CULTURE KINES 6100 | CREDITS 3 | SPRING 2015

Preparer: Samuel R. Hodge                                      Date of preparation: October 22, 2013
Instructor: Dr. Samuel R. Hodge, Ph.D., Professor
Office: A -254 PAES Building
Phone/Email: (614) 292-8364/hodge.14@osu.edu
Office Hours: Tuesday and Wednesday, 10:00─11:00 am or by arrangement
Class Time: TBD (To be determined)                                Location: TBD

Textbooks


Note. Additional readings posted on OSU Carmen

Course Description
This course, KINES 6100 | Race, Gender and Culture, will provide students with knowledge, understanding, and experiences related to the following topics in sport.

- Ethnicity and race
- Gender
- Culture, Religion, and Language
- Participation and Socialization
- Social Theories | Critical Race and Social Justice Theories

Rationale
This course is designed to provide an introduction to issues associated with race, gender and culture in American sport. This course will also provide you with an understanding of how the intersections of issues such as ethnicity, race, gender, sexuality, and culture affect sport participation in America. In addition, this course will provide you with theoretical lens useful in challenging the reproduction of social injustices in sport.

Relationship to Other Courses/Curricula:
This course will be a part of an important sequence of courses offered for in the Department of Human Sciences’ Masters of Sports Coaching (MSpC) program in Kinesiology. This course will provide you with knowledge and strategies to help you become more aware of how societal norms can influence participation in sport.

Relationship to NASPE/NCATE National Standards
Students in this course will demonstrate subject-specific competence relative to the following NASPE/NCATE standards: 2.1, 2.2, 2.3, 3.1, 3.2, 4.3, 4.4, 5.1, 5.3, 5.4, 8.1, 8.2, 9.3., and 10.1
Technology:
A number of different technologies will be utilized during this course including: Word, Excel, and PowerPoint. The following ISTE National Educational Technology Standards (NETS) are demonstrated through activities in this course: IA, IB, IIC, VA, VD, VIA, VIB, VIC, VID, VIE.

Course Objectives
Upon successful completion of this course, the student will be able to:

1. Discuss research that addresses issues of ethnicity and race, gender, and culture in sport.
2. Demonstrate an understanding of issues of ethnicity and race, gender, culture that affect athletes’ participation in sport.
3. Demonstrate an understanding of racial and gender ideologies in sport.
4. Demonstrate an understanding of theoretical frameworks as such critical race and social justice theories to address social injustices in sport.
5. Provide concrete strategies to address social injustices in sport.

Course Expectations
In order to do well in this course you must meet the following expectations:

- **Quality of Work:** All written work for this course MUST be typed, double space, and single sided unless otherwise stated. The font size should be 12 point and all margins should be one inch. Papers should be stapled in the top left hand corner and should include your name, the course number and title, the assignment title, and the date submitted on the front page. The writing style for this course is the American Psychological Association’s (APA) 6th Edition format for layout and citations. APA style handouts are available at the OSU Libraries. Points will be deducted from your grade if this format is not followed for course assignments.

- **Submission of Assignments:** All work must be turned in or presented on the assigned day. Submissions that are late will result in a zero for that assignment unless a deadline has been previously arranged with the instructor (due to exceptional circumstances). Assignments can be turned in outside of class either electronically via e-mail or can be placed in my 2nd floor mailbox in room A-225, PAES Building.

- **Technology:** Competency in computer technology, particularly email and internet resources, is critical for this course. You are expected to have an active email account that you will check regularly. Correspondence related to this class will often take place via email.

- **Participation and Attendance:** Participation is expected and integral to your success in this course. You are responsible for signing the Class sign-in Sheet each class session as this will constitute documentation of your attendance. There are no points allocated for attendance. However upon 3 absences, you will receive a 35 point penalty in the course. Moreover, the class is structured in such a way that there are consequences for being absent. If you are absent from an in-class activity you will forfeit the points for that session because it is not possible to arrange make-up activities. However, absences due to official OSU athletic participation, or illness or a death in the family will be accepted as excused absences. You must provide appropriate documentation (i.e., doctors’ certificate) upon your return to class.
Professional behavior: You should act respectfully and responsibly in class. All observed inappropriate and/or unprofessional behavior will be dealt with in accordance with the instructor’s judgment. Each and all instances of inappropriate or unprofessional behavior (e.g., use of cell phones or other mobile technologies) that occur in class are subject to a 50 point penalty, which may result in a grade reduction (e.g., drop from A to B level grade).

- Tardiness: Class begins promptly at the designed time. If you arrive late to class please enter the room quietly and quickly and find a seat. If you require more time to reach class talk with me to explain your particular situation. Three instances of late arrival and/or early departure is equivalent to an unexcused absence.

- Missed work: If you have an excused absence and have spoken with me prior to class, you may make up the in-class activity within one class session. This requires you to contact me to discuss the missed work. If you do not have an excused absence, or arrive after the experience is over, you cannot make it up. This same policy will hold true for missed applications in group and individual work in the classroom/outside the classroom.

- Respect: In order to maintain a positive learning environment, the following ground rules will be followed:
  a. Personal views will be shared and respected. Degrading or discriminatory remarks or behaviors are not acceptable.
  b. Discussions will reflect an exchange of information, experiences, ideas, opinions, etc.
  c. If group projects are assigned, it is the responsibility of group members to delegate work. All members of a group must present on the project and all will receive the same grade.
  d. Given the sensitive of subject matter covered in this course, courtesy needs to be maintained at all times. Do not hold private conversations when another person is talking. Do not pack materials up or leave the classroom until class is dismissed.
  e. If your behavior in the classroom is disruptive, you will be given an opportunity to correct the behavior without penalty. If your behavior continues to be disruptive, you will be referred to the Office of Academic Affairs for disciplinary action under Judicial Procedures in the Student Code of Conduct (Faculty Rule 3335-23).

Course Assignments
- In-Class Experiences (50 points): During certain class sessions particular experiences will be provided to allow you to demonstrate your understanding of the class readings. These experiences may take the form of quizzes (individual and group), group discussions and debates, activity sessions, and small in-class presentations.

- Readings and Reflection Quizzes (200 points): Using the assigned weekly readings as your point of reference, you will read, reflect, and respond to questions posted on OSU Carmen at designed times throughout the semester.

- Research article critique (80 points): You will select a research (data-based) article focused on issues associated with ethnicity/race, gender, and/or culture in American sport. Your critique will be guided by series questions (posed by the instructor). The critique will be accompanied by an oral presentation to the class. A rubric for this assignment will be posted on OSU Carmen.
In class presentation of research article critique (20 points): You will present your article critique on the assigned date. This 7-minute presentation must include an audio visual component and be interactive in nature (e.g., audience participation through prompts, and a questions and answers component). A rubric for the presentation will be posted on OSU Carmen.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Experiences</td>
<td>50</td>
</tr>
<tr>
<td>Read</td>
<td>Reflect Quizzes [10 x 20 points each]</td>
</tr>
<tr>
<td>Research article critique ← Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Research article critique</td>
<td>80</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>350</strong></td>
</tr>
</tbody>
</table>

Letter Grade Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% &amp; above</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9%</td>
</tr>
<tr>
<td>D</td>
<td>60-66.9%</td>
</tr>
<tr>
<td>E</td>
<td>59% or less</td>
</tr>
</tbody>
</table>

Policies for Student Conduct and Participation

Statement on Diversity | The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The Department of Human Sciences is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the Department seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The Department of Human Sciences prohibits discrimination against any member of the department’s community based on race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

ODS Statement | Any student who feels she or he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/. Students are expected to follow the Americans with Disabilities Act Guidelines for access to technology.
Mental Health Care | A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact the OSU Counseling and Consultation Services (614-292-5766; http://www.ccs.ohio-state.edu) for assistance, support and advocacy. This service is free and confidential.

Academic Misconduct | The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct. http://studentaffairs.osu.edu/resource_csc.asp

Grievances and Solving Problems | According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” ‘Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department’.

Off-Campus Field Experiences | There are no off-campus field experiences associated with this course.

**TENTATIVE SCHEDULE OF CLASSES AND ASSIGNED READINGS**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction to Course</th>
<th>• Course Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Social Construction of the body in Sport and Socialization</td>
<td>Reading Quiz 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• OSU Carmen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• OSU Carmen</td>
</tr>
<tr>
<td>Week 3</td>
<td>Social Theories</td>
<td>Reading Quiz 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Course Text</td>
</tr>
<tr>
<td>Week 4</td>
<td>Origin and Development of Organized Youth Sports</td>
<td>Reading Quiz 3</td>
</tr>
<tr>
<td>Week 5</td>
<td>Ethnicity and Race I</td>
<td>Readings</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>• <strong>Course Text</strong></td>
<td>Coakley, J. J. (2007). Race and ethnicity. Are they important in sports?</td>
</tr>
<tr>
<td></td>
<td>• <strong>OSU Carmen</strong></td>
<td>Hodge, Kozub, Dixson, Moore III, &amp; Kambon. (2008). A comparison of high school students’ stereotypic beliefs about intelligence and athleticism.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Ethnicity and Race II</td>
<td>Reading Quiz 4</td>
</tr>
<tr>
<td></td>
<td>• <strong>Course Text</strong></td>
<td>Coakley, J. J. (2007). Race and ethnicity. Are they important in sports?</td>
</tr>
<tr>
<td></td>
<td>• <strong>OSU Carmen</strong></td>
<td>McIntosh, P. (1990). White privilege: Unpacking the invisible knapsack.</td>
</tr>
<tr>
<td>Week 7</td>
<td>Ethnicity and Race III</td>
<td>Reading Quiz 5</td>
</tr>
<tr>
<td></td>
<td>• <strong>Course Text</strong></td>
<td>Singer, J. (2013). Stakeholder management in big-time college sport: The educational interests of the African American male athlete.</td>
</tr>
<tr>
<td>Week 8</td>
<td>Gender</td>
<td>Part I</td>
</tr>
<tr>
<td></td>
<td>• <strong>Course Text</strong></td>
<td>Coakley, J. (2007). Gender and sports. Does equity require ideological changes?</td>
</tr>
<tr>
<td>Week 9</td>
<td>Gender</td>
<td>Part II</td>
</tr>
<tr>
<td></td>
<td>• <strong>Course Text</strong></td>
<td>Coakley, J. (2007). Gender and sports. Does equity require ideological changes?</td>
</tr>
<tr>
<td>Week 10</td>
<td>Gender</td>
<td>Part III</td>
</tr>
<tr>
<td></td>
<td>• <strong>Course Text</strong></td>
<td>Gill &amp; Sloan-Green. (2013). Title IX and Black female student-athletes: Increasing sports participation through shared advocacy.</td>
</tr>
<tr>
<td>Week 11</td>
<td>Culture, Religion, and Language</td>
<td>Part I</td>
</tr>
<tr>
<td></td>
<td>• <strong>OSU Carmen</strong></td>
<td>Kahan (2002). Religiosity as a determinant of physical activity: The case of Judaism.</td>
</tr>
<tr>
<td></td>
<td>• <strong>OSU Carmen</strong></td>
<td>Kahan (2003). Islam &amp; physical activity. Implications for American sport and physical educators.</td>
</tr>
<tr>
<td></td>
<td>• <strong>OSU Carmen</strong></td>
<td>Sutherland &amp; Ward (2007). How to foster a positive, caring and respectful environment for all students.</td>
</tr>
</tbody>
</table>
Week 12 | Culture, Religion, and Language | Part II

Reading Quiz 9 | Readings

Week 13 | Culture, Religion, and Language | Part III

Reading Quiz 10 | Readings

Week 14 | Student Presentations of Article Critiques

Week 15 | Student Presentations of Article Critiques | Course Wrap-Up

Due: Article Critiques

Due: Article Critiques

References


