Term Information

Effective Term: Autumn 2015
Previous Value: Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
a change to prerequisite: Prereq: For PESPA major; or coaching minor; or physical activity specialist minor; or PE graduate program, or permission of instructor.

What is the rationale for the proposed change(s)?
Allow PETE strand, PAS strand, coaching minor, and physical activity specialist minor students to take the course.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
Allow PETE strand, PAS strand, coaching minor, and physical activity specialist minor students to take the course to fulfill their degree requirement.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Kinesiology: Physical Education
Fiscal Unit/Academic Org: Department of Human Sciences - D1251
College/Academic Group: Education & Human Ecology
Level/Career: Graduate, Undergraduate
Course Number/Catalog: 5795
Course Title: Socio-Cultural Issues in Physical Education
Transcript Abbreviation: Soci-Cultural PE
Course Description: Provides students with knowledge, understanding, and experience related to various socio-cultural issues within the physical education setting.
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? No
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

Prereq: For PESPA major; or coaching minor; or physical activity specialist minor; or PE graduate program, or permission of instructor.

Previous Value

Prereq: Admission to PESPA major, PE graduate program, or permission of instructor.

Exclusions

Not open to students with credit for EduPAES 795.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 13.1314
Subsidy Level Doctoral Course
Intended Rank Junior, Senior, Masters, Doctoral, Professional

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes

• Discuss research in physical education and sport that addresses the issues of ethnicity and race, gender, culture, religion, language, body image, sexual orientation and homophobia.

• Demonstrate an understanding of the issues of gender, race and ethnicity, culture, body image, and homophobia that affect K-12 student participation in physical education.

• Demonstrate an understanding of the use of critical and social justice pedagogies to address socio-cultural issues in physical education.

• Demonstrate an understanding of the hidden curriculum in physical education.

• Professionally critique examples of teaching in relation to socio-cultural issues and to provide concrete strategies to address these issues.

• Critically reflect on the impact of societal norms on teaching and participating in physical education.

Previous Value

Content Topic List

• Culture, education, and physical education/sport

• Theoretical background in sociological issues in physical education

• Ethnicity and race

• Gender

• Culture, Religion, and Language

• Sexual Orientation and Homophobia

• Disability

• Body Image, Overweight and Obesity

• Participation and Socialization

• Critical and Social Justice Pedagogies

• Hidden Curriculum
Previous Value

- Culture, education, and physical education.
- Gender
- Race and Ethnicity
- Homophobia
- Body Image
- Participation and Socialization
- Critical Pedagogy
- Hidden Curriculum

Attachments

- Syllabus_KNPE 5795_Autumn_2013_Hodge.pdf
  (Syllabus. Owner: Li, Weidong)

Comments

Workflow Information

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The Ohio State University
College of Education and Human Ecology
Department of Human Sciences | Kinesiology

Socio-Cultural Issues in Physical Education
KNPE 5795 | 0010 | Autumn 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: Monday 12:40—3:25 pm
Location: A-105 PAES Building
Textbook: Readings posted on OSU Carmen

Course Description
This course will provide students with knowledge, understanding, and experiences related to the following topics in the field of physical education and sport.

- Culture, education, and physical education/sport
- Theoretical background in sociological issues in physical education
- Ethnicity and race
- Gender
- Culture, Religion, and Language
- Sexual Orientation and Homophobia
- Disability
- Body Image, Overweight and Obesity
- Participation and Socialization
- Critical and Social Justice Pedagogies
- Hidden Curriculum

Rationale
This course is designed to provide an introduction to socio-cultural issues associated with physical education and sport within the United States of America. This course will also provide you with an understanding of how issues such as gender, race, body image, and homophobia affect K-12 students within physical education. In addition, this course will provide you with pedagogical strategies to help break the reproduction of these socio-cultural norms.

Relationship to Other Courses/Curricula:
This course will be a part of an important sequence of courses offered for prospective physical education students in the Kinesiology Program in the Department of Human Sciences. This course will provide you with knowledge and strategies to help you become more aware of how societal norms can influence participation in physical education and 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, you should be able to:

1. Discuss research in physical education and sport that addresses the issues of ethnicity and race, gender, culture, religion, language, body image, sexual orientation and homophobia.

2. Demonstrate an understanding of the issues of gender, race and ethnicity, culture, body image, and homophobia that affect K-12 student participation in physical education.

3. Demonstrate an understanding of the use of critical and social justice pedagogies to address socio-cultural issues in physical education.

4. Demonstrate an understanding of the hidden curriculum in physical education.

5. Professionally critique examples of teaching in relation to socio-cultural issues and to provide concrete strategies to address these issues.

6. Critically reflect on the impact of societal norms on teaching and participating in physical education.

**Course Expectations**

In order to do well in this course you should 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. Do not use plastic covers or folders. The writing style for this course must follow American Psychological Association (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 with 3 absences (i.e., on the 3rd absence), 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 session you will forfeit the points for that session since it is not possible to arrange make-up activities. However, absences due to 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 12:40 pm. You are expected to sign the attendance roster as you enter the classroom. 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 (70 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.

- **Case Study Analysis (60 points)**: You will read, review, reflect, and respond to three assigned case studies related to socio-cultural issues in physical education. All will require you to think critically about effective pedagogy for teaching a diverse student body.

- **Readings and Reflection Quizzes (70 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.

- **A Special Project (80 points)**: Small groups of students will select a topic related to socio-cultural issues in physical education on which to develop a special project. The project will be a resource packet for physical education teachers (Elementary or Secondary). The groups and topic for this project must be approved by the 4th week of class. A rubric for this special project will be posted on Carmen.

- **In class presentation of Special Project (20 points)**: Groups will present their special project on the assigned date [November 25 or December 2, 2013]. This 20-minute presentation of your resource packet must include an audio visual component and be interactive in nature. A rubric for the presentation will be posted on Carmen.

**Grading:**

<table>
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<th>Assignment</th>
<th>Points</th>
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<tr>
<td>In-Class Experiences</td>
<td>70</td>
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<tr>
<td>Case Studies [3 x 20 points each]</td>
<td>60</td>
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<tr>
<td>Read</td>
<td>Reflect Quizzes [7 x 10 points each]</td>
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<tr>
<td>Special Project — Presentation</td>
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<tr>
<td>Special Project</td>
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<td><strong>Total Points</strong></td>
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**Letter Grade Scale:**

- A 93% & above
- A- 90-92.9%
- B+ 87-89.9%
- B 83-86.9%
- B- 80-82.9%
- C+ 77-79.9%
- C 73-76.9%
- C- 70-72.9%
- D+ 67-69.9%
- D 60-66.9%
- E 60% and below
Diversity:
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.

Special Accommodations:
Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the semester as possible to receive effective and timely accommodations. Together we will work with the Office for Disability Services to identify appropriate accommodations.

Academic Dishonesty:
You are expected to behave in accordance with the Student Code while enrolled in this course. Examples of student misconduct include, but are not limited to, use of unauthorized materials during testing; receiving/providing answers from/for others during testing; submitting responses to quizzes or case studies that is not an accurate reflection of your own preparation and knowledge or does not represent work you completed; claiming as your own, the written work of others; and plagiarizing from the literature without referencing. These are some examples of academic misconduct. All instances of academic misconduct will be reported and dealt with according to the procedures outlined by the University Committee on Academic Misconduct.

Per University Rule 3335-31-02, ‘Each instructor shall report to the committee on academic misconduct all instances of what he or she believes may be academic misconduct.’ Cheating on examinations, submitting work of other students as your own, or plagiarizing in any form will result in penalties ranging from an ‘F’ on an assignment to expulsion from the University, depending on the seriousness of the offense.

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.

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.”

This course syllabus is also available in alternative formats upon request.
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<tr>
<th>Week 1</th>
<th>August 26</th>
<th>Introduction to course</th>
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<td>Socialization</td>
<td>Kirk, D. (2002). The social construction of the body in PE and sport (pp. 79-89).</td>
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| Week 2  | September 2 | NO CLASSES | LABOR DAY |

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<th>Week 3</th>
<th>September 9</th>
<th>Social Construction of Student Diversity</th>
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<td>Hodge, Lieberman, &amp; Murata. (2012b). Teaching a diversity of learners (pp. 29-44).</td>
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<th>Week 4</th>
<th>September 16</th>
<th>PETE Teacher Educators, Teacher Candidates, and Teachers</th>
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<th>Week 5</th>
<th>September 23</th>
<th>Ethnicity and Race I</th>
<th>Case Study 1</th>
<th>Conflict Resolution (Hodge et al., 2003b)</th>
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<td>Coakley, J. J. (2004b). Race and ethnicity. Are they important in sports?</td>
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<th>September 30</th>
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<td>Culp, B. (2013). Using archetypes to introduce social justice in PETE.</td>
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| Week 7 | Gender | Case Study 2 | Gender Equity (Lynn et al., 2000)  
Readings on Carmen  
- Coakley, J. (2004a). Gender and sports. Does equity require ideological changes?  
- Hannon & Williams (2008). Should secondary physical education be coeducational or single-sex?  
|--------|--------|--------------|--------------------------------------------------|
| Week 8 | Culture, Religion, and Language | Reading Quiz 4 | Readings on Carmen  
- Sutherland & Ward (2007). How to foster a positive, caring and respectful environment for all students. |
| Week 9 | Sexual Orientation/Homophobia | Reading Quiz 5 | Readings on Carmen  
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<td>Week 10</td>
<td>Disability</td>
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<td>• Hodge, Lieberman, &amp; Murata. <em>(2012a)</em>. Education and students with disabilities (pp. 1-28).</td>
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<td>• Sherlock-Shangraw, R. <em>(2013)</em>. Creating inclusive youth sport environments with the universal design for learning.</td>
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<td>• Li &amp; Rukavina. <em>(2008)</em>. A review on coping mechanisms against obesity bias in physical activity/education settings.</td>
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<td>• Rukavina &amp; Li. <em>(2007)</em>. School physical activity interventions: do not forget about obesity bias.</td>
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<td>• Rukavina, Li, &amp; Rowell. <em>(2008)</em>. A service learning based intervention to change attitudes toward obese individuals in kinesiology pre-professionals.</td>
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<td>• Flory &amp; McCaughtry. <em>(2011)</em>. Culturally relevant physical education in urban schools: Reflecting cultural knowledge.</td>
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<td>• Hodge, Lieberman, &amp; Murata. <em>(2012b)</em>. Teaching a diversity of learners (pp. 44-56).</td>
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References


