

## **Term Information**

**Effective Term** Autumn 2026  
*Previous Value* [Autumn 2013](#)

## **Course Change Information**

### **What change is being proposed? (If more than one, what changes are being proposed?)**

We are seeking to have this course approved for the Traditions, Cultures, and Transformations GE.

### **What is the rationale for the proposed change(s)?**

Sociological courses are tied to the study of culture, though we have few courses in the GE. This course fits specifically well with each aspect of the theme.

### **What are the programmatic implications of the proposed change(s)?**

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

No major impacts other than increasing GE offerings amongst advanced classes.

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

**Is this a request to withdraw the course?** No

## **General Information**

<b>Course Bulletin Listing/Subject Area</b>	Sociology
<b>Fiscal Unit/Academic Org</b>	Sociology - D0777
<b>College/Academic Group</b>	Arts and Sciences
<b>Level/Career</b>	Undergraduate
<b>Course Number/Catalog</b>	4655
<b>Course Title</b>	Sociology of Sport
<b>Transcript Abbreviation</b>	Soc of Sport
<b>Course Description</b>	Sport from a sociological perspective; relationship of sport to social institutions; socialization into sport; stratification within sports; sport and small group analysis.
<b>Semester Credit Hours/Units</b>	Fixed: 3

## **Offering Information**

<b>Length Of Course</b>	14 Week, 12 Week
<b>Flexibly Scheduled Course</b>	Never
<b>Does any section of this course have a distance education component?</b>	No
<b>Grading Basis</b>	Letter Grade
<b>Repeatable</b>	No
<b>Course Components</b>	Lecture
<b>Grade Roster Component</b>	Lecture
<b>Credit Available by Exam</b>	No
<b>Admission Condition Course</b>	No
<b>Off Campus</b>	Never
<b>Campus of Offering</b>	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<a href="#">Columbus</a>

## **Prerequisites and Exclusions**

**Prerequisites/Corequisites**

**Exclusions**

*Previous Value*

Not open to students with credit for 655.

**Electronically Enforced**

No

## **Cross-Listings**

**Cross-Listings**

## **Subject/CIP Code**

<b>Subject/CIP Code</b>	45.1101
<b>Subsidy Level</b>	Baccalaureate Course
<b>Intended Rank</b>	Junior

## **Requirement/Elective Designation**

Traditions, Cultures, and Transformations

The course is an elective (for this or other units) or is a service course for other units

*Previous Value*

*The course is an elective (for this or other units) or is a service course for other units*

## **Course Details**

**Course goals or learning objectives/outcomes**

- Helping students to apply a sociological perspective to better consider and understand sports in society. This entails drawing upon sociological theorizing, research methods, and a rich tradition of social inquiry and applying it to studying sport.

*Previous Value*

**Content Topic List**

- Sociology of sport
- History of sport
- Sports and socialization
- Sports and media
- Sports and children/education
- Deviance in sports
- Violence in sports
- Gender and sports
- Social class and sports
- Sports and politics
- Sports and the economy

**Sought Concurrence**

No

**COURSE CHANGE REQUEST**  
4655 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette  
Chantal  
02/11/2026

## **Attachments**

- coverletter.doc  
(Cover Letter. Owner: Nzitatira,Hollie Nyseth)
- soc4655.geapp.26.docx  
(Syllabus. Owner: Nzitatira,Hollie Nyseth)
- soc.4655.ge.submission-traditions.020226.pdf  
(Other Supporting Documentation. Owner: Nzitatira,Hollie Nyseth)
- 2026 Sociology curriculum maps .xls.pdf  
(Other Supporting Documentation. Owner: Nzitatira,Hollie Nyseth)

## **Comments**

## **Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Nzitatira,Hollie Nyseth	02/10/2026 10:48 AM	Submitted for Approval
Approved	Nzitatira,Hollie Nyseth	02/10/2026 10:50 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/11/2026 11:46 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Wade,Macy Joy Steele,Rachel Lea	02/11/2026 11:46 AM	ASCCAO Approval



Department of Sociology

Hollie Nyseth Nzitatira  
nzitatira.1@osu.edu  
238 Townshend Hall  
1885 Neil Avenue  
Columbus, OH 43210

February 9, 2026

Dear Committee,

We are excited to submit *The Sociology of Sport* (Soc 4655) for the Traditions, Cultures, and Transformations Theme. This course examines sport as culture and as a tradition, and it also addresses transformations in sport. We thus believe it would be a great fit for this theme.

Thank you for your consideration!

Sincerely,

A handwritten signature in black ink, appearing to read "Hollie Nyseth Nzitatira".

Hollie Nyseth Nzitatira  
Professor of Sociology  
Director of Undergraduate Studies  
The Ohio State University

**SOC 4655: SOCIOLOGY OF SPORT**  
**Spring 2026**  
**W/F 11:10am-12:30pm in Denney Hall 214**

Professor: Dr. Chris Knoester

E-mail: knoester.1@osu.edu

Office: 152 Townshend

Phone: 247-7261

Office hrs: 1:00-2:00pm Wed. zooms and by appt. **Note: e-mail is the best way to contact me.**

*\*see Overview Module as part of the course web pages in Carmen for zoom link for standing drop-by office hours; happy to set up a different appointment time if my standing office hours don't work for you.*

**Course Mode and Description:**

This in-person course is an introduction to the sociology of sports. It will familiarize students with the language and tools of sociologists and help them apply this knowledge in the thoughtful, critical, and evidence-based study of sports as a social institution, a site for socialization, and cultural terrain. Topics of study include the history of sports, socialization into and through sports, stratification within sports, and the relationship between sports and other social institutions. Emphases will include scrutiny and critiques of the traditions (e.g. usual, treasured rituals, patterns and expectations), cultures (e.g., what people similarly do, expect, otherwise share regarding sports), and transformations (e.g. changes in structures, patterns, meanings) of sports. Throughout the course, students will be encouraged to actively participate in class activities and discussions. Class activities will be varied and will include debates, lectures, videos, reading and writing exercises, and small group discussions.

**Course Objectives:**

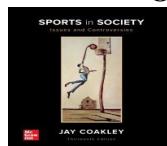
My primary objectives involve helping students to apply a sociological perspective to better consider and understand sports in society. This entails drawing upon sociological theorizing, research methods, and a rich tradition of social inquiry and applying it to the study sports. First, I seek to educate students about the importance of sport in society. Second, I try to encourage students to continually consider how we have constructed and organized sports in society—and the implications that these constructions and organizations bring with them. Third, I attempt to urge students to constantly think about how we can improve how we do sports in society and to recognize the valuable roles that each of us play in shaping the structures, meanings, and interactions that surround sports in society. Overall, then, discussions, course assignments, and means of evaluation will be designed to encourage students to become knowledgeable about, and think critically about, sport and society issues. They will continually analyze the traditions, cultures, and transformations of different aspects of sport, in-depth, and be prompted to imagine how we might be able to better support and improve sport experiences and the meanings and outcomes that derive from them.

**Text:**

Coakley, Jay. 2021 (13<sup>th</sup> Ed). *Sports in Society: Issues & Controversies*. New York, NY: McGraw Hill.

**\*Note that the 2021, or new 2025, edition is needed for this class**

**\*\*Our library has [an electronic version](#) of the 13<sup>th</sup> Ed.**



(although access may be restricted, at times)

The newest version, still being reworked when I ordered books, is also suitable:  
Coakley, Jay, and Jeffrey Montez de Oca. 2025. *Sports in Society: Issues & Controversies*. New York, NY: McGraw Hill.

### **Teaching Philosophy:**

My approach to teaching the Sociology of Sports revolves around my concern for the welfare of students. I sincerely wish to facilitate the personal and intellectual growth of students in this course. Therefore, I will strive to make the course the most interesting and beneficial one that you will take-- for I believe that the importance of the subject matter demands this effort. In terms of structuring course requirements, I believe in instituting high expectations for students, but rewarding them for efforts at engaging with the material, communicating with me when conflicts arise, and completing quality work that is in line with the directions that are given. Thus, I expect you to be prepared to engage in the material (or have communicated with me about conflicts), be self-starting and motivated learners inside and outside of class, and put forth genuine and committed efforts to do your best work. If you have questions or would like feedback and clarification, be sure to contact me; also, it is best to do so before you hand in work! In return, I will present and make available what I consider to be stimulating and important materials from a variety of different sources. I will try to highlight prominent themes, offer clear organizational structures, and communicate expectations throughout the course. Finally, I will expect you to be active learners and to embrace the materials and opportunities for intellectual growth that are provided. In so doing, I expect you to think for yourself and apply the higher order thinking skills of analysis, synthesis, and evaluation. Any feedback regarding the effectiveness of my efforts at teaching is greatly appreciated.

### **GE Theme: Traditions, Cultures & Transformations**

This course fulfills the goals and expected learning outcomes for this General Education Theme:

**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.

**Goal 3:** Successful students will engage in a systematic assessment of how cultures and subcultures develop and interact, historically or in contemporary society.

**Goal 4:** Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

Expected Learning Outcomes (ELOs)	Course activities and assignments to meet these ELOs
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<p><b>ELO 1.1</b> Engage in critical and logical thinking about the topic or idea of the theme.</p>	<p>Students will engage in critical and logical thinking about sports in society, and its traditions, cultures, and transformations, by drawing upon, and synthesizing, relevant information from the textbook, assigned supplemental materials (e.g. articles, videos), and lecture material and then discussing (e.g., small and large group settings), debating, and writing (e.g., essays on exams) about their thoughts and critiques of the corresponding material.</p>
<p><b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.</p>	<p>Students will engage in an advanced, in-depth, scholarly exploration about sports in society, and its traditions, cultures, and transformations, by reading not only textbook summaries, but also scrutinizing dozens of academic studies presented in the text, reading and discussing additionally assigned full academic and public scholarship articles, receiving and responding to lecture notes, and drawing upon these sources, and a source of one's own, to create debate arguments and engage in in-class, graded debates. Similarly, especially open-ended and essay responses on examinations will require advanced, in-depth, scholarly exploration about sports in society, and its traditions, cultures and transformations.</p>
<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p>	<p>Students will identify, describe, and synthesize approaches or experiences as they apply to traditions, cultures, and transformations of sports in society by reading and discussing course materials (e.g. readings, lectures), learning and applying classic sociological theories, reflecting on their own experiences during debates and class discussions, and responding to corresponding objective, open-ended, and essay prompts on exams.</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>Students will 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 by critiquing course materials and discussions and creating (e.g., in-class, exams) research projects, debate arguments, and essays.</p>
<p><b>ELO 3.1</b> Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.</p>	<p>Students will describe the influence of aspects of culture on historical or contemporary issues throughout the course, including when debating about Title IX and sports, the presence of racism in sports, and adult involvement in youth sports. They will also do so when responding to corresponding videos on these topics, and others.</p>
<p><b>ELO 3.2</b> Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.</p>	<p>Students will analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture by, among other things, considering how performance enhancing drugs and mobile betting have complicated the understanding, study, and risks of deviance in sports.</p>

	Analyses will consist of reactions to corresponding videos, in-class discussions, and answers to examination questions.
<b>ELO 3.3</b> Examine the interactions among dominant and sub-cultures.	Students will examine the interactions among dominant and sub-cultures, in sports and society, by analyzing dominant expectations for sports involvement, emphases, investments, and related behaviors and how these are modified, ignored, or challenged in different sub-cultures (e.g. gender, class, generation, race/ethnicity).
<b>ELO 3.4</b> Explore changes and continuities over time within a culture or society.	Students will explore changes and continuities over time within a culture or society by reading about, thinking about, and advocating for preferred and optimal ways of doing sports in society—in light of traditions, cultures, and transformations surrounding sports and society. Class readings, lectures, discussions, debates, writings, and examinations will encourage such exploration.
<b>ELO 4.1</b> Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.	Students will recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals in their study of sports in society during class discussions, reaction papers, debates, and examinations.
<b>ELO 4.2</b> Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.	Students will explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues in class discussions of sports in society, based on course materials, lectures, and personal experiences. They will also speak to these processes on, exams, reaction papers, and debates.

*These objectives related to the traditions, cultures, and transformations of sports in society are met through the study and application of a sociological perspective on sport. Specifically, students in this class will meet these objectives through their engagement and learning from readings, discussions, activities, exams, and assignments that are designed to analyze: a) the usefulness, means, and challenges of studying the sociology of sport, b) the structure, change, and influence of prominent social forces that shape sport in society, and c) recent and prominent empirical evidence and theorizing about the traditions, cultures, and transformations of sport in society.*

### **Class Participation:**

Students are encouraged and expected to take active roles in the learning process. Thus, class participation and in-class (or distance learning) assignments will comprise 25% of your grade. It is expected that you attend class, and engage online regularly, and complete the assigned readings and any related assignments prior to the day's class. Before coming to class, be sure to have read/reviewed module postings; they should be updated for the week by Mon, at least (and

usually before). Measures of your class participation will include reviews of your performance: a) as a discussant, b) as a participant in in-class activities that will be graded frequently, and c) in fulfilling distance learning activities as homework, most every week. Each student will be expected to be a "designated discussant" on at least two occasions. Your responsibility on these days is to be especially well-prepared for class and to facilitate discussion in class. Many other short homework and in-class assignments will be given as part of your class participation expectations. These typically involve online content engagement or in-class small group activities.

**If you are unable to attend class on a specific day, do not be concerned.** You will be able to complete an alternative assignment to receive credit for any work that you may miss during an in-class session on two occasions. That is, you can make-up up to two graded in-class activities with comment/reply Discussion Board posts (i.e. one paragraph comment; one paragraph response to another post) in Carmen wherein your comment should be related to the topic of the day of class that you missed, although the reply need not be. If you have a reasonable excuse for missing multiple classes (e.g. illness) please be sure to communicate with me prior to upcoming missed classes for additional considerations. Moreover, in an effort to support your mental health and the challenges of your lives, this semester, deadlines will be flexible until the end of classes-- but every assignment will be graded (i.e. there will be no "dropped" assignments). In order to allow you to gauge your working grade(s) for the course, I will be giving deadlines for assignments and entering grades shortly after those deadlines. However, completed assignments can receive full credit if they are submitted before the end of the day on our last in-class day together (i.e., Apr. 24).

### **Debates:**

To encourage students to critically think about some of the most important issues involving the sociology of sport-- involving the traditions, cultures, and transformations of sports in society-- extensive preparation for three debates is required. The format for the preparation and execution of these debates, and the debate questions, are attached below. However, be sure to closely consult preparation materials that will be posted in the Overview Module of our course web pages prior to each debate. Your debate preparation and performance will count for 25% of your final grade.

### **Exams:**

There will be two exams during the semester, including the final. These will include some objective (e.g. multiple choice) questions and then emphasize a series of short answer questions and an essay question to better have you apply and demonstrate your critical thinking skills and analyses of the traditions, cultures, and transformations of sport in society. Each exam seeks to cover lecture material, assigned readings, and class activities and will be worth 25% of your final grade ( $2 \times 25\% = 50\%$  total).

### **Grading:**

Grades will be assigned according to the following scale (I round up on the Final percentages):

A = 93-100%	A- = 90-92	B+ = 87-89
B = 83-88	B- = 80-82	C+ = 77-79
C = 73-76	C- = 70-72	D+ = 67-69
D = 63-66	D- = 60-62	E = < 60

### **Attendance:**

Attendance is not mandatory but is recommended if you wish to learn about sports and society from a sociological perspective, develop your critical thinking skills, and do well in this course. When in attendance, I expect students to have read the assigned materials, be focused to engage in the day's discussions and materials, and be prepared to take notes (I recommend being able to reference the note outlines that are posted in Carmen, as one takes notes). If you should miss a class, be sure to consult with a fellow student or myself to find out what you may have missed. Also, please obtain any notes from a fellow classmate.

### **Credit hours and work expectations:**

This is a [3] credit-hour course. According to Ohio State bylaws on instruction, students should expect around [3] hours per week spent on direct instruction in addition to more than [5] hours of homework (reading and assignment preparation, for example) for a total of **8 hours of work each week, on average, for a “C” student. You may need to spend more time than this in your commitments to the course in order to receive an A—but time spent is no guarantee of performance.**

\*The default expectation for any writing that requires a measure of length, in pages, is 12 pt font, double spaced.

### **Disability Statement (with Accommodations for Illness):**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic, or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

Email: [slds@osu.edu](mailto:slds@osu.edu)

Website: [slds.osu.edu](http://slds.osu.edu)

Address: 098 Baker Hall, 113 W. 12th Ave

Phone: 614-292-3307

### **Counseling and Consultation Services/Mental Health:**

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) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th 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 through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

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### **Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct:**

The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):

Online reporting form: <http://civilrights.osu.edu/>

Call 614-247-5838 or TTY 614-688-8605

[civilrights@osu.edu](mailto:civilrights@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

### **Religious Accommodations:**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course.

Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

### **Content Warning:**

Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or Counseling and Consultation Services

at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

### **Academic Misconduct:**

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 that 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 please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

Generative artificial intelligence (GenAI) tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use, and then only in the ways allowed by the instructor. 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, whether undergraduate, graduate, and professional.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student 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 students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

### **Artificial Intelligence and Academic Integrity:**

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

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 field work, 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 your 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 individual instructor, and then only in the ways allowed by the instructor.

Given that the learning goals of this class rely on you to personally develop and apply critical thinking skills in your pursuit of: a) learning sociology, b) understanding the social world, c) reacting to a variety of inquiries about related ideas, evidence, and materials, and d) practicing and polishing your ability to communicate about these topics through your writing, analyses, and oral presentations, in this course, students are welcome to explore innovative tools and technologies for **editing**, to **learn more about a concept/person/book/article**, and to **compare your own thoughts and reactions to what other sources may say**, including via generative artificial intelligence (GenAI). Students are permitted to use GenAI tools for all course assignments in these ways. Your written assignments, including debate write-ups, discussion posts, formally graded note taking assignments, and reaction papers should be your own original work.

GenAI can be a helpful resource for drafting creative content, brainstorming ideas, creating a “reverse outline” from a rough draft, and enhancing productivity. Yet it is essential to approach its use thoughtfully and ethically and sparingly in this course. If you use GenAI for any of your assignments, please include the following statement with each assignment:

1. **Application Used:** Specify the GenAI application or tool you used (e.g., Microsoft Copilot, ChatGPT, Claude AI, Gemini).
2. **Intended Purpose:** Describe the purpose for which you used GenAI (e.g., editing, to learn more about a person).
3. **Quality of Initial GenAI Output:** Evaluate the initial output generated by GenAI. For example, was it accurate, biased, coherent, and/or relevant?
4. **Iteration and Refinement:** Explain how you revised prompts or adjusted parameters to refine the GenAI output. Did you experiment with different input prompts to improve the output?
5. **Incorporation in Completed Assignment:** Reflect on how you incorporated the GenAI-generated content into your assignment. How did you edit, adapt, or combine it with other ideas?

While GenAI can be a valuable tool, academic integrity remains paramount. You are responsible for developing and articulating your own ideas, so addressing how GenAI contributed to those ideas (as you would for any sources you use) is centrally important to your learning. Attribute GenAI-generated content with proper citations and avoid plagiarism. Additionally, consider the accuracy of information incorporated in your assignment and the ethical implications of using GenAI in educational contexts. You are responsible for ensuring that the information you submit

based on a GenAI query does not contain misinformation, unethical content, or violate intellectual property laws.

If I suspect that you have used GenAI on an assignment inappropriately, I will ask you to explain your process for completing the assignment in question. Submission of GenAI-generated content as your own original work is considered a violation of Ohio State's [Academic Integrity](#) policy and [Code of Student Conduct](#) because the work is not your own. The unauthorized use of GenAI tools will result in referral to the [Committee on Academic Misconduct](#).

GenAI is evolving rapidly. If you have questions about this course policy or your use of GenAI, whether in standalone applications like Microsoft Copilot or embedded in other tools, please contact me during office hours or via email.

### **Intellectual Diversity:**

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

In this course, we will strive to adhere to the 4Cs of civil discourse: Be Curious, Be Charitable, Be Conscientious, and Be Constructive. To acquaint yourself with this framework, please visit Ohio State's Center for Ethics and Human Values website: [go.osu.edu/4Cs](http://go.osu.edu/4Cs)

### **Grievances and Solving Problems:**

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

### **Copyright:**

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 Schedule and Reading Assignments (Subject to Change):**

<b><u>Month</u></b>	<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Readings*</u></b>	<b><u>In-class Debate Days</u></b>
Jan.	14	Welcome and Introduction		
	16	Intro to the Sociology of Sport	Ch 1 and 2	
	21	(cont'd)		
	23	Sport, Culture, and History	Ch 3	
	28	(cont'd)		
	30	Sports and Socialization	Ch 4	
Feb.	4	(cont'd)	Ch 12 and 13	
	6	(cont'd)		
	11	Youth and Sports		
	13	(cont'd)		
	18	(cont'd)		
	20	Sports and Deviance	Ch 5 and Ch 6	
	25	(cont'd)		
Mar.	27	(cont'd)		Debate #1
	4	<b>Midterm Exam</b>		
Mar.	6	Gender and Sexuality	Ch 7	
	11	(cont'd)		
	13	(cont'd)		
	18	<b>Spring Break—No Class</b>		
	20	<b>Spring Break—No Class</b>		
	25	Race and Ethnicity	Ch 8	
Apr.	27	(cont'd)		
	1	(cont'd)		Debate #2
Apr.	3	Economics	Ch 9 and 11	
	8	(cont'd)		
	10	(cont'd)		
	15	Education	Ch 14	
	17	(cont'd)		
	22	(cont'd)		Debate #3
Apr.	24	Religion	Ch 15, Ch 16	
	29	<b>Final Exam (12:00-1:45pm)</b>		

\*Chapter readings refer to the Coakley text. You can expect 5 classic academic studies for each debate, and occasional current event and commentary pieces, to be announced as supplemental readings and posted during the semester on the course web pages in Carmen (carmen.osu.edu). See their reference information, below.

\*\*D1-D3 refer to the scheduled dates of the class debates.

## DEBATES

In order to encourage you to think critically and be well-informed about some of the most important issues involving the sociology of sport, the major assignments for this course will require extensive preparation for three debates. This preparation will also significantly aid your studying for the mid-term and final exams. Carrying out the debates in class (or via distance learning means) will provide opportunity for you to articulate your views and critically assess the arguments of others. **A more exact description of what an “A” set of debate notes will entail, a template for creating your notes, and a sample “score sheet” will be posted and available prior to each debate in Carmen. The description listed here is an overview of the process, required preparation, and grading procedures. Be sure to reference the debate prep sheets posted in Carmen, and be familiar with the “score sheet,” prior to each debate!**

Each debate will consist of two questions that you should prepare to take both the affirmative and negative stance on. Each debate will be worth 30 (debate-specific) points. You will receive up to 10 points for participating in the debate in class or via distance learning. The quality of your debate notes will be worth another 20 points. **Your submitted debate notes should contain outlines of your arguments and the evidence that supports them; they can be very short notes (e.g., 5-7 words per argument), based on your initial thinking and researching about the studies and issues at hand. The submitted information must be in your own words when handing these notes in to me. These submitted debate notes must be typed and handed in online prior to corresponding in-class debates, or presented as a hard copy at the end of the debate, if you wish to receive oral credit for in-class participation. They may be hand written or typed if you wish to obtain “oral credit” via distance learning (details to follow).**

### Preparation

Use the following format for your notes:

1) Does involvement in sports lead to violence outside of sports arenas? (Sample question)

<i>Argument</i>	<i>Source(s)</i>	<i>(Sample/method/focus)</i>
<u>Yes</u>		
1. ....	(Forbes et al., 2006)	Analysis of relationship b/t h.s. sports & dating aggression /sexual coercion in 147 college men. Self-reports from D-III English class.
<u>No</u>		
1. ....	.....	.....

Sociology is a social science, thus it is essential that you provide evidence to support your arguments. You should draw on information from a) the supplemental readings (i.e., online postings of articles in Carmen), b) the corresponding chapters from the text and class discussion/lectures, and c) at least one source of your own (e.g., academic article not mentioned in class/text, website, magazine article, etc.). You may also use your own logical arguments. **Pay close attention to how the notes will be graded, however (i.e., required citations from online supplemental readings, specific studies in the text, and source of your own).** As part of this process, remember that these debates are trying to achieve multiple goals (e.g., engaging with

important topics, becoming informed about some of the best sociology of sport research, challenging you to think critically and creatively, offering a shared set of research knowledge to analyze, not requiring you to find too many studies on your own); the lists of required sources mostly derive from the studies described in reasonable detail in the text, can be used for our debate questions but are not exhaustive sources or even the best sources for our questions, and often may unevenly or tangentially apply—expect this and do not become frustrated by it. You can always supplement your arguments with your own sources and ideas. Alternatively, if you wish to be more focused on the debate questions explicitly, you may gather 10+ peer-reviewed academic papers that are not part of the course material and use these as your “specific studies in the text” alternative if you a) upload them as pdf’s along with your notes, b) summarize/describe each of their research methods in column 3 of your notes, and c) use unique articles for each Debate. Bear in mind that you will still be expected to be familiar with the Coakley text content (e.g., for in-class discussions, exams). Also, you will still be expected to integrate and cite the supplemental readings (i.e., uploaded Carmen articles) in your debate notes.

Your notes will be graded based on the following criteria: Did you incorporate the supplemental readings into your arguments adequately? (35%). Did you cite and draw reasonable conclusions from the relevant studies and arguments discussed in the text/lectures? (35%). Did you draw from a source of your own, not mentioned in class/text? (10%). In general, were your arguments convincing and presented, appropriately? (20%). Reference the score sheet posted in Carmen for more specific details and expectations regarding the grading of your debate notes.

### Execution

In class, you will debate the assigned questions with a partner versus an opposing team of two. After being given some time to get organized, each side will have an opportunity to present their case for three minutes. Then, each side will have the opportunity to contest the opposing arguments, and reinforce their own position, in a 1.5 minute rebuttal. Whether you will take the affirmative or negative stance to the debate questions will be assigned in class. For distance learning, there will be a similar set of expectations—but the format is unlikely to be the same (e.g., likely requirement to write out debate arguments as text).

### Questions

<i>Topic</i>	<i>Questions</i>	<i>Debate #</i>
Socialization/ Deviance	1) Do sports build character? 2) Is adult involvement in youth sports good for kids?	Debate #1 (D1)
Gender/ Race-ethnicity	1) Is Title IX fair? 2) Is racism still a major problem in sports?	Debate #2 (D2)
Economics/ Education	1) Are college athletes being exploited? 2) Are the goals of education compromised by the culture of athletics?	Debate #3 (D3)

Full Academic Study Supplemental Reading References (all readings available in Carmen)

**Debate #1**

Staurowsky, E. J., Watanabe, N., Cooper, J., Cooky, C., Lough, N., Paule-Koba, A., ... & Snyder, M. (2020). [Chasing Equity: The Triumphs, Challenges, and Opportunities in Sports for Girls and Women](#). *Women's Sports Foundation*.

Foley, D. E. (1990). [The great American football ritual: Reproducing race, class, and gender inequality](#). *Sociology of Sport Journal*, 7(2), 111-135.

Project Play (2019). [State of Play: 2019](#). Aspen Institute.

\*feel free to use [updated web version](#), otherwise, and cite as Project Play (2025)

Upenieks, L., Ryan, B., & Knoester, C. (2024). [Better to have played than not played? Childhood sport participation, dropout frequencies and reasons, and mental health in adulthood](#). *Sociology of Sport Journal*, 42(1), 87-100.

Blumstein, A., & Benedict, J. (1999). [Criminal violence of NFL players compared to the general population](#). *Chance*, 12(3), 12-15.

**Debate #2**

Knoester, C., & Hextrum, K. (2025). [Saving Women's Sports? The ideological underpinnings of US public opinions about trans\\* athlete rights and sex testing, before widespread politicization](#). *Sociology of Sport Journal*, 42(3), 325-337.

Messner, M. A., Dunbar, M., & Hunt, D. (2000). [The televised sports manhood formula](#). *Journal of Sport and Social Issues*, 24(4), 380-394.

Keaton, A. C., Frederick, E., Branch, K., & Pegoraro, A. (2023). [Brittney Griner, intersectionality, and “woke politics”: A critical examination of Brittney Griner’s return to the United States](#). *Sociology of Sport Journal*, 41(2), 141-151.

Knoester, C., & Rockhill, C. (2021). [Multiculturalism and antiracism in Sports? US public opinions about Native American team names and mascots and the use of hijabs in sports](#). *Socius*, 7, 23780231211028681.

Lapchick, R. E. (2023). [2022 racial and gender report card](#). *The Institute for Diversity and Ethics in Sports*.

**Debate #3**

Tompsett, J., & Knoester, C. (2021). [The making of a college athlete: High school experiences, socioeconomic advantages, and the likelihood of playing college sports](#). *Sociology of Sport Journal*, 39(2), 129-140.

Tatos, T., & Singer, H. (2021). [Antitrust anachronism: The interracial wealth transfer in collegiate athletics under the consumer welfare standard](#). *The Antitrust Bulletin*, 66(3), 396-430.

Kalman-Lamb, N., & Silva, D. (2024). ['Play'ing college football: Campus athletic worker experiences of exploitation](#). *Critical Sociology*, 50(4-5), 863-882.

Sperber, M. (2001). [Beer and circus: How big-time college sports has crippled undergraduate education](#). Macmillan. Pp. 248-260 and Preface.

Adler, P., & Adler, P. A. (1985). [From idealism to pragmatic detachment: The academic performance of college athletes](#). *Sociology of Education*, 241-250.

\*\*These full academic study readings were selected because they are model, typically recent, and/or influential pieces that illustrate sociological theorizing, empirical research, and inquiry; consider the traditions, cultures, and transformations of sports in society; and are otherwise aligned with the topics that we cover in class. To find more models of comprehensive sociology of sport research articles I suggest you search [google scholar](#) and/or review research in leading sociology of sport journals such as [Sociology of Sport Journal](#), [International Review for the Sociology of Sport](#), and [Journal of Sport and Social Issues](#). To find complete books (and award winning articles) to read, you might consider looking at the [North American Society for the Sociology of Sport award winners](#) and perusing their award allocations.

Public Scholarship Assigned for the Course (Virtually all written by Academics)

Guest (2022) “[Thinking Fandom: When \(and How\) to Watch Games We Love and Hate](#)”

Boykoff (2025) “[Donald Trump's return to power lays bare the lie that sports don't matter](#)”

Zirin (2005, 2008, 2025)

“[Storming the Castle: Why We Need To Know Our Radical Sports History](#)”

“[Calling Sports Sociology Off the Bench](#)”

“[In a Year of Violent Tumult, the Sports World Was Silent](#)”

Allison & Knoester (2021) “[Are You a Sports Fan? \(Your Gender and Sexuality May Have Something to Do With It\)](#)”

Knoester (2023) “[Sex Discrimination in Sports and Society: Why Transgender Athletes Matter](#)”

\*\*These public scholarship readings were selected because they are accessible, model, typically recent, and/or influential pieces written for general audiences that illustrate sociological theorizing, empirical research, and inquiry; consider the traditions, cultures, and transformations of sports in society; and are otherwise aligned with the topics that we cover in class.

# GE Theme Course Submission Worksheet: Traditions, Cultures, & Transformations

## 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 (Traditions, Cultures & Transformations)

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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.

(enter text here)

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

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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.

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking about the topic or idea of the theme.	
<b>ELO 1.2</b> Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.	

<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences as they apply to the theme.</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>	

*Example responses for proposals within "Citizenship" (from Sociology 3200, Comm 2850, French 2803):*

<p><b>ELO 1.1</b> Engage in critical and logical thinking.</p>	<p><i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1) Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3) Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i></p>
<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p><i>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</i></p> <p><u>Lecture</u></p> <p><i>Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</i></p> <p><u>Reading</u></p>

	<p><i>The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</i></p> <p><b><u>Discussions</u></b></p> <p><i>Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</i></p> <p><b><i>Activity Example: Civility impacts citizenship behaviors in many ways.</i></b>  <i>Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</i></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>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p><i>Some examples of events and sites:</i>  <i>The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</i>  <i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i>  <i>The Vélodrome d'hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i>  <i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>

## Goals and ELOs unique to Traditions, Cultures & Transformations

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 engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

**GOAL 4:** Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

ELOs	Course activities and assignments to meet these ELOs
<b>ELO 3.1</b> Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	
<b>ELO 3.2</b> Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.	
<b>ELO 3.3</b> Examine the interactions among dominant and sub-cultures.	
<b>ELO 3.4</b> Explore changes and continuities over time within a culture or society.	

<p><b>ELO 4.1</b> Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</p>	
<p><b>ELO 4.2</b> Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.</p>	

*Example responses for proposals within "Citizenship" (Hist/Relig. Studies 3680, Music 3364; Soc 3200):*

<p><b>ELO 3.1</b> Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.</p>	<p><i>Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship. Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</i></p> <p><i>The course content addresses citizenship questions at the global (see weeks #3 and #15 on refugees and open border debates), national (see weeks #5, 7-#14 on the U.S. case), and the local level (see week #6 on Columbus). Specific activities addressing different perspectives on citizenship include Assignment #1, where students produce a demographic profile of a U.S-based immigrant group, including a profile of their citizenship statuses using U.S.-based regulatory definitions. In addition, Assignment #3, which has students connect their family origins to broader population-level immigration patterns, necessitates a discussion of citizenship. Finally, the critical reading responses have the students engage the literature on different perspectives of citizenship and reflect on what constitutes citizenship and how it varies across communities.</i></p>
<p><b>ELO 3.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p><i>This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of multiple forms of musical-political agency worldwide, from the grass-roots to the state-sponsored. Students identify varied cultural expressions of "musical citizenship" each week, through their reading and listening assignments, and reflect on them via online and in-class discussion. It</i></p>

	<p><i>is common for us to ask probing and programmatic questions about the musical-political subjects and cultures we study. What are the possibilities and constraints of this particular version of musical citizenship? What might we carry forward in our own lives and labors as musical citizens? Further, students are encouraged to apply their emergent intercultural competencies as global, musical citizens in their midterm report and final project, in which weekly course topics inform student-led research and creative projects.</i></p>
<p><b>ELO 2.1</b> Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</p>	<p>Through the historical and contemporary case studies students examine in HIST/RS 3680, they have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living in religiously diverse societies, examining a range of issues and their implications. They also consider the intersections of religious difference with other categories of difference, including race and gender. For example, during the unit on US religious freedom, students consider how incarcerated Black Americans and Native Americans have experienced questions of freedom and equality in dramatically different ways than white Protestants. In a weekly reflection post, they address this question directly. In the unit on marriage and sexuality, they consider different ways that different social groups have experienced the regulation of marriage in Israel and Malaysia in ways that do not correspond simplistically to gender (e.g. different women's groups with very different perspectives on the issues).</p> <p><i>In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is "right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicite confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.</i></p>
<p><b>ELO 2.2</b> Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</p>	<p>As students analyze specific case studies in HIST/RS 3680, they assess law's role in and capacity for enacting justice, managing difference, and constructing citizenship. This goal is met through lectures, course readings, discussion, and written assignments. For example, the unit on indigenous sovereignty and sacred space invites students to consider why liberal systems of law have rarely accommodated</p>

*indigenous land claims and what this says about indigenous citizenship and justice. They also study examples of indigenous activism and resistance around these issues. At the conclusion of the unit, the neighborhood exploration assignment specifically asks students to take note of whether and how indigenous land claims are marked or acknowledged in the spaces they explore and what they learn from this about citizenship, difference, belonging, and power. In the unit on legal pluralism, marriage, and the law, students study the personal law systems in Israel and Malaysia. They consider the structures of power that privilege certain kinds of communities and identities and also encounter groups advocating for social change. In their final projects, students apply the insights they've gained to particular case studies. As they analyze their selected case studies, they are required to discuss how the cases reveal the different ways justice, difference, and citizenship intersect and how they are shaped by cultural traditions and structures of power in particular social contexts. They present their conclusions in an oral group presentation and in an individually written final paper. Finally, in their end of semester letter to professor, they reflect on how they issues might shape their own advocacy for social change in the future.*

2024 Sociology and Criminology Curriculum Map 5.28						
Program Goal 1: Students Develop Comprehensive Knowledge of Discipline; Program Goal 2: Students Understand Theoretical Perspectives and Research Programs; Goal 3: Students Understand Key Methods and Statistics and Can Conduct Research; Program Goal 4: Students are Prepared for Employment and/or Graduate School; Program Goal 5: Diversity; Honors Students Achieve Goals 1-4 at Highened Level						
SA in Sociology Curriculum Map						
Required Courses Offered by the Unit	Course Number	Level	Prerequisite	Prerequisite	Prerequisite	Prerequisite
SAOC 1001, Introduction to Sociology	SAOC 1001	beginning				
SAOC 2485, Introduction to Sociology Theory	SAOC 2485	intermediate	beginning			
SAOC 2485.HON, Social Stratification	SAOC 2485.HON	intermediate	beginning	beginning	beginning	beginning
SAOC 2485.HON, Theoretical Perspectives in Sociology	SAOC 2485.HON	intermediate	beginning	beginning	beginning	beginning
SAOC 3485, Statistics in Sociology	SAOC 3485	intermediate	intermediate	intermediate	intermediate	intermediate
Integrated Elective Courses (Students Choose 1)						
SAOC 3911, Internship Program in Sociology	SAOC 3911	intermediate			intermediate	
SAOC 4888, Undergraduate Research in Sociology	SAOC 4888	advanced	beginning	beginning	beginning	beginning
SAOC 4888.HON, Undergraduate Research in Sociology	SAOC 4888.HON	intermediate	beginning	beginning	beginning	beginning
SAOC 4888.HON, Statistics in Sociology	SAOC 4888.HON	intermediate	beginning	beginning	beginning	beginning
SAOC 4888.HON, Thesis in Sociology	SAOC 4888.HON	intermediate	beginning	beginning	beginning	beginning
Elective Courses (Students Choose 4, & 40005000)						
SAOC 2201, Social Problems	SAOC 2201	beginning				
SAOC 2201.HON, Theoretical Perspectives in Sociology	SAOC 2201.HON	beginning				
SAOC 2201.HON, Social Problems	SAOC 2201.HON	beginning				
SAOC 2201.HON, Sociology of Death & Dying	SAOC 2201.HON	beginning				
SAOC 2201.HON, Sociology of Culture and Popular Culture	SAOC 2201.HON	beginning				
SAOC 2201.HON, Sociology of Crime & Society	SAOC 2201.HON	beginning				
SAOC 2311, Sociology of Gangs	SAOC 2311	beginning				
SAOC 2311, Sociology of Education	SAOC 2311	beginning				
SAOC 2311, Sociology of Crime	SAOC 2311	beginning				
SAOC 2311, Sex & Love in Modern Society	SAOC 2311	beginning				
SAOC 2341, The Social Structure of American Society	SAOC 2341	beginning				
SAOC 2341.HON, The Political Structure of American Society	SAOC 2341.HON	beginning				
SAOC 2387.HON, Urban Social Problems	SAOC 2387.HON	beginning				
SAOC 2387.HON, Sex, Love, and Family Life	SAOC 2387.HON	beginning				
SAOC 2387.HON, Sociology of Social Capital Perspective	SAOC 2387.HON	beginning				
SAOC 2381, Social Organization of Communities	SAOC 2381	beginning				
SAOC 2381.HON, Sociology of Social Capital	SAOC 2381.HON	beginning				
SAOC 2381.HON, Technology and Global Society	SAOC 2381.HON	beginning				
SAOC 2381.HON, Sociology of Poverty	SAOC 2381.HON	beginning				
SAOC 2381.HON, Sociology of Crime	SAOC 2381.HON	beginning				
SAOC 2381.HON, Race and Ethnic Relations in America	SAOC 2381.HON	beginning				
SAOC 2407, Social Change	SAOC 2407	beginning				
SAOC 2407.HON, Sociology of Change	SAOC 2407.HON	beginning				
SAOC 2421, Sociology of the Family	SAOC 2421	beginning				
SAOC 2421.HON, The Child and Society	SAOC 2421.HON	beginning				
SAOC 2421.HON, Sociology of the Family	SAOC 2421.HON	beginning				
SAOC 2485, Environmental Justice	SAOC 2485	beginning				
SAOC 2485, Work, Inequality, and Society	SAOC 2485	beginning				
SAOC 2485.HON, Sociology of Work	SAOC 2485.HON	beginning				
SAOC 2487.H1, World Problems in a Global Context	SAOC 2487.H1	beginning				
SAOC 2487.H1, World Problems in a Global Context	SAOC 2487.H1	beginning				
SAOC 2488, Neighborhoods and Crime	SAOC 2488	beginning				
SAOC 2488, Sociology of Deviant Behavior	SAOC 2488	beginning				
SAOC 2488.HON, Sociology of Deviant Behavior	SAOC 2488.HON	beginning				
SAOC 2491, Men and Women in Society	SAOC 2491	beginning				
SAOC 2491.HON, Sociology of Networks	SAOC 2491.HON	beginning				
SAOC 2493, Sociology of Sport	SAOC 2493	beginning				
SAOC 2494, Power in Society	SAOC 2494	beginning				
SAOC 2497, The History, Evolution, and Techniques of Demography I	SAOC 2497	beginning	beginning			
SAOC 2497.H1, The History, Evolution, and Techniques of Demography I	SAOC 2497.H1	beginning	beginning			
SAOC 2498, Global Inequality and Poverty	SAOC 2498	beginning				
SAOC 2498.HON, Comparative Family Organization	SAOC 2498.HON	beginning				
SAOC 2502, Sociology of Health	SAOC 2502	beginning				
SAOC 2511, Challenges to Childhood: An International Perspective	SAOC 2511	beginning				
SAOC 2628, Health Disparities in Social Context	SAOC 2628	beginning				
SAOC 2801, Marriage and its Discontents	SAOC 2801	beginning				
General Education Courses						
SAOC 1101, Introduction to Sociology	SAOC 1101	beginning	beginning			
SAOC 1101.HON, Introduction to Sociology	SAOC 1101.HON	beginning	beginning			
SAOC 2211, Corrections: An Inside-Out Course	SAOC 2211	beginning	beginning	beginning		
SAOC 2251, Sociology of Education	SAOC 2251	beginning	beginning	beginning	beginning	
SAOC 2251.H1, The Sociology of American Society	SAOC 2251.H1	beginning	beginning	beginning	beginning	
SAOC 2617.H1, The Political Elite and Interest Groups	SAOC 2617.H1	beginning	beginning	beginning	beginning	
SAOC 2617.H1, Urban Social Problems	SAOC 2617.H1	beginning	beginning	beginning	beginning	
SAOC 2617.H1, Sociology of Crime	SAOC 2617.H1	beginning	beginning	beginning	beginning	
SAOC 2617.H1, Sociology of Justice	SAOC 2617.H1	beginning	beginning	beginning	beginning	
SAOC 2485.HON, Social Stratification	SAOC 2485.HON	beginning	beginning	beginning	beginning	
SAOC 2485.HON, Statistics in Sociology	SAOC 2485.HON	beginning	beginning	beginning	beginning	
SAOC 2487.H1, World Problems in a Global Context	SAOC 2487.H1	beginning	beginning	beginning	beginning	
SAOC 4002, Social Service Business Collaborative: A Service Learning Approach	SAOC 4002	beginning	beginning	beginning	beginning	
SAOC 4608, Gender, Race, and Class in Mass Media	SAOC 4608	beginning	beginning	beginning	beginning	
SAOC 3605, Sociology of Sexuality	SAOC 3605	beginning	beginning	beginning	beginning	

Level 2: Self Audit: Disciplinary Service