

OHIO STATE NEW COURSE REQUEST

College: EDUCATION AND HUMAN ECOLOGY

Academic unit :SCHOOL OF PHYSICAL ACTIVITY AND EDUCATIONAL SERVICES Book 3 Listing: EDU PAES (e.g., Portuguese)

Proposed Course No: 211 Full Title of Course HISTORY OF SPORT, PHYSICAL CULTURE AND THE BODY IN TWENTIETH - CENTURY AMERICA

Proposed Effective Qtr/Yr: SU [] AU [x] WI [] SP [] YEAR: 2008 (See OAA Academic Organization and Curriculum Handbook for Deadlines)

A. Course Offerings Bulletin Information. Follow instructions in the OAA Academic Organization and Curriculum Handbook.

Is this a course with decimal subdivisions? If so, use one New Course Request form for the generic information that will apply to all subdivisions. Use separate forms for each new decimal subdivision, including on each form only the information that is unique to that subdivision.

18-Character Transcript Abbreviation: Level U [x] G [] P [] Credit Hours: 05

Description (not to exceed 25 words): Explores intersection of sport and society in 20th century America. Looks at influences of consumer society; commercialization; class, race, gender and ethnicity; media; international sport.

Quarter offered (check): SU [] AU [x] WI [x] SP [x] *Distribution of class time/contact hours: 5 1 hr cl. Quarter and contact/class time hours information should be omitted from Book 3 publication: (check here) []

Prerequisite (s): none

Exclusion or limiting clause : none

Repeatable to a maximum of n/a_ credit hours.

Cross-listed with: N/A

Grade Option (Please check): Letter [x] S/U [] Progress []

If this course is Progress graded, what course is the last one in the series?

Honors Statement: Yes [] No [x] GEC: Yes [x] No [] Admission Condition Course: Yes [] No [x]
Off-Campus: Yes [] No [x] EM: Yes [] No [x]
Embedded Honors Statement: Yes [] No [x]
Service Learning Course*: Yes [] No [x]

*To learn more about this option, please visit http://artsandsciences.osu.edu/currofc/

Other General Course Information: (e.g. "Taught in English." "Credit does not count toward BSBA degree.")

Subject Code 130901 Subsidy Level (V, G, T, B, M, D, or P) G
(If you have questions please email Jed Dickhaut @ dickhaut.1@osu.edu)

Will course be taught in distance learning format: Yes [] No [x]

B. General Information:

1. Provide the rationale for proposing this course:

This course is part of a proposed two sequenced GEC class – HISTORY OF SPORT, PHYSICAL CULTURE AND THE BODY IN AMERICA (one class focuses on the 19th century; the other on the 20th century). . These courses are premised on the belief that tapping into student's interest in sport offers a more palatable vehicle to have them examine a variety of themes related to the broader societal, cultural and economic alterations America experienced during these two centuries This procedure is and has been employed with much success at colleges and universities nationwide. More specifically, through an examination of how sport and the body intersect with the larger society students will be introduced to a host of significant twentieth century American themes (e.g., rise of the consumer society; technological innovations; changing face of the media; black and women's movement; and America's ever increasing presence in the international scene) in a manner which makes this topic more relevant to their academic interests.

2. List Major/Minor affected by the creation of this new course. Attach revisions of all affected programs.
This course is (check one) Required Elective Other (Explain) Encouraged

* If the course offered is less than quarter, term, or semester, please also complete the Flexibly Scheduled/Off Campus/Workshop Request form.

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.
We will be dropping PAES 410 once 210 & 211 are approved. We do not want to withdraw 410 until 210 & 211 are both approved

because 410 is currently a requirement for our major students. 210 & 211 will be taking the place of 410 once approved.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List: EDU PAES 210 History in Sport, Physical Culture and The Body in Nineteenth Century

5. If this course is part of a sequence, list the number of the other course(s) in the sequence:
EDU PAES 210 History in Sport, Physical Culture and The Body in Nineteenth Century. This course will be a sequence for PAES major students.

6. Expected section size: 40 Proposed number of sections per year 4:


7. Do you want prerequisites enforced electronically? (See OAA Curriculum Manual for what can be enforced.) Yes No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms): Not Applicable

History Department

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA Curriculum Handbook.

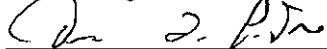
APPROVAL SIGNATURES (As needed. All signatures on lines in ALL CAPS (e.g. ACADEMIC UNIT) must be completed

 Steven Dewar 12/10/07
Academic Unit Undergraduate Studies Committee Chair (Undergraduate course) Printed Name Date

Academic Unit Graduate Studies Committee Chair (Undergraduate/Graduate course) Printed Name Date

 Helen Jackson 3/10/08
School/College Undergrad Curriculum Committee (Undergraduate/Graduate course) Printed Name Date

School/College Graduate Curriculum Committee (Undergraduate/Graduate course) Printed Name Date

 Dan L. P. Jr. 12-27-07
ACADEMIC UNIT CHAIR/SCHOOL DIRECTOR Printed Name Date

 Sandra Stewart 3/10/08
COLLEGE DEAN Printed Name Date

Graduate School (If Appropriate) Printed Name Date

ASC Curriculum Committee Chair (If Appropriate) Printed Name Date

University Honors Center (If Appropriate) Printed Name Date

Office of International Education (study tour only) Printed Name Date

ACADEMIC AFFAIRS Printed Name Date

The Ohio State University
College of Education and Human Ecology
School of Physical Activity & Educational Services
Winter 2009
M-F 11-1148a

Melvin L. Adelman
A256 PAES Building
Associate Professor
Coordinator of Sport Leadership/Sport Humanities Undergraduate Strand

688-4027
adelman.1
office hours TR 1:00-2:00

EDU PAES 211

HISTORY OF SPORT, PHYSICAL CULTURE AND THE BODY IN TWENTIETH-CENTURY AMERICA

Explores intersection of sport and society in 20th century America. Looks at influences of consumer society; commercialization; class, race, gender, ethnicity; media; international sport.

5 hour class

Undergraduates

U 5 - 5 1hr. classes; no perquisites; A, W, S

OBJECTIVES

1. Following the successful completion of this course the student will understand how the examination of sport, physical culture and the changing concept of the body in 20th century America provide a lens through which s/he can simultaneously explore the societal, intellectual, scientific and technological alterations; the rise of the consumer society and the ever changing media; the black and women's movements and America's increasing presence in the international scene.
2. Following the successful completion of this course the student should be able to think more critically about historical issues and the historical process and to learn to read and interpret historical information for him/her self.
3. Following the successful completion of this course the student should better understand how the confluence between societal influences and human actors contoured changes in the structure of sport and altered attitudes towards sport, physical culture and the body.
4. Following the successful completion of this course the student should understand how individuals and social groups brought and extrapolated multiple meanings from their engagement in sport and physical culture and from their different social constructions of the body.
5. Following the successful completion of this course the student should be able to understand how sport, physical culture and body image is another area in America that was "contested terrain" (appreciate the meaning of this construct) among various social groups and to have them think more thoughtfully on how shifting power relations influenced how we came to envision what constitutes sport and the proper concept of the body.

REQUIRED READINGS

Benjamin G. Rader, *American Sports: From the Age of Folk Games to The Age of Televised Sports* (Upper Saddle NJ: Prentice Hall, 2004).

Susan Cahn. Coming On Strong: Gender and Sexuality in Twentieth- Century Women's Sport (New York, Free Press, 1994).

Amy Bass, *Not The Triumph but the Struggle: The 1968 Olympics and The Making of the Black Athlete*. Minneapolis : University of Minnesota Press, 2002

Micheal Oriard, *Brand NFL: Making and Selling America's Favorite Sport* (Chapel Hills: University of North Carolina Press, 2007).

Zip Package.

BIBLIOGRAPHY

Alexander, Charles C. *Breaking the Slump: Baseball in the Depression Era*. New York: Columbia University Press, 2002.

Austin, Brad. "Protecting Athletics and the American Way: Defense of Intercollegiate Athletics at Ohio State Across the Big Ten During the Great Depression," *Journal of Sport History*, 27 (2002): 247-70.

Burgos, Adrian Jr. *Playing America's Game: Baseball, Latinos and the Color Line* (Berkeley: University of California Press, 2007).

Burk, Robert F. *Much More than a Game: Players, Owners & American Baseball Since 1921* (Chapel Hill: University of North Carolina Press, 2001).

Carroll, John M., *Red Grange and the Rise of Modern Football*. Urbana: University of Illinois Press, 1999).

Cayleff, Susan E., *Babe: The Life and Legend of Babe Didrikson Zaharias* (Urbana: University of Illinois Press, 1995).

Cooper, Pamela. "Marathon Women And The Corporation," *Journal of Women's History*, 7 (1995): 62-77.

Cunningham, Carson, "The Russell Model: Melbourne 1956 and Bill Russell's New Standard," *Olympika: The International Journal of Olympic Studies* 15 (2006): 59-86.

Doyle, Andrew " 'Causes Won, Not Lost': College Football and the Modernization of the American South," *International Journal of the History of Sport* 11 (1994): 231-51.

Dyreson, Mark. "The Emergence of Consumer Culture and the Transformation of Physical Culture: American Sport in the 1920s," Journal of Sport History, 16 (1990), 261-81.

Dyreson, Mark. *Making the American Team: Sport, Culture and The Olympic*

Experience (Urbana: University of Illinois Press, 1998).

Edwards, Harry. *The Revolt of the Black Athlete* (New York: Free Press, 1969).

Euchner, Charles C. *Playing The Field: Why Sports Teams Move and Cities Fight to Keep Them* (Baltimore: Johns Hopkins University Press, 1993).

Evensen, Bruce J. "Jazz Age Journalism's Battle over Professionalism, Circulation, and the Sports Page," *Journal Of Sport History* 20 (1993): 229-46.

Fetter, Henry D. *Taking on the Yankees : winning and losing in the business of baseball, 1903-2003*. New York : W.W. Norton & Co., 2003.

Fisher, Donald M. "The Rochester Royals and the Transformation of Professional Basketball, 1945-57," *International Journal of the History of Sport*, 10 (1993): 20-44.

Fox, William Price. *Satchel Paige's America*. Tuscaloosa : University of Alabama Press, 2005.

Gendzel, Glen. "Competitive Boosterism: How Milwaukee Lost the Braves," *Business History Review* 69 (1995): 530-66.

Gerber, Ellen. "The Controlled Development of Collegiate Sport for Women, 1923-1936," *Journal of Sport History* 2 (1977): 1-21.

Gorn Elliot J. ed., *Muhammad Ali: The People's Champ* (Urbana: University of Illinois Press, 1995).

Hartmann, Douglas. *Race, Culture and the Revolt of the Black Athlete: The 1968 Olympic Protests and Their Aftermath* (Chicago: University of Chicago, 2003).

Hult, Joan. "The Governance of Athletics for Girls and Women: Leadership for Women Physical Educators, 1899-1949," *Research Quarterly for Exercise and Sport* Centennial Issue, (April 1986): 64-77.

Korr, Charles P. *The End of Baseball As We Knew It: The Players Union , 1960-81*. (Urbana: University of Illinois Press, 2002

LeCompte, Mary Lou. *Cowgirls of the Rodeo: Pioneer Professional Athletes* (Urbana: University of Illinois Press, 1993).

Lamb, Chris. *Blackout: the untold story of Jackie Robinson's first spring training*. Lincoln: University of Nebraska Press, 2004.

Lanctot, Neil. *Fair Dealings and Clean Playing: The Hillsdale Club and the Development of Black Professional Baseball, 1910-1932* (Jefferson, N.C.: McFarland, 1994).

Lester, Robin, *Stagg's University: The Rise, Decline, and Fall of Big-Time Football at Chicago* (Urbana: University of Illinois Press, 1995).

- Levine, Peter. *Ellis Island to Ebbets Field: Sport and the American Jewish Experience* (New York: Oxford University Press, 1992),
- Mandelbaum, Michael. *The meaning of sports: why Americans watch baseball, football, and basketball, and what they see when they do*. New York : Public Affairs, 2004.
- Martin, Charles H. "Integrating New Year's Day: The Racial Politics of College Bowl Games in the American South," *Journal of Sport History* 24 (1997): 358-77.
- Miller, James Edward. *The Baseball Business: Pursuing Pennants and Profits in Baltimore* (Chapel Hill: University of North Carolina Press, 1990).
- Miller, Patrick B. "To 'Bring the Race along Rapidly': Sport, Student Culture, and Educational Mission at Historically Black Colleges during the Interwar Years," *History of Education Quarterly* 35 (1995): 111-33.
- Nathan, Daniel A. *Saying It's So. A Cultural History of the Black Sox Scandal* (Urbana: University of Illinois Press, 2003).
- Peiss, Kathy. *Cheap Amusements: Working Women and Leisure in Turn- of the Century New York* (Philadelphia: Temple University Press, 1986).
- Porter, Karra. *Mad Seasons: The Story of the First Women's Professional Basketball League, 1978-1981*. Lincoln: University of Nebraska Press, 2006.
- Rader, Benjamin G. "The Quest for Self Sufficiency and the New Strenuousness: Reflections on the Strenuous Life of the 1970s and 1980s," *Journal of Sport History*, 18 (1991): 255-66 .
- Rapp, Kevin J. "Forced to Punt: How the Bowl Championship Series and the Intercollegiate Arms Race Negatively Impacted the Policy Objectives of Title IX," *Indiana Law Journal* 80 (2005): 1167-87.
- Ribowsky, M., *Josh Gibson: The Power and the Darkness* (Urbana: University of Illinois Press, 2004)
- Roberts, Randy and James Olson, *Winning is the Only Thing: Sport in America Since 1945* (Baltimore: Johns Hopkins University Press, 1989).
- Rosensweig Daniel. *Retro Ball Parks: Instant History, Baseball, and the New American City*. Knoxville: University of Tennessee Press, 2005.
- Ruck, Rob. *Sandlot Seasons: Sport in Black Pittsburgh* (Urbana: University of Illinois Press, 1987).
- Seymour, Harold. *Baseball: The Golden Years* New York: Oxford University Press, 1971).
- Silber, Irwin. *Press Box Red: The Story of Lester Rodney, the Communist Who Helped Break the Color Line in American Sports*. Philadelphia: Temple University Press, 2003.
- Smith, Ronald A. *Play by Play: Radio, Television, and Big Time College Sport* (Baltimore: Johns Hopkins University Press, 2001)
- Snyder, Brad. *Beyond the Shadow of the Senators: The Untold Story of the Homestead Grays and the Integration of Baseball*. Chicago: Contemporary Books, 2003.

- Sperber, Murray. *Beer and Circus: How Big-time College Sports is Crippling Undergraduate Education* (New York: Henry Holt, 2000)
- Sullivan, Russell. *Rocky Marciano: The Rock of His Times*. Urbana: University of Illinois Press, 2002
- Szymanski, Stefan & Zimbalist, Andrew S. *National pastime: how Americans play baseball and the rest of the world plays soccer*. Washington, D.C.: Brookings Institution Press, 2005
- John R. Thelin, *Games Colleges Play: Scandal and Reform In Intercollegiate Athletics* (Baltimore: Johns Hopkins University Press, 1994).
- Toma, J. Douglas. *Football U.: Spectator Sports and Building the American University*. Ann Arbor: University of Michigan Press, 2003
- Tygiel, Jules. *Extra Bases: Reflections on Jackie Robinson, Race, & Baseball History*. Lincoln: University of Nebraska Press, 2002
- Vanderberg-Davies, Jodie. "The Manly Pursuit of Partership Between the Sexes: The Debate Over YWCA Programs for Women and Girls," *Journal of American History* (1992): 1324-46.
- Walton, Theresa A. "Title IX: Forced to Wrestle Up the Backside." *Women in Sport and Physical Activity Journal* 12 (2003): 5-22.
- Watterson, John. *College Football: History, Spectacle, Controversy* (Baltimore: Johns Hopkins University Press, 2000)
- Wiggins, David. "The Future of College Athletics Is At Stake: Black Athletes and Racial Turmoil on Three Predominantly White University Campuses, 1968-1972," *Journal of Sport History* 15 (1988): 304-33.
- Wong, John. *Lords of the Rinks: The Emergence of the National Hockey League, 1875-1936* (Toronto: University of Toronto Press, 2005).
- Wushanley, Ying. *Playing Nice and Losing: The Struggle for Control of Women's Intercollegiate Athletics: 1960-2000* (Syracuse: Syracuse University Press, 2004)
- Zang, David W. *Sports Wars: Athletes in the Age of Aquarius*. Fayetteville: University of Arkansas Press, 2001

Grading Plan

Attendance, Preparation, & Participation

200 points

For each class attended you will receive 2 points. Those entering late will receive no points so be on time. There are no excused absence, but if there is a valid (I am the sole arbiter of what is valid) reason why you can't make up a class you can regain the lost points by doing an additional reading assignment related to the class. (usually an additional article.

There will be 100 points for class participation. Your share of this amount will be based on the degree of your engagement in the discussions, questions raised. While silence may be golden, this is not the place for it. However, it is the quality of your participation that counts not the frequency of your voice.

Examinations

500 points

There will be two essay examinations. The midterm is worth 200 points and the final exam is worth 300 points. Each exam is designed to see whether you have done the readings and how effectively and in detail you are able to integrate, synthesize and analyze the lectures, class discussions, and readings.

Grading Rubric

A exam: greatly exceeds the simple standards of the exam, showing substantial depth of insight, creativity, research, and an excellent level of argumentation.

- clear organization reflective of and appropriate to nature of argument. Language is used in a way that moves the reader easily from examples to analysis to conclusions
- argument is consistently clear, carefully developed, and extensively supported by a variety of evidence.
- delivery is entirely free of significant errors and has clear evidence of very careful editing.

B exam: exam questions answered well

- clear organization which reflects a consistent strategy
- argument is clear, well-developed, and supported with strong evidence
- delivery is entirely free of significant errors and has clear evidence of editing.

C exam: exam question answered adequately

- has a clear structure and organization, including a thesis
- argument is clear and supported with documented evidence.
- delivery is largely free of significant errors and paper shows evidence of good editing

D exam: exam question answered inadequately

- lacks a clear structure or maintains it inconsistently
- argument is present but lacks adequate evidentiary support.
- delivery has significant errors.

E exam: fails to reach any acceptable standard

CLASS PAPER

300 POINTS

The paper will be 5-7pp. in length and will most likely involve critical thinking about one or more of the assigned readings.

Grade Structure based on total number points available at end of quarter:

940-1000 points= A
 900 – 939 points= A-
 870 – 899 points= B+
 835- 869 points= B
 800- 834 points= B

- 770- 799 points = C+
 735- 769 points = C
 700- 734 points = C-
 670- 699 points = D+
 600- 669 points = D
 599 and below = E

***Topical Outline - Schedule of Topics, Readings, Assignments – Including assignment due dates, exam dates, and final exam date and time**

WEEK ONE: SPORT IN PROGRESSIVE AMERICA

1. Sport and progressive thought
2. The rise of interscholastic sports
3. Jack Johnson and white fears - - racial tension in America
4. Baseball- from embodiment of American democracy to 1919 Scandal
5. Sport and the impact of World War I

WEEK TWO: THE GOLDEN DECADE OF SPORT

1. Sport and the Consumer Society
2. The new sporting heroes - Ruth, Grange and Dempsey
3. The golden age of sport
4. Women in sport - - the issue of competition
5. The Sports Promoters- - Rickard, Pyle and Arch Ward

WEEK THREE: SPORT AND PHYSICAL EDUCATION IN THE INTERWAR YEARS

1. The Rise of Pro Football
2. College Football in Good and Bad Times
3. Black Baseball in the Interwar Years
4. The New Media – Newsreels, Radio and the Nationalization of Sport
5. There Were Giants in the Field -

WEEK FOUR: SPORT DURING THE DEPRESSION and WORLD WAR II

1. Sport during the depression years
2. A New Heavyweight Champion – Joe Louis and the Politics of Race
3. The Greatest – Babe – Female Athlete
4. America at the Nazi Olympics – Sport and International Politics
5. Sport and World War II

WEEK FIVE: SPORT IN THE IMMEDIATE POST WORLD WAR II ERA

1. Sport in the postwar era - - the new setting
2. Jackie Robinson and the integration of major league baseball
3. The All-America Football Conference and the Surging Popularity of Pro Football
4. The Beginning of Television
5. **MID TERM EXAMINATION**

WEEK SIX: SPORT AT MIDCENTURY

1. Sport and the Changing Demographics – The Movement of Teams
2. The Media is the Message: Sport and the Growth of the Tube

3. The Black Athlete in the Civil Rights Era
4. Scandal Rocks College Sport
5. The Cold War on the Sporting Field

WEEK SEVEN: SPORT DURING THE 1960S

1. Urban Boosterism and New Cities and New Teams
2. The American Football League and Professional Football
3. The revolt of the black athlete
4. The Greatest-Muhammad Ali, Race in National and International Sport
5. The Counterculture and the critique of sport

WEEK EIGHT: CHANGING AND TURBULENT TIMES

1. Sport and the Olympics: Turbulent Times in Mexico City
2. Sport and The M Olympics (Munich, Montreal and Moscow) and Los Angeles
3. The Changing Face of Women's Sport: Title IX
4. The Changing Face of Women's Sport: Billie Jean King and Professional Sport
5. The Changing Face of Women's Sport: From NAIW to NCAA

WEEK NINE: THE BUSINESS OF SPORT

1. The New Business of Sport
2. New Player-Management Relations
3. ESPN and the New Sports Media
4. The Business of College Sport
5. This Sporting Moment is Brought to You By

WEEK TEN: SPORT AT THE TURN OF THE TWENTY-FIRST CENTURY

1. Problems in the world of sport - - From corruption to drugs
2. The fitness craze, participatory sport and cultural narcissism
3. The Globalization of Sport
4. Playing Locally, Selling Internationally – the case of Air Jordan
5. Conclusion: Sport and American Culture at the Start of the Twenty-First Century

READINGS

Benjamin G. Rader, *American Sports: From the Age of Folk Games to the Age of Televised Sports* (Upper Saddle NJ: Prentice Hall, 2004).

Susan Cahn. Coming On Strong: Gender and Sexuality in Twentieth-Century Women's Sport (New York, Free Press, 1994).

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Micheal Oriard, *Brand NFL: Making and Selling America's Favorite Sport* (Chapel Hills: University of North Carolina Press, 2007).

Zip Package

WEEK NINE: THE BUSINESS OF SPORT

Rader, *American Sports*, 261-277, 318-330.

Oriard, *Brand NFL*, entire book

WEEK TEN: SPORT AT THE TURN OF THE CENTURY

Rader, *American Sports*, 330-337.

Walter LaFeber, "The Greatest Endorser of the Twentieth-Century or An Insidious Form of Imperialism," *Mic Jordan and the New Global Capitalism* (New York: W.W. Norton, 2002), 130-164.

POLICIES for Student Conduct and Participation

Cell phones and beepers are prohibited from this class and if they go off, you will be asked to leave the class and will be considered absent.

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, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with 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/info_for_students/csc.asp).

ODS Statement -- Any student who feels s/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/>. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

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. "

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 School of Physical Activity and Educational Services (PAES) 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 School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability