

## Term Information

Effective Term Summer 2024

## General Information

Course Bulletin Listing/Subject Area Kinesiology:Spt Indsty Spt Mgt  
Fiscal Unit/Academic Org Department of Human Sciences - D1251  
College/Academic Group Education & Human Ecology  
Level/Career Undergraduate  
Course Number/Catalog 3100  
Course Title Where Sport Happens  
Transcript Abbreviation Where Sprt Happens  
Course Description An examination of spaces & places where sport occurs: playground, park, pitch, course, field house, rink, arena, ballpark, racetrack, stadia, etc. Students explore how/where/why such spaces get built; how players/participants/spectators define themselves within boundaries; the impact on local economies, community identities, national images; changes over time; & how they are imagined/re-imagined.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 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, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 31.0504  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

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

## Course Details

### Course goals or learning objectives/outcomes

- Students will be able to describe the history of built environments of sport and explore how these spaces have come to exist as unique social locations with unique boundaries, mores, and social contracts.
- Students will be able to classify how these spaces have come to encompass varied forms of human connection and belonging.
- Students will be able to illustrate the economic forces which shape where, when, why, how, and even if such places are built and maintained.
- Students will be able to interpret case studies and apply the root themes within the course to specific lived environments over an extended period of time.

### Content Topic List

- Spaces and Places: Corporate Naming Rights, History, Culture, The Social Contract of Sport
- Community and Identity: Nature of Fandom, School Spirit, Rooting for Laundry
- Livelihoods: Should you Build a Venue? Where? Why? Who Should Build your Venue? Should you Host the World Cup or Olympics?
- Past, Present, Future: Ghosts of Ebbets Field, Madison Square Garden vs. Penn Station, The Shoe and The Big House, Dos a Cero

### Sought Concurrence

Yes

## Attachments

- 3100 KNSISM Cover Letter - Moe.pdf: 10.12.23 - On behalf of Faculty  
*(Cover Letter. Owner: Tackett, Kimberly Ann)*
- 3100 KNSISM Cover Letter.pdf: 10.12.23 From Instructor  
*(Cover Letter. Owner: Tackett, Kimberly Ann)*
- 3100 KNSISM GE Submission Form.pdf: 10.12.23  
*(Other Supporting Documentation. Owner: Tackett, Kimberly Ann)*
- Concurrence - City and Regional Planning.pdf: City and Regional Planning  
*(Concurrence. Owner: Bagent, Aaron Michael)*
- Request for Concurrence - Architecture.pdf: Architecture  
*(Concurrence. Owner: Bagent, Aaron Michael)*
- 3100 KNSISM Syllabi.pdf: 2.28.24 Revised Syllabus  
*(Syllabus. Owner: Tackett, Kimberly Ann)*
- Memo Response KNSISM 3100.pdf: 2.28.24 Memo Response  
*(Other Supporting Documentation. Owner: Tackett, Kimberly Ann)*

## Comments

- See Feedback email sent to department 12-11-2023 *(by Steele, Rachel Lea on 12/11/2023 09:30 AM)*

**COURSE REQUEST**  
3100 - Status: PENDING

Last Updated: Bagent,Aaron Michael  
02/29/2024

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Tackett, Kimberly Ann	10/12/2023 01:54 PM	Submitted for Approval
Approved	Tackett, Kimberly Ann	10/12/2023 04:43 PM	Unit Approval
Approved	Bagent, Aaron Michael	10/30/2023 07:44 AM	College Approval
Revision Requested	Steele, Rachel Lea	12/11/2023 09:30 AM	ASCCAO Approval
Submitted	Tackett, Kimberly Ann	02/28/2024 03:09 PM	Submitted for Approval
Approved	Tackett, Kimberly Ann	02/28/2024 03:10 PM	Unit Approval
Approved	Bagent, Aaron Michael	02/29/2024 07:55 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/29/2024 07:55 AM	ASCCAO Approval



Sue Sutherland  
Chair, Undergraduate Studies Committee  
Department of Human Sciences, College of Education and Human Ecology  
A266 PAES Building  
305 Annie & John Glenn Avenue  
Columbus, OH 43210

PAES Building, First Floor  
305 Annie & John Glenn Avenue  
Columbus, OH 43210

614-688-1444 Phone  
614-292-7229 Fax

[go.osu.edu/HS](http://go.osu.edu/HS)

Dear Sue,

On behalf of the KNSISM faculty, I would like to submit for approval a new undergraduate course, KNSISM 3100: Where Sport Happens, targeted at the Lived Environments general education theme.

**Consumer Sciences**  
262 Campbell Hall  
1787 Neil Avenue  
614-292-4389 Phone  
614-688-8133 Fax

**Human Development  
and Family Science**  
135 Campbell Hall  
1787 Neil Avenue  
614-292-7705 Phone  
614-292-4365 Fax

The course has four parts, each of which explores the lived environments of sport from a different perspective.

**Human Nutrition**  
325 Campbell Hall  
1787 Neil Avenue  
614-292-0827 Phone  
614-292-4339 Fax

Part one, Spaces and Places, focuses primarily on the history of the built environment of sport and its relationship to the history and philosophy of architecture, urban planning, and the ways in which human societies engineer “natural” environments. It also examines how the environment of sport, both built and imagined, defines a sporting event as a unique conceptual space with unique rules, mores, and conventions — a world, for example, where football is not assault and in which spectators and participants have differentiated roles.

**Kinesiology**

PAES Building, First Floor  
305 Annie & John Glenn Ave  
614-292-5679 Phone  
614-292-7229 Fax

Part two, Community and Identity, focuses on the ways in which people have come to invest varied forms of individual and community identity into sport — via fandom, school spirit neighborhood and urban identity, ethnic and sectarian identifications, hooliganism and other forms of socialized violence, and political commitments up to and including nationalism — and how these identities are defined and encompassed by the built and imagined environments of sport.

Part three, Livelihoods, focuses on the economic and political consequences of sport facilities construction and the impact they have on other aspects of public policy and community life. For example, should a city use public resources to build or subsidize a sporting facility? Should a city seek to attract or retain franchises? Does a city or a nation benefit from hosting international sporting events such as the Olympics or the World Cup? What are the economic benefits, if any, of resources invested in sports facilities?

The final section, Past, Present, and Future, asks students to synthesize themes from the first three sections by focusing on case studies in specific locations over extended periods of time: the history of the Brooklyn/Los Angeles Dodgers and the built environments of sport in Brooklyn (Ebbets Field), Los Angeles (Dodger Stadium) and Queens (Shea Stadium and Citi Field); Penn Station, Madison Square Garden, and the

battle over who and what determines the value of urban public space; the OSU-Michigan rivalry as a case study in the investiture of identity into American intercollegiate sport well beyond the boundaries of campus; and the emergence of Columbus, Ohio as a “major league city” via NHL and MLS expansion, the construction of associated facilities, and the efforts necessary to remain “major league” in the face of franchise migration and/or facilities obsolescence.

I believe this course enhances the curricular goals of the Sport Industry major and has a high likelihood of being approved as a general education course under the Lived Environments theme. It was developed with support from the Strategic Plan Teaching Work Group and aligns with department priorities with respect to GE course development and enhancement of the undergraduate student experience. Syllabus and supporting materials are attached.

Sincerely,



Marc Horger  
Senior Lecturer  
Sport Industry/Sport Management



THE OHIO STATE UNIVERSITY

College of Education and Human Ecology

Department of Human Sciences

Sport Industry

September 26, 2023

Sue Sutherland

Chair, Undergraduate Studies Committee

College of Education and Human Ecology, Department of Human Sciences

Dear Sue,

The KNSISM faculty have reviewed Marc Horger's proposal for undergraduate course KNSISM 3100: Where Sport Happens, targeted at the Lived Environments general education theme.

We appreciate all the effort Marc has put into the design, development and intentionality of the course. We unanimously support and approve, by a vote of 3-0, Marc continuing forward with seeking official approval and implementation of KNSISM 3100 (Sept 2023). We believe the adequate designation for said course should be a Group A selection, due to the 3000-level nature and the KNSISM status of said course.

If you have any questions or comments, please do not hesitate to contact me. Thank you for the consideration.

Sincerely,

Moetiz Samad

Sport Industry UG Curriculum Committee Representative

TO: ASC Curriculum Committee (Themes I Subcommittee and Theme Advisory Group for Lived Environments)  
FROM: Marc Horger (Sport Industry, Lead Faculty for KNSISM 3100)  
DATE: 2/27/24  
SUBJ: KNSISM 3100 (New course, GE Theme: Lived Environments)  
RE: Response to requested revisions on 11/28/23

Changes are also highlighted in the syllabus for quick reference.

1. The reviewing faculty ask that the department obtain a concurrence for the course from the Austin E. Knowlton School of Architecture, including the City and Regional Planning and Architecture sections.

**Response: See documents attached**

Letters obtained from both Architecture and City and Regional Planning

2. The reviewing faculty ask that the department provide a full bibliography for the course. While pg. 2 does note that "Additional readings will be made available in Carmen.", the reviewing faculty would like more details about these readings, as they will be helpful in assessing the advanced nature of the course. While readings are only one of many factors used to determine whether a course provides an "advanced, in-depth, and scholarly" study of a subject, the reviewing faculty note that the required textbooks (listed on pg. 2 of the syllabus) are not from academic presses; thus, they hope to see additional readings of a scholarly nature that support the required textbooks. Alternatively, if the unit feels that the text is advanced, the reviewing faculty ask that the department explain more clearly how it presents the course material at an advanced level that contributes to students' critical thinking.

**Response: PG. 2, 10-12**

A new appendix containing a bibliography of the additional readings to be provided to students inside Carmen. As these readings are mostly available without charge via OSU Libraries and/or related resources such as JSTOR and Project MUSE, this bibliography has been made clickable for the convenience of the committee, permitting reviewers to examine materials as they see fit. In addition, one of the assigned texts, Flowers, Sport and Architecture, is also available in this manner, and has likewise been made clickable for review.

3. The reviewing faculty ask that the department provide more information about how the assignments and topics constitute and advanced study of the theme. To this end, they ask that the department do the following:
  - A. Expand the assignment descriptions (the subcommittee is especially interested in more details about the Response Essays and the Concluding Project) found on pg. 3 of the syllabus.

**Response: PG. 3**

Revised and expanded assignment descriptions.



- B. Expand the paragraph that follows the GEN Goals and ELOs (syllabus pg. 2) with more information for students about how the course fits the Goals and ELOs of the GEN category, especially ELOs 1.1 and 1.2.

**Response: PG. 2**

Additional language following the GEN Goals and ELOs outlining how the course speaks to these goals, in particular ELOs 1.1 and 1.2.

- C. Separate the Attendance and Participation grade from the grade for the Reflection Essays and provide more information about what these essays will entail.

**Response: PG. 2**

New course weightings separating out the Reflection Essays from attendance and participation.

4. The reviewing faculty ask that the department alter the language on pg. 2 of the syllabus that reads “KNSISM 3100 fulfills the General Education theme in Lived Environments”, as this 3-credit hour course does not, in and of itself, fulfill the GEN Theme: Lived Environments requirement of 4-6 credit hours. Instead, the reviewing faculty recommend the following: “KNSISM 3100 is approved as a part of the GEN Theme: Lived Environments category” or similar.

**Response: PG. 2**

Revised language to read as the following: “KNSISM 3100 is approved as a part of the GEN Theme: Lived Environments category,” as recommended by the committee.

5. The reviewing faculty recommend that the department provide more clarity for students regarding the use of artificial intelligence software (such as Chat GPT) in reference to the course’s writing assignments.

**Response: PG. 7**

Added Language on AI



## **KNSISM 3100 – Where Sport Happens**

**TERM 2024, 3 CREDIT HOURS, UG**

Instructor: Marc Horger

Email: [Horger.2@osu.edu](mailto:Horger.2@osu.edu)

Office Hours: By appointment (Zoom)

### **Course Information**

**Course time and location:** [TBA]

**Mode of delivery:** In-person

### **Course Overview**

#### **Description/Rationale**

Participation in and identification with sport shape the lives of millions, as do the environments in which they take place. KNSISM 3100 is a multidisciplinary examination of the spaces and places in which sport occurs: playgrounds, parks, pitches, and courses; fieldhouses, rinks, and arenas; ballparks, racetracks, and stadia; and other built environments. This course will explore, among other things, how, where, and why such spaces get built, and who gets to build them; how players, participants, and spectators define themselves within their boundaries; how they impact local economies, community identities, and national images; how they have changed over time; and how they are imagined and re-imagined. Students will explore these themes in a variety of locations through a variety of sources, encompassing economic, historical, architectural, literary, and ecological ways of seeing the world.

The course is divided into four parts. Part one, Spaces and Places, traces the history of the built environment of sport and explores how these spaces have come to exist as unique social locations with unique boundaries, mores, and social contracts. Part two, Community and Identity, explores how these spaces have come to encompass varied forms of human connection and belonging. Part three, Livelihoods, examines the economic forces which shape where, when, why, how, and even if such places are built and maintained. Part four, Past, Present, and Future, uses four case studies to root the themes of the course in specific locations over an extended period of time, and serves as the organizing principle for the concluding project in the course.

**Prerequisites:** N/A

**Prerequisite Knowledge:** N/A

### **GE Theme: Lived Environments, Goals**

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environments (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.
4. Successful students will analyze a variety of perceptions, representations, and/or discourses about environments and humans within them.

## GE Theme: Lived Environments, Expected Learning Outcomes

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Engage with the complexity and uncertainty of human-environment interactions.
- 3.2. Describe examples of human interaction with and impact on environmental change and transformation over time and across space.
- 4.1. Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors.
- 4.2. Describe how humans perceive and represent the environments with which they interact.
- 4.3. Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

KNSISM 3100 is approved as a part of the GEN Theme: Lived Environments category. This course will enable students to explore issues related to humans and their lived environments through both objective and subjective lenses inclusive of physical, biological, cultural, and aesthetic space that individuals and groups occupy, and the relationship between humans and these environments. Particular focus will be placed in KNSISM 3100 on critical and logical thinking about built environments as they bound the world of sport and shape the ways athletes, spectators, owners and administrators, and other observers understand sport as a unique category of human endeavor. Students will engage in advanced, in-depth, scholarly exploration of the ways the environments of sport shape the doing, watching, and conceptualizing of sport as well as how sport shapes other elements of the lived environment, especially the urban lived environment.

### Course Materials

#### Required

Three books are required:

[Benjamin S. Flowers, \*Sport and Architecture\*](#)

Paul Goldberger, *Ballpark: Baseball and the American City*;

Bob McGee, *The Greatest Ballpark Ever: Ebbets Field and the Story of the Brooklyn Dodgers*

Additional readings and materials will be made available in Carmen. [See appendix for more detailed bibliography.](#)

### Course Requirements/Evaluation

#### Grades

Assignment/Category	Points or Percent
Response Essay 1 (20%) Response Essay 2 (20%) Response Essay 3 (20%)	<b>60%</b>
Concluding Project	<b>25%</b>
Reflection Essays	<b>10%</b>
Attendance/Participation	<b>5%</b>
<b>TOTAL</b>	<b>100%</b>

## Grading Scale

A	92.5-100	B+	87.5-89.5	C+	77.5-79.5	D+	67.5-69.5
A-	90-92.4	B	82.5-87.4	C	72.5-77.4	D	60-67.4
		B-	80-82.4	C-	70-72.4	E	Below 60

## Assignment Descriptions

Students will write three short **reflection essays** (2 pp.) asking them to examine their own relationships and experiences with sport fandom and the venues in which it takes place, as well as three longer **response essays** (5-6 pp.) asking them to synthesize scholarly material from a variety of disciplines on the spaces in which sport takes or has taken place. Each of the three **response essays** will capstone one of the first three sections of the course, asking students to engage with different ways of conceptualizing the relationship between sport, its environment(s), and the wider society. As expressions of each individual student's experiences, the **reflection essays** will not be letter-graded, but their satisfactory completion is nevertheless an essential component of the course and engagement with its learning objectives. These assignments will also help drive class discussion.

The **concluding project** will ask students to focus the entirety of their learning in the course on one or more specific sporting venues, locations, franchises, and/or institutions. Students will choose a specific venue, location, and/or sports franchise and explore the history of its relationships with the community and built environment as a means of engaging with multiple themes and materials from all over the course.

Reflection Essay due end of week one: Where Have You Seen Sport in Your Lifetime? (ELO 2.1, 2.2)

First Response Essay, The Spaces and Places of Sport, due end of week four (ELO 1.1, 1.2, 2.1, 2.2, 3.1, 4.3)

Reflection Essay due end of week five: What team(s) do your root for, and why? (ELO 2.1, 2.2)

Second Response Essay, Community and Identity in Sport, due end of week seven (ELO 1.1, 1.2, 2.1, 2.2, 4.1)

Reflection Essay due end of week eight: (What) does sport contribute to a community? (ELO 2.1, 2.2)

Third Response Essay, Venues and Livelihoods, due end of week ten (ELO 1.1, 1.2, 2.1, 2.2, 4.2)

Concluding Project, Past, Present, and Future, due exam week (ELO 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3)

## Course Policies

### Communication

The university's official mode of communication is via university email. Students should use their buckeyemail when emailing their professor, and faculty/staff will use their OSU email when emailing students.

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- *Writing style*: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- *Tone and civility*: Please attempt to maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- *Citing your sources*: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page number. For online sources, use a link.

- *Backing up your work:* Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

**Response Times:** I am providing the following list to give you an idea of my intended availability throughout the course. Remember you can call 614-688-HELP or use [8help@osu.edu](mailto:8help@osu.edu) at any time if you have a technical problem.

**Grading and Feedback:** For large weekly assignments, you can generally expect feedback within 7 days.

**Email:** I will reply to emails within 24 hours on school days.

**Discussion Board:** I will check and reply to messages in the discussion boards every 24 hours on school days.

## Course Etiquette

It is your responsibility to exhibit professional behavior and decorum in all modes of communication.

- Honor people's rights to their opinion; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.

## Course Assignments and Course Academic Integrity

In addition to Ohio State's Academic Integrity Policy, listed below, please review my course-specific policies:

**Exams:** You must complete the final exam yourself, without any external help or communication.

**Written assignments:** Your written assignments should be your own original work. In formal assignments, please follow either MLA or Chicago style to cite the ideas and words of your research sources. It is acceptable to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work.

**Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

## Technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://it.osu.edu/help>, and support for urgent issues is available 24 hours and 7 days a week.

**Self-Service and Chat Support:** <https://osuitsm.service-now.com/selfservice/>

**Phone:** 614-688-HELP (4357)

**Email:** [8help@osu.edu](mailto:8help@osu.edu)

**TTY:** 614-688-8743

**Technology necessary for this course:** [if applicable]

No special technological skill beyond basic word processing, digital file consumption (mainly PDFs) and Carmen navigation skills should be necessary to complete the course.

## Student Resources

### TECHNOLOGY

[EHE Tech Help](#)

[OSU Tech Support](#)

### ACADEMICS

[EHE Homepage](#)

[EHE Advising Resource Guide](#)

[OSU Advising](#)

[OSU Thompson Library](#)

[Dennis Learning Center](#)

EHE Office of Research

OSU Office of Research

### STUDENT LIFE

OSU Student Health Services

EHE Office of Undergraduate Education

OSU Student Life

OSU Student Advocacy Center

OSU Student Financial Aid

EHE Career Services

EHE Office of Diversity, Inclusion, and Community Engagement

OSU Office of Diversity and Inclusion

## Course Schedule

WK	Topic	ELOs	Readings & Activities	Assignments & Assessments
1	<b>PART 1: SPACES &amp; PLACES</b> Introduction: Welcome to Corporate Naming Rights Arena	1.1, 1.2, 2.1, 2.2	Flowers, Ch. 1-4; Modern and Postmodern Architecture (Carmen)	Reflection Essay due end of WK 1 Where have you seen sport in your lifetime?
2	The Built Environment of Sport, Part I - History	1.1, 1.2, 2.1, 2.2, 4.3	Goldberger, Ch. 1-4; McGee, Ch. 1-5	
3	The Built Environment of Sport, Part II - Culture	1.1, 1.2, 2.1, 2.2, 4.3	Flowers, Ch. 4-6; Goldberger, Ch. 5-8	
4	The Social Contract of Sport	1.1, 1.2, 2.1, 2.2, 3.1	Flowers, Ch. 8, 9; The Hillsborough Disaster (Carmen); Malice at the Palace (Carmen)	First Response Essay due end of WK 4
5	<b>PART 2: COMMUNITY &amp; IDENTITY</b> On the Nature of Fandom	1.1, 1.2, 2.1, 2.2, 4.1	Flowers, Ch. 7; Fandom and Nationalism (Carmen);	Reflection Essay due end of WK 5 What team(s) do your root for, and why?
6	School Spirit	1.1, 1.2, 2.1, 2.2, 4.1	College Sport, Community, and Identity (Carmen)	
7	Rooting for Laundry	1.1, 1.2, 2.1, 2.2, 4.1	Sport and Projected Identity (Carmen)	Second Response Essay due end WK 7
8	<b>PART 3: LIVELIHOODS</b> Should you Build a Venue? Where? Why?	1.1, 1.2, 2.1, 2.2, 4.2	Goldberger, Ch. 9-12; Franchise Mobility and Community Disruption (Carmen)	Reflection Essay due end of WK 8 (What) does sport contribute to a community?
9	Who Should Build your Venue, and with whose Resources?	1.1, 1.2, 2.1, 2.2, 4.2	Land, Labor, Capital, and Community (Carmen)	
10	Should you Host the World Cup or the Olympics?	1.1, 1.2, 2.1, 2.2, 4.2	On the Olympics (Carmen); Qatar and the Architectural Imagination (module)	Third Response Essay due end of WK 10

11	<b>PART 4: PAST, PRESENT, &amp; FUTURE</b> The Ghosts of Ebbets Field	1.1, 1.2, 2.1, 2.2, 3.2	McGee, Ch. 6-13; Dodger Stadium, Shea Stadium, Citi Field, and the Perils of Urban Renewal (Carmen)	
12	Madison Square Garden vs. Penn Station	1.1, 1.2, 2.1, 2.2, 3.2	The Battle for Midtown (Carmen)	
13	The Shoe and The Big House	1.1, 1.2, 2.1, 2.2, 3.2	The Rivalry, The Big Game, and Other Invented Traditions (Carmen)	
14	Dos a Cero	1.1, 1.2, 2.1, 2.2, 3.2	Columbus, Ohio: Major League City? (Carmen); MLS and the Americanization of the Global Game (Carmen)	
15	Final Exam Week	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3	Wrap up	Concluding Project

The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen.

## Institutional Policies

### Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize the at failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "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.

If you have any questions about the above policy or what constitutes as academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- [COAM: The Committee on Academic Misconduct](#)
- [Ten Suggestions for Preserving Academic Integrity](#)
- [Eight Cardinal Rules of Academic Integrity](#)

## Artificial Intelligence and Academic Integrity

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on fieldwork, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas, or other work that is not their own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each instructor, and then only in the ways allowed by the instructor.

## Accessibility Accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## Grievances

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 provide, in that order. Specific procedures are outlines in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.”

## Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- **Course Audio and Video Recording:** Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the *Code of Student Conduct*.
- **Student Generated Materials:** Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course Materials:** These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair sue inside/for the course, but this does not apply to uses outside of the course.

## Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning such as: strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the [Office of Student Life's Counseling and Consultation Service](#) (CCS) or calling 614-292-5766. CCS is located on the 4<sup>th</sup> floor of the Younkin Success Center and 10<sup>th</sup> floor of Lincoln Tower. **You can reach an on-call counselor when CCS is closed at 614-292-5766- and 24-hour emergency help is also available 24.7 by dialing 988 to reach the Suicide and Crisis Lifeline.**

## Diversity Statement

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, as discrimination on the basis of age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The College of Education and Human Ecology 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 everyone to strive to reach their own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

**Statement on Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources by visiting the [Title IX Office of Institutional Equity](#) website or calling the Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the "Child Care Access Means Parents in School" (CCAMPIS) Program at 614-247-7092, email [lewis.40@osu.edu](mailto:lewis.40@osu.edu), or visit [www.odi.osu.edu/ccampis](http://www.odi.osu.edu/ccampis).

## Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.



## Weather or other short-term closing

Unless otherwise announced by the university, online or distance-learning classes will occur as scheduled. Please visit the Weather or Other Short-Term Closings website to learn more about preparing for potential closings and planning for winter weather.

## APPENDIX: ADDITIONAL COURSE READINGS

The following readings, organized by module, will be made available to students inside Carmen. See course schedule above for more information.

### Modern and Postmodern Architecture

Sharr, Adam, *Modern Architecture: A Very Short Introduction*, (Oxford, 2018; online edn, Oxford Academic, 22 Nov. 2018), introduction, ch. 1-3.

### The Hillsborough Disaster

THE HILLSBOROUGH STADIUM DISASTER 15 APRIL 1989. Inquiry by the Rt. Hon. Lord Justice Taylor. Final Report. January 1990, excerpts.

Murray, Kieran, Rochford, Conor and Wang, Su, "Between Crowd and Control: the Emergent Stadium," *Building Material* 20(2016), pp. 57-73

### Malice at the Palace and Other Incursions

Ostrowsky, Michael K. "Sports Fans, Alcohol Use, and Violent Behavior," *Trauma, Violence & Abuse*, Vol. 19, No. 4 (October 2018), pp. 406-419

Abrams, Jonathan, "The Malice at the Palace: An Oral History of the Scariest Moment in NBA History," *Grantland.com*, published March 20, 2012.

Jackson, Paul, "The night beer and violence bubbled over in Cleveland," *ESPN.com*, published June 4, 2008

### Fandom and Nationalism

Anderson, Benedict, *Imagined Communities: Reflections on the Origin And Spread Of Nationalism* (London: Verso, 2006), selections.

Leeson, Peter T., Smith, Daniel J. and Snow, Nicholas A., "Hooligans," *Revue D'economie Politique*, Vol. 122, No. 2, L'économie des Conflits (mars-avril 2012), pp. 213-231

Dunning, Eric, Murphy, Patrick, and Williams, John, "Spectator Violence at Football Matches: Towards a Sociological Explanation," *The British Journal of Sociology*, Vol. 37, No. 2 (Jun., 1986), pp. 221-244

Moorhouse, H. F., "Football Hooliganism and the Modern World," *International Review of Modern Sociology* Vol. 32, No. 2, (Autumn 2006), pp. 257-275

### **College Sport, Community, and Identity**

Ingrassia, Brian, *The Rise of Gridiron University* (Lawrence: The University Press of Kansas, 2012), Ch. 6.

Seifried, Chad, "The Development of "Death Valley" in Louisiana: Modernization and Tiger Stadium, 1924-2013," *Louisiana History: The Journal of the Louisiana Historical Association* Vol. 57, No. 2 (Spring 2016), pp. 184-219

Smith, Ronald A., "Commercialized Intercollegiate Athletics and the 1903 Harvard Stadium," *The New England Quarterly* Vol. 78, No. 1 (Mar., 2005), pp. 26-48

Drenten, Okleshen Peters, Leigh, and Hollenbeck, "Not Just a Party in the Parking Lot: An Exploratory Investigation of the Motives Underlying the Ritual Commitment of Football Tailgaters," *Sport Marketing Quarterly*, Vol. 18 no. 2 (2009), pp.92-106

### **Sport and Projected Identity**

Dixon, Nicholas, "The Ethics of Supporting Sports Teams," *Journal of Applied Philosophy*, Vol. 18, No. 2 (2001), pp. 149-158

Crebbe, Tim, and Mellor, Gavin, "English Professional Football and its Communities," *International Review of Modern Sociology*, Vol. 32, No. 2 (Autumn 2006), pp. 159-179

Senkbeil, Karsten, "Unpopular Sport Teams and the Social Psychology of 'Anti-Fans,'" chapter in Luthe and Pohlmann, eds., *Unpopular Culture* (Amsterdam: Amsterdam University Press, 2016), pp. 259-276

### **Franchise Mobility and Community Disruption**

Hernández Irizarry, Alejandra M., "If You Build It, They Will Relocate," *Public Contract Law Journal*, Vol. 46, No. 4 (Summer 2017), pp. 853-872

Kellison, Timothy, ed., *Sport Stadiums And Environmental Justice* (London: Routledge, 2022), selections

### **Land, Labor, Capital, and Community**

Alghumgham , Amira, "Do Publicly-Subsidized Economic Development Projects Increase the Economic Growth in Their Neighborhoods?" Proceedings, Annual Conference on Taxation and Minutes of the Annual Meeting of the National Tax Association, Vol. 110 (2017), pp. 1-19

Crompton, John L., and Howard, Dennis R., "Costs: The Rest of the Economic Impact Story," *Journal of Sport Management* Vol. 27 No. 5 (2013), pp. 379-392

Siegfried, John, and Zimbalist, Andrew, "The Economics of Sports Facilities and Their Communities," *The Journal of Economic Perspectives*, Vol. 14, No. 3 (Summer, 2000), pp. 95-114

Chapin, Timothy, "Sports Facilities as Urban Redevelopment Catalysts: Baltimore's Camden Yards and Cleveland's Gateway," *Journal of the American Planning Association*, Vol. 70, No. 2, (Spring 2004), pp. 193-209

Bradbury, John Charles, "Sports Stadiums and Local Economic Activity: Evidence from Sales Tax Collections," *Journal of Urban Affairs*, forthcoming

### **On the Olympics**

Price, Monroe E. and Dayan, Daniel, eds., *Owning the Olympics: Narratives of the New China* (Ann Arbor: University of Michigan Press, 2008), excerpts.

Zimbalist, Andrew, ed., *Rio 2016: Olympic Myths, Hard Realities* (Washington, D.C.: Brookings Institution Press), excerpts

### **Qatar and the Architectural Imagination**

Dezeen's guide to the 2022 FIFA World Cup Qatar stadium architecture, online, published November 15, 2022

Bray, Ellen, "The Curse of Good Hospitality: Why Developing Countries Shouldn't Host International Sporting Events," *The SAIS Review of International Affairs*, Vol. 31, No. 1 (Winter-Spring 2011), pp. 99-102

Ganji, Sarath, "The Authoritarian's Guide To Football," *Journal of International Affairs*, Spring/Summer 2022, Vol. 74, No. 2, pp. 37-64

Henderson, Abby Meaders, "Mega Sporting Events Procedures and Human Rights: Developing An Inclusive Framework," *American Indian Law Review*, Vol. 41, No. 2 (2017), pp. 367-407

### **Dodger Stadium, Shea Stadium, Citi Field, and the Perils of Urban Renewal**

Laslett, John H. M., *Shameful Victory: the Los Angeles Dodgers, the Red Scare, and the Hidden History of Chavez Ravine* (Tucson : The University of Arizona Press, 2015), Ch. 2-6

### **The Battle for Midtown**

Finnegan, William, "The Way Things Work," *The New Yorker* (Vol. 99, Issue 4)

Bryant, Keith L., "Mark Freeman and the Destruction of Pennsylvania Station: An Artist in Love with His City," *Railroad History*, No. 171 (AUTUMN 1994), pp. 45-54

Kazam, Alexander, "From Independence Hall to the Strip Mall: Applying Cost-Benefit Analysis to Historic Preservation," *Environmental Law*, Vol. 47, No. 2 (Spring 2017), pp. 429-470

### **The Rivalry, The Big Game, and Other Invented Traditions**

Gumprecht, Blake, "Stadium Culture: College Athletics and the Making Of Place in the American College Town," *Southeastern Geographer*, Vol. 43, No. 1 (May 2003), pp. 28-53

Lindquist, Danille Christensen, "'Locating' the Nation: Football Game Day and American Dreams in Central Ohio," *The Journal of American Folklore*, Vol. 119, No. 474 (Autumn, 2006), pp. 444-488

Ingrassia, Brian, *The Rise of Gridiron University* (Lawrence: The University Press of Kansas, 2012), excerpts

Solberg, Winton U., *Creating the Big Ten: Courage, Corruption, and Commercialization* (Champaign: University of Illinois Press, 2018), selected chapters

### **MLS and the Americanization of the Global Game**

Wangerin, David, *Soccer in a Football World: The Story of America's Forgotten Game* (Philadelphia: Temple University Press, 2008), Ch. 8, 9, 11

Veseth, Michael, "The Beautiful Game and the American Exception," *International Review of Modern Sociology*, Vol. 32, No. 2, Special Issue (Autumn 2006), pp. 181-197.

Linder, Andrew M. and Hawkins, Daniel N., "Globalization, Culture Wars, and Attitudes Toward Soccer in America: An Empirical Assessment of How Soccer Explains the World," *The Sociological Quarterly*, Vol. 53, No. 1 (Winter 2012), pp. 68-91

# GE Theme course submission worksheet: Lived Environments

## Overview

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Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for all GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Lived Environments)

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In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

The course is a multidisciplinary examination of the built and imagined environments in which sport occurs — playgrounds, parks, pitches, and courses; fieldhouses, rinks, and arenas; ballparks, racetracks, and stadia — and the impacts they have on fans, athletes, and the surrounding society. The course explores, among other things, how, where, and why such spaces get built, and who gets to build them; how players, participants, and spectators define themselves within their boundaries; how they impact local economies, community identities, and national images; how they have changed over time; and how they are imagined and re-imagined. Students will explore these themes in a variety of locations through a variety of sources, encompassing economic, historical, architectural, literary, and ecological ways of seeing the world.

Connect this course to the Goals and ELOs shared by all Themes

---

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	<b>Course activities and assignments to meet these ELO’s</b>
<b>ELO 1.1</b> Engage in critical and logical thinking.	The course builds critical and logical thinking skills by examining a single type of lived environment -- the places where sport occurs -- from a variety of scholarly and intellectual perspectives -- historical, economic, architectural, literary, ecological, and others. <b>Lectures, readings, and assessments</b> focus on connecting each student’s lived experiences with sports-focused environments with advanced scholarly discourse on the subject.
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	The course is divided into four parts, each with a different scholarly focus. <b>Part one, Spaces and Places</b> , traces the history of the built environment of sport and explores how these spaces have come to exist as unique social locations with unique boundaries, discourses, and social contracts. <b>Part two, Community and Identity</b> , explores how these spaces have come to encompass varied forms of human connection and belonging. <b>Part three, Livelihoods</b> , examines the economic forces which shape where, when, why, how, and even if such places are built and maintained. <b>Part four, Past, Present, and Future</b> , uses four case studies to root the themes of the course in specific locations over an extended period of time.
<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.	<p>Each section of the course explores the lived environments of sport from a different scholarly perspective.</p> <p><b>Part one, Spaces and Places</b>, focuses primarily on the history of the built environment of sport and its relationship to the history and philosophy of architecture, urban planning, and the ways in which human societies engineer “natural” environments. It also examines how the environment of sport, both built and imagined, defines a sporting event as a unique conceptual space with unique rules, discourses, and conventions — a world, for example, where football is not assault and in which spectators and participants have differentiated roles.</p> <p><b>Part two, Community and Identity</b>, focuses on the ways in which people have come to invest varied forms of individual and community identity into sport — via fandom, school spirit neighborhood and urban identity, ethnic and sectarian identifications, hooliganism and other forms of socialized violence, and political commitments up to and including nationalism — and how these identities are defined and encompassed by the built and imagined environments of sport.</p> <p><b>Part three, Livelihoods</b>, focuses on the economic, political, and/or cultural consequences of sport facilities construction and the impact they have on other aspects of public policy and community life. For example, should a city use public resources to build or subsidize a sporting facility? Should a city seek to attract or retain franchises? Does a city or a nation benefit from hosting international sporting events such as the Olympics or the World Cup? What are the economic benefits, if any, of resources invested in sports facilities?</p> <p><b>The final section, Past, Present, and Future</b>, asks students to synthesize themes from the first three sections by focusing on case studies in specific locations over extended periods of time: the history of the Brooklyn/Los Angeles Dodgers and the built environments of sport in Brooklyn (Ebbets Field), Los Angeles (Dodger Stadium) and Queens (Shea Stadium and Citi Field); Penn Station, Madison Square Garden, and the battle over who and what determines</p>

	<p>the value of urban public space; the OSU-Michigan rivalry as a case study in the investiture of identity into American intercollegiate sport well beyond the boundaries of campus; and the emergence of Columbus, Ohio as a “major league city” via NHL and MLS expansion, the construction of associated facilities, and the efforts necessary to remain “major league” in the face of franchise migration and/or facilities obsolescence.</p> <p>The first three sections of the course begin with <b>reflection essays</b> asking students to examine their own relationships and experiences with sport fandom and the venues in which it takes place and conclude with <b>response essays</b> asking students to integrate their own individual perspectives with the scholarly approaches presented in readings and/or lectures. The <b>concluding project</b> asks students to perform the kind of synthesis modeled in the final section of the course.</p>
<p><b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts,</p>	<p>The first three sections of the course begin with <b>reflection essays</b> asking students to examine their own relationships and experiences with sport fandom and the venues in which they take place – for example, “What team(s) do you root for, and why? How did you choose?” “In what venues have you played or watched sport? What was positive or negative about your experience?” These reflections help students contextualize course <b>lectures</b> and <b>course readings</b> which examine these topics from a variety of scholarly perspectives. They also drive <b>discussion</b> throughout the course.</p>

### Goals and ELOs unique to Lived Environments

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Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**GOAL 3:** Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

**GOAL 4:** Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

	<b>Course activities and assignments to meet these ELO’s</b>
<p><b>ELO 3.1</b> Engage with the complexity and uncertainty of human-environment interactions.</p>	<p>A main focus of <b>part one</b> of the course, <b>Spaces and Places</b>, is the way in which sporting environments define acceptable patterns of human interaction in ways different and unique from non-sporting environments. <b>Lectures</b> and <b>discussions</b> in week four, for example, will focus on the boundaries of the social contract of sport – why, for example, do we permit football players, as part of the game, to commit what would otherwise be assault? What are the boundaries of this behavior? How and when does fandom, for instance, become hooliganism? What happens when the barrier between player and spectator breaks down, as with the “Malice at the Palace” incident in the NBA? The <b>assessment</b> in part one of the course will require students to evaluate the complexity of such human-environment interactions.</p>
<p><b>ELO 3.2</b> Describe examples of human interaction with and impact on</p>	<p>This is a main focus of <b>part four</b> of the course, <b>Past, Present, and Future</b>, which asks students to focus on the impact and legacy of the built environment of sport over extended periods of time in specific locations: the history of the Brooklyn/Los Angeles Dodgers and the built environments of sport in Brooklyn (Ebbets Field), Los Angeles (Dodger Stadium)</p>

<p>environmental change and transformation over time and across space.</p>	<p>and Queens (Shea Stadium and Citi Field); Penn Station, Madison Square Garden, and the battle over who and what determines the value of urban public space; the OSU-Michigan rivalry as a case study in the investiture of identity into American intercollegiate sport well beyond the boundaries of campus; and the emergence of Columbus, Ohio as a “major league city” via NHL and MLS expansion, the construction of associated facilities, and the efforts necessary to remain “major league” in the face of franchise migration and/or facilities obsolescence. In each case, <b>lectures</b> and <b>readings</b> address questions such as, “What is the long-term impact on the urban environment of devoting public resources to private and/or non-profit sporting activity on a large scale? What is the impact when such entities leave or threaten to leave?” The <b>concluding project</b> will ask students to synthesize the entirety of their learning in the course around these questions.</p>
<p><b>ELO 4.1</b> Analyze how humans’ interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.</p>	<p>This is a main focus of <b>part two</b> of the course, <b>Community and Identity</b>, which asks students to focus on the ways in which people have come to invest varied forms of individual and community identity into sport — via fandom, school spirit neighborhood and urban identity, ethnic and sectarian identifications, hooliganism and other forms of socialized violence, and political commitments up to and including nationalism. <b>Lectures</b> and <b>discussions</b> in this section of the course focus on the ways in which the lived environments of sport shape beliefs, values, and behaviors in unique ways -- what, for example, are you really rooting for when you root for the Cleveland Cavaliers, none of whom are from Cleveland? Or when you root for a college you didn’t attend? Or invest a soccer team with the same identity you invest in the nation? <b>Readings</b> in this section trace the intellectual links between team fandom, school spirit, and nationalism, and the <b>assessment</b> asks students to contextualize their own relationships and experiences with sport fandom and the venues in which it takes place within a range of scholarly discourse.</p>
<p><b>ELO 4.2</b> Describe how humans perceive and represent the environments with which they interact.</p>	<p>This is a main focus of <b>part three</b> of the course, <b>Livelihoods</b>, which asks students to focus on the economic, political, and/or cultural consequences of sport facilities construction and the impact they have on other aspects of public policy and community life. How do people perceive and represent the value of environments dedicated to sport as against other uses of community resources and/or urban space? <b>Lectures</b> and <b>readings</b> in weeks eight and nine, for example, ask students to engage with the same questions engaged in by cities when franchises demand facilities renovations and/or threaten to move: what public value, if any, do these environments embody, and what, if anything, is it worth to keep them? <b>Discussion</b> in week ten will ask students to engage with the myriad dynamics involved in bidding to host an Olympics or World Cup. What, if anything, does hosting such an event say about how you perceive your city or your nation, or about how it is perceived by others? Is hosting likely to have a positive or negative economic impact? Does it hold any long-term value or benefit to the host community? How do the answers to these questions literally get built into the venues themselves, as was the case, for example, with the 2008 Summer Olympics in Beijing or the World Cup in Qatar in 2022? The <b>assessment</b> in part three asks students to examine how communities perceive the value of sporting environments and justify the resources devoted to them.</p>
<p><b>ELO 4.3</b> Analyze and critique conventions, theories, and ideologies that influence discourses around environments.</p>	<p>A main focus of <b>part one</b> of the course, <b>Spaces and Places</b>, is the way in which conventions, theories, and ideologies of architecture have shaped the history of the built environment of sport, and in turn how those environments have come to exist as unique social locations with unique boundaries, mores, and social contracts. For example, <b>lectures</b> and <b>readings</b> in weeks two and three focus on the architectural history of ballparks, stadia, arenas, and other venues, and <b>discussions</b> center on how the architectural imagination has changed over the course of the 20th and 21st centuries, and how those changes have impacted the way people engage with the lived environment of sport. The <b>Assessment</b> in part one asks students to examine how the built environment of sport bounds and enables a lived environment of sport.</p>



**From:** [Hoang, Phu](#)  
**To:** [Bagent, Aaron](#)  
**Subject:** Re: Request for Concurrence - Architecture  
**Date:** Tuesday, December 19, 2023 2:00:10 PM


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Hello Aaron,

I can give my concurrence to the course. One of our faculty, Benjamin Flowers, has researched sports stadia (his book is part of the course). The instructor could invite Professor Flowers to give a lecture if it makes sense.

Best,  
Phu

**PHU HOANG, AIA, FAAR**  
Head of Architecture  
Robert S. Livesey Professor of Architecture  
[he/him/his]

  
The Ohio State University  
[knowlton.osu.edu](http://knowlton.osu.edu)

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**From:** Bagent, Aaron <bagent.14@osu.edu>  
**Sent:** Monday, December 18, 2023 8:32:59 AM  
**To:** Hoang, Phu <hoang.193@osu.edu>  
**Subject:** FW: Request for Concurrence - Architecture

Good morning Dr. Hoang,

I wanted to follow up with you on this request for concurrence. University policy requires a response within 10 days. Otherwise, concurrence is assumed. Could you please respond by December 27<sup>th</sup>?

Thanks!



**Aaron Bagent**  
Curriculum Specialist  
College of Education and Human Ecology Office of Undergraduate Education  
**The Ohio State University**  
A100 PAES Building, 305 Annie and John Glenn Ave, Columbus, OH 43210  
614-292-7190

[bagent.14@osu.edu](mailto:bagent.14@osu.edu)

Pronouns: he/him/his

---

**From:** Bagent, Aaron

**Sent:** Monday, December 11, 2023 10:42 AM

**To:** Hoang, Phu <[hoang.193@osu.edu](mailto:hoang.193@osu.edu)>

**Subject:** Request for Concurrence - Architecture

Good morning Dr. Hoang,

The College of Arts and Sciences has requested that the Department of Human Sciences in the College of Education and Human Ecology obtain concurrence from Architecture for a new GE course proposal: KNSISM 3100 Where Sport Happens. Attached are all documents related to the course proposal, including the curriculum.osu.edu entry and syllabus.

Does this course have your concurrence?

Thanks!



**Aaron Bagent**

Curriculum Specialist

College of Education and Human Ecology Office of Undergraduate Education

**The Ohio State University**

A100 PAES Building, 305 Annie and John Glenn Ave, Columbus, OH 43210

614-292-7190

[bagent.14@osu.edu](mailto:bagent.14@osu.edu)

Pronouns: he/him/his

**From:** [Clark, Jennifer J.](#)  
**To:** [Bagent, Aaron](#)  
**Subject:** Re: Request for Concurrence - City and Regional Planning  
**Date:** Monday, December 18, 2023 9:16:50 PM

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Aaron,

I had no idea there was a university rule about a 10 day response! Thank you for letting me know. That will be a huge help to as we move concurrences through ourselves.

CRP has no issues with the course. That said, the course does use a book written by a Knowlton professor, Dr. Benjamin Flowers (in Architecture). It might be nice to invite him to give a guest lecture in the course or perhaps mention in the course that students interested in the topic could continue with a more advanced seminar with him at a later date.

Best,  
Jennifer

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**From:** Bagent, Aaron <bagent.14@osu.edu>  
**Sent:** Monday, December 18, 2023 8:32:33 AM  
**To:** Clark, Jennifer J. <clark.3550@osu.edu>  
**Subject:** RE: Request for Concurrence - City and Regional Planning

Good morning Dr. Clark,

I wanted to follow up with you on this request for concurrence. University policy requires a response within 10 days. Otherwise, concurrence is assumed. Could you please respond by December 27<sup>th</sup>?

Thanks!



**Aaron Bagent**

Curriculum Specialist

College of Education and Human Ecology Office of Undergraduate Education

**The Ohio State University**

A100 PAES Building, 305 Annie and John Glenn Ave, Columbus, OH 43210

614-292-7190

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**From:** Bagent, Aaron  
**Sent:** Monday, December 11, 2023 10:40 AM  
**To:** Clark, Jennifer J. <clark.3550@osu.edu>

**Subject:** Request for Concurrence - City and Regional Planning

Good morning Dr. Clark,

The College of Arts and Sciences has requested that the Department of Human Sciences in the College of Education and Human Ecology obtain concurrence from City and Regional Planning for a new GE course proposal: KNSISM 3100 Where Sport Happens. Attached are all documents related to the course proposal, including the curriculum.osu.edu entry and syllabus.

Does this course have your concurrence?

Thanks!



**Aaron Bagent**

Curriculum Specialist

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