

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: SOCI 445

or Degree Plan(s):

The Department of Communication and Sociology would like to open a new course, SOCI 445 (Sports & Society).

	Campus-Level Academic Review ¹	1	2	3	4	5
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹					
1.	Title (description unchanged)	A	A	A	I	I
2.	Description (not affecting content)	A	A	A	I	I
3.	Course term(s)	A	I	A	I	I
4.	Content (change of course outcomes)	A	A	A	I	I
5.	Number of credit hours	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A
11.	Cross list course	A	A	A	A	A
12.	Department of record	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A
	Change to a Degree Plan					
14.	Educational Program — Revise	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A

		Chair	Assoc. Chair	Assoc. Prof.	Asst. Prof.	Asst. Dir.	Asst. Dir.	Asst. Dir.	Asst. Dir.	Asst. Dir.
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ^{2 3}	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

	Change to General Education Requirements for Undergraduates (System)	Chair	Assoc. Chair	Assoc. Prof.	Asst. Prof.	Asst. Dir.	Asst. Dir.	Asst. Dir.	Asst. Dir.	Asst. Dir.
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Department/School(s)



3-16-2026

Chair Signature

Date

Chair/Program Director Signature

Date

College Academic Council(s)

Dana Kennamer

03/24/2026

Dana Kennamer (Mar 24, 2026 15:56:10 CDT)

Chair Signature

Date

Chair Signature

Date

Dean(s)

Dana Kennamer

03/24/2026

Dana Kennamer (Mar 24, 2026 15:56:10 CDT)

Signature

Date

Signature

Date

Teacher Education Council

Signature

Date

**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature

Date

Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Abilene New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (<i>Subject Code and Number</i>)	SOCI 445
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Amanda Carroll
B	Course Instructor	Amanda Carroll
C	Course Title	Sports & Society
D	Course Abbreviation for Banner if title is more than 30 characters	
E	College	CAHSS - Arts, Humanities, and Social Sciences
F	Department or School	CMSO - Communication & Sociology
G	Number of Credit Hours	3
G1	Number of Lecture Contact Hours	3
G2	Number of Lab Contact Hours	0
H	Is the course for a fixed or variable number of credit hours?	Fixed If variable, explain rationale:
I	Is the course repeatable for additional credit?	No
J	Maximum total number of credit hours a student can earn for this course	3
K	Course Schedule Type	<u>Lecture (LEC)</u> See Schedule Type definitions in the Reference section.

L	Number of Faculty Workload Hours	3
M	Grading Mode	<u>Standard</u>
N	Maximum Enrollment	20
O	Catalog Description (50 words or less)	This course is a sociological approach to the study of sport examining the relationship between sports and American society. It focuses on sport as a reflection of dominant cultural values, subculture, means of socialization, intersections between sport and other social institutions, and social inequalities within sport.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	none
Q	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	none
R	If the course is cross-listed, specify the subject code and course number of the other course	no
S	Does this course require any additional student course fees?	<u>No</u> If yes, attach a completed course fee form (see form "Request to Add or Change Course Fees").
T1	Will the course be offered in fall terms?	<u>No</u>
T2	Will the course be offered in spring terms?	<u>Yes, even years</u>
T3	Will the course be offered in summer terms?	<u>No</u>

U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Spring 2028
V	Is this course required for a program(s)?	<u>No</u> If yes, submit a separate completed curriculum proposal to change the program(s).
W	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	<u>No</u> If yes, provide rationale:
X	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	<u>Yes</u> If yes, provide course ID, term, and enrollment: SOCL 440.01, Spring 2026, 9 enrolled
Y	List any courses in which the content overlaps the proposed course. (Course ID and Name). <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering.</i>	none

2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.

Adding this course to the sociology minor as a selection.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

Many Liberal Studies students with a concentration in sociology are student athletes and are particularly interested in this subject.

3. Course Design

- A. Audience and Course Goal
1. Describe the intended audience, including prerequisite skills.

2. State the overarching course goal(s) in performance terms.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Describe the historical contexts which created and shaped the growth of sport.	Exams and reading responses
2	Analyze the political and economic forces that shape sporting experiences.	Exams, reading responses, and book project
3	Analyze the social and cultural dimensions of sport.	Exams, reading responses, and book project
4	Analyze the relationship between sports and related social institutions (e.g., economy, religion, science, etc.).	Exams, reading responses, and book project
5	Demonstrate a working knowledge of core concepts, theories and methodologies of sociology of sport.	Exams, reading responses, and book project

C. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.

Required Text

Sociology of Sport (12th Edition) by Sage, George H.; Eitzen, D. Stanley; Beal, Becky; Atencio, Matthew, Oxford University Press, 2022.

Additionally, **ONE** of the following:

Fútbol in the Park: Immigrants, Soccer, and the Creation of Social Ties by Trouille. ISBN: 9780226748887

When Women Rule the Court: Gender, Race, and Japanese American Basketball by Willms, ISBN: 9780813584157

Sex Testing: Gender Policing in Women's Sports by Pieper, ISBN: 9780252040221

Fighting Visibility: Sport Media and Female Athletes in the UFC by Mc Clearan, ISBN: 9780252085727

The NCAA and the Exploitation of College Profit-Athletes: An Amateurism That Never Was by Richard M. Southall, Mark S. Nagel, Ellen J. Staurowsky, Richard T. Karcher, and Joel G. Maxcy, ISBN: 9781643363783

The End of College Football: On the Human Cost of an All American Game by Nathan Kalman-Lamb; Derek Silva, ISBN:9781469683461

Gridiron capital: How American football became a Samoan game by Uperesa, ISBN: 9781478018094

Dominican baseball: New pride, old prejudice by Klein, ISBN: 9781439910887

Say her name: Centering black feminism and black women in sport by Brown, ISBN: 9781978831797

Lakota hoops: Life and basketball on Pine Ridge Indian Reservation by Klein, ISBN: 9781978804043

B. full publication information; label **Graduate**.

4. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section 1Y. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location(s).

7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section 2B.

Updated 8/19/2024

Abilene Christian University
SOCI 440-01/Special Topic: Sociology of Sport, Spring 2026
Sherrod Building, Room 217
MWF 1:00 am -1:50 pm
College Faculty Associate Professor Amanda Carroll, MA

Office: Sherrod Building 211
Office Phone: 674-2136
Email: Amanda.carroll@acu.edu

Office Hours: Monday 8:00-9:00 am and 2:00-2:30 pm
Tuesday: 8:00-9:30 am
Wednesday: 8:00-9:00 am and 2:00-2:30 pm
Thursday: 8:00-9:30 am
Friday: 8:00-9:00 am

In Class: MWF: 9:00-9:50 am, 10:00-10:50 am, and 1:00-1:50 am
T/R: 9:30-10: 50 am

Please do not hesitate to contact me via email at Amanda.carroll@acu.edu to arrange other appointment times.

Mission of ACU

To educate students for Christian service and leadership throughout the world.

College of Arts, Humanities, and Social Sciences Mission

To explore, expand, express, and impact the human story as we educate students for Christian service and leadership throughout the world.

Required Text

Sociology of Sport (12th Edition) by Sage, George H.; Eitzen, D. Stanley; Beal, Becky; Atencio, Matthew, Oxford University Press, 2022.

Additionally, **ONE** of the following:

Fútbol in the Park: Immigrants, Soccer, and the Creation of Social Ties by Trouille. ISBN: 9780226748887

When Women Rule the Court: Gender, Race, and Japanese American Basketball by Willms, ISBN: 9780813584157

Sex Testing: Gender Policing in Women's Sports by Pieper, ISBN: 9780252040221

Fighting Visibility: Sport Media and Female Athletes in the UFC by Mc Clearan, ISBN: 9780252085727

The NCAA and the Exploitation of College Profit-Athletes: An Amateurism That Never Was by Richard M. Southall, Mark S. Nagel, Ellen J. Staurowsky, Richard T. Karcher, and Joel G. Maxcy, ISBN: 9781643363783

The End of College Football: On the Human Cost of an All American Game by Nathan Kalman-Lamb; Derek Silva, ISBN:9781469683461

Gridiron capital: How American football became a Samoan game by Uperesa, ISBN: 9781478018094

Dominican baseball: New pride, old prejudice by Klein, ISBN: 9781439910887

Say her name: Centering black feminism and black women in sport by Brown, ISBN: 9781978831797

Lakota hoops: Life and basketball on Pine Ridge Indian Reservation by Klein, ISBN: 9781978804043

Catalog Description

This course is a sociological approach to the study of sport examining the relationship between sports and American society. It focuses on sport as a reflection of dominant cultural values, subculture, means of socialization, intersections between sport and other social institutions, and social inequalities within sport.

Learning Objectives and Assessment

1. Describe the historical contexts which created and shaped the growth of sport. Measured by exams and reading responses.
2. Analyze the political and economic forces that shape sporting experiences. Measured by exams, reading responses, and book project.
3. Analyze the social and cultural dimensions of sport. Measured by exams, reading responses, and book project.
4. Analyze the relationship between sports and related social institutions (e.g., economy, religion, science, etc.). Measured by exams, reading responses, and book project.
5. Demonstrate a working knowledge of core concepts, theories and methodologies of sociology of sport. Measured by exams, reading responses, and book project.

Course Format

The course will be conducted in a lecture-discussion format. Students are expected to complete all assigned readings prior to the class session they are assigned.

Exams

There will be three exams. The exams will be a combination of short answer and fill in the blank questions. The average of the three exams will count for 40% of your final grade.

Exam policy

It is crucial that you are in class on exam days. You are only allowed to miss an exam with advanced approval. I will allow you to miss an exam only if you are experiencing a major life crisis (death of a loved one, serious illness, etc.) or if you are involved in a university sponsored event that conflicts with the test time. If you miss an exam without advanced approval the highest grade possible on the missed exam will be 50.

Exams need to be made up within one week of the original exam date. It is your responsibility to schedule the makeup exam. Make up exams will not receive bonus points from a class curve.

If you are involved in a university sponsored event that conflicts with the exam and you take the exam early, you will get the same curve as the rest of the class.

Reading Responses/Assignments

In addition to the textbook there will be readings posted on Canvas. While you need to read all of them so we can discuss them in class, some of these readings will require a written response.

You will prepare a HANDWRITTEN response to the readings. Each handwritten response must be 1 page in length minimum (college ruled paper, front side). **These will be due at the beginning of class on the day they appear on the syllabus.**

For each response:

Select a quotation from the reading (2-4 sentences) that you feel captures one of the main arguments presented in the reading. Provide the full quote and cite the quote in the body of your response.

1. Summarize, in your own words— the concept or idea that the quotation captures.
2. Write about how this reading connects to something specific you learned in another course OR in another reading/lecture in this course/textbook content.
 - a. If connecting it to another course: this needs to be a specific class, so my Introduction to Sociology course taught by Professor Carroll NOT a previous sociology course.

- b. If connecting it to another reading: Cite the specific reading, so the excerpt we read from Kimberle Crenshaw's *Dimensions of Intersectional Oppression* NOT Crenshaw's theory of intersectionality
3. Either write about an experience from your daily life that connects to reading OR if you can't think of one, make another connection like in number 2.
4. What do you think is the author's main idea in this reading as a whole?
5. How did this reading change or expand your thinking on this topic OR what was your main takeaway after this reading?

In addition to the reading responses, there will be short assignments for some chapters.

Typically, there will be one reading response or short assignment due weekly. Some weeks may have 2 responses or assignment due.

You will have an additional 48 hours, so the next class meeting, to turn in your assignment. You may turn in the assignment during that time without penalty. **If you will be out of class, you may email me a picture of your assignment and bring me the hard copy during the next class period.** Other than this automatic extension on all assignments, I will not accept late work.

In the event of a major catastrophe involving extended class absence (eg., death of a loved one, major illness, accident), it is the professor's commitment to be reasonable and compassionate in working with the student to complete the semester's work. Evidence of the reason for the extended absences may be requested in determining the specific activities needed to complete course requirements.

I will drop the three lowest response/assignment grades. The average of the remaining reading responses/assignments is worth 40% of your grade.

Sociology of Sport 3 Part Book Review

You will select and read one of the following texts for the course (Choose a book that is new to you):

Fútbol in the Park: Immigrants, Soccer, and the Creation of Social Ties by Trouille. ISBN: 9780226748887

When Women Rule the Court: Gender, Race, and Japanese American Basketball by Willms, ISBN: 9780813584157

Sex Testing: Gender Policing in Women's Sports by Pieper, ISBN: 9780252040221

Fighting Visibility: Sport Media and Female Athletes in the UFC by Mc Clearan, ISBN: 9780252085727

The NCAA and the Exploitation of College Profit-Athletes: An Amateurism That Never Was by Richard M. Southall, Mark S. Nagel, Ellen J. Staurowsky, Richard T. Karcher, and Joel G. Maxcy, ISBN: 9781643363783

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Say her name: Centering black feminism and black women in sport by Brown, ISBN: 9781978831797

Lakota hoops: Life and basketball on Pine Ridge Indian Reservation by Klein, ISBN: 9781978804043

Part 1:

You will submit 6 reading chronicles throughout the semester. (These can be done on a computer) Each reading chronicle needs to be a minimum of 400 words. These will be due at midnight on the day they appear on the syllabus. There will be a 48 hour no penalty grace period for these as well.

Each reading chronicle should consist of the transcription of a sentence or two from your book. Make sure you fully cite this in the chronicle (with page number). Then, explain why this particular excerpt speaks to you.

Part 2:

When you have completed reading the book, write answers to each of the following questions (this can be done on a computer).

1. In five sentences or less, outline the author's central argument. What is their focus in the book, and what do they add to our understanding of the sex, sexuality, or gender?
2. What ideas from lectures or course readings came to mind as you were reading your book? Again, be specific as in your reading responses.
3. What questions do you have about the author's argument?

4. What did you love about this book? What did you hate about this book?

The Book Review should be 750 words minimum to potentially receive an A on this portion of the assignment, 600 words minimum to potentially receive a B on this portion of the assignment, or 450 words to potentially receive a C on this assignment

Part 3:

During the final weeks of the semester we will meet for a one-on-one discussion of your book choice. This is meant to be a casual/low pressure 15-20 minute discussion that mainly shows me that you read the book and spent some time thinking about it. I will submit sign up times for this sometime in the last few weeks of the semester.

Each portion of the Book Review Assignment is worth 5% of your grade.

Attendance

You are expected to attend class and attendance will be taken. Attendance combined with class participation will count for 5% of your final grade. For each unexcused absence from class your attendance/class participation grade will be lowered. An excused absence **will not** lower your attendance/class participation grade.

For each missed class meeting, it is the student's responsibility to find out what may have been missed. Absence from class will NOT be considered adequate reason for lack of preparation for subsequent classes/exams/assignments.

In the event of a major catastrophe involving extended class absence (eg., death of a loved one, major illness, accident), it is the instructor's commitment to be reasonable and compassionate in working with the student to complete the semester's work. Evidence of the reason for the extended absences may be requested in determining the specific activities needed to complete course requirements.

Class Engagement

Come to class prepared. Being prepared means that you arrive on time, have read the assigned reading for that class period, have completed all assignments due that day, and are ready to contribute to the class discussions as a participant and active listener.

Repeated behaviors including, but not limited to, sleeping, failure to come to class on time, texting, listening to music, playing games, browsing the internet, and disruptive individual

conversations will result in a lowered class participation grade and may result in dismissal from class.

Final Grade Determination: The course grade for the semester will be calculated with the following weighting system.

Average of all exams	40%
Reading Responses/Assignment (Average of all responses)	40%
Book Review	15%
Class Engagement	5%

The total of the weighted scores on all assignments will be converted to a final letter grade as follows:

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%
- F = 0 - 59%

Final grades are final. Unless there has been a miscalculation, I will not change your grade once it is posted. If you are concerned about your grade at any point in the semester, I urge you to meet with me so that we can address any issues as quickly as possible. Ideally, this would happen well before the last few weeks of the term.

Course Evaluations

I take these evaluations seriously and will do my best to improve my teaching and your learning on the basis of a mid-semester evaluation.

Disability Services

Abilene Christian University and the Department of Communication and Sociology comply with the Americans with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you have an established disability as defined in the Americans with Disabilities Act and would like to request accommodations, please see me as soon as possible. You should also contact ACU's Alpha Academic Services concerning disability accommodations at: (325) 674-2667.

Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms

of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God.

Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [THIS LINK](#).

AI/ChatGPT Policy

The use of ChatGPT or any other AI platform or tool to generate either ideas or written content (not including spelling/grammar check), or to produce any other material is prohibited in this course.

This policy is for a number of reasons:

- This class is designed to improve your critical thinking skills. If a bot is doing your thinking for you then you're not improving your critical thinking skills. See here for a discussion about AI and humanities. From the article:
"College students should think extra carefully about it (AI) because, even if those other issues were magically resolved, using generative AI is largely incompatible with the purpose of education. In the talk I gave, I said, "When you're a student at a university, you should think of yourself as an athlete in training, and the job you'll do after you graduate is the sport you will compete in. You don't know specifically which sport you will play, and neither do your professors. What your professors do know is that strength training will help you. That's what essay writing is; it's strength training for the brain. Using ChatGPT to write your essays is like bringing a forklift into the weight room; you are never going to improve your cognitive fitness that way." Let me expand on that. Building strength requires exertion; if anyone offers you an exercise program that involves no exertion at all, you know it's not going to be effective. The improvements that come from doing cognitive exercise are not as rapid as those that come from physical exercise, but they are just as real. Writing an essay is hard because it forces you to use your brain in ways you haven't before, and that is precisely why it's useful. Your job is not to turn in completed assignments; it's to learn how to think. Turning in completed assignments can help you learn how to think, but only if you're the one who completed them."

- Using AI opens up academic honesty issues, both because it raises the question of whether the work is "your" work, and also because tools like ChatGPT rely on taking uncredited material from scholars and writers.
- Using AI does not produce reliably accurate results. What's worse though, is that it has an indifferent relationship to the truth. It often hallucinates citations. See [here](#) for a discussion about this peculiar quality of AI from the peer reviewed journal Ethics and Information Technology. Here is a more accessible NYTimes podcast/transcript with contributions from sociologist Dr. Tressie McMillan Cottom discussing the issue.
- OpenAI has exploited workers from the global south, especially workers in prisons and refugee camps, and workers in Kenya, the Philippines, Colombia, and elsewhere (see [here](#), [here](#), [here](#), [here](#), [here](#), and [here](#) for more info).
- ChatGPT has serious negative environmental impacts, particularly in relation to water usage (see [here](#), [here](#), and [here](#), for more info). The Abilene Stargate Facility is going to be the first to use a closed loop system model for water, so hopefully the industry will incorporate this advance elsewhere. Read more about that [here](#).
- These negative environmental impacts are not evenly distributed across the country. Elon Musk's xAI is currently polluting a majority Black neighborhood in Memphis, TN. Sociologists refer to situations in which communities of color face more environmental dangers than other communities as environmental racism. See [here](#) for an introduction to the issue.

You are here to learn. AI platforms steal work from authors, exploit vulnerable people, and harm the environment all to generate strings of words sort of weirdly related to and often wrong about what you're supposed to learn.

I challenge you to prompt a LLM model of your choosing with something you 100% KNOW about. How much does it get wrong? Now, how much is it getting wrong about things you aren't certain about. How would you know?

When you turn in these strings of words as your own work not only are you lying BUT you also skipped the learning part (the most important part!). It also makes you sound like an AI language model: strange, befuddled about the topic at hand (like you didn't really hear the question), and desperate to sound smart while using lots of words to say nothing at all.

Plus, your ideas are better and more coherent than what AI can generate! I genuinely want to hear what YOU think! I'm a sociologist! As sociologist Peter Berger explains in *An Invitation to Sociology*, the sociologist is "a person intensively, endlessly, shamelessly interested in the

doings of men.” (Berger, 1963.) In short, we find people and all they do, think, and create fascinating.

This Course is Intellectual Property

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. **Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited.** Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person.

Please check the ACU Academic Calendar for add/drop/withdrawal dates.

Electronic Device Policy

After much deliberation I have decided to make my classes 100% tech free for students. What this means for you as a student is that you are welcome to bring your laptop, phone, etc to class, BUT I ask that you not use it during class. You may have your phone out on your desk/table, but please leave it face down and on vibrate.

Sociology classes work better for everyone when there is robust discussion. Our dependence on electronics makes it much harder to put the phone down and leave it there, or to ONLY use a laptop for note taking. (Interestingly, there is quite a bit of research that note taking by hand improves retention of the material). Using devices in class greatly reduces the quantity and quality of class discussions.

This was not a policy decision I came to lightly. I spent four semesters trying different strategies around electronics and observing my students.

If you have accessibility needs through Alpha that require you to use a laptop or other non phone electronic device for note taking I will of course honor that accommodation. Even if you don't have accommodations through Alpha but have a concern about this policy, please talk with me about it.

Additionally, if you see a student regularly using a laptop for notes and I am allowing it, please trust that that student has spoken with me about it and that there is a legitimate reason for use for that student.

There may be certain times that I want you to have a laptop or other device available. I will let you know ahead of time, so that you can bring it with you to class.

General Course Policies

- I reserve the right to modify the syllabus, including the schedule, grading, and requirements, as deemed necessary. Students can expect that I will announce such changes in class and post the information on Canvas.
- Please be respectful in class. This includes: following the electronics policy; not sleeping, reading unrelated materials; and not being disruptive to those around you.
- Students may be counted absent even if physically present. Everyone must be “checked in” and prepared to engage with the class.
- Students should arrive before class is scheduled to start. Tardiness is disruptive to both the professor and your peers. Likewise, please do not begin packing up your materials until class has ended. I will not keep you over our time.
- Please be courteous in your participation, as both a speaker and a listener. I encourage you to focus your discussion on broader society, social theory, and course concepts, and to show consideration for all perspectives.
- A college degree signifies both mastery of course material and the ability to express that knowledge eloquently. Therefore, students should devote time to the mechanics of their written work, paying specific attention to structure, word choice, grammar, spelling, and punctuation. Your infographics also assess students’ ability to communicate in visual media and should be taken just as seriously.
- Students should regularly check their Abilene Christian University Canvas for updates, announcements, changes, or reminders. This will be my primary means of communicating with students as a group outside of class.
- **Please DO NOT email me through Canvas as I can only see it if I am in Canvas. This means it will take much longer for me to see it and respond. Email me at my ACU email address: Amanda.carroll@acu.edu**
- **Grade Challenges.** There are two types of grade challenges, “administrative” and “substantive.” Administrative grade challenges occur when there is a discrepancy between the grade written on the assignment and the grade posted on Canvas. Administrative grade challenges will be handled by the instructor immediately. It is important for the student to bring grade discrepancies to the instructor’s attention as soon as possible.

Substantive grade challenges are those in which the student does not agree with the grade received on an assignment. If you are unhappy with a grade that you received and you feel that it is unfair then you may submit a grade challenge to the instructor. All grade challenges must be submitted by the class session after receiving the graded assignment. Grade challenges must be typed and must state specifically how the student believes the submitted work meets the requirements of the assignment. The student must specify where in the work requirement(s) was/were met. The original

work must be turned in with the grade challenge. No other form of grade challenge will be accepted. Note that I will not consider disputes over the meaning of a question or instruction, as these should be clarified before the work is originally submitted..

Should you wish to dispute your final grade, please know and follow the official policies. You will find these in the student handbook.

Anti-Harassment Policy

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the ACU Counseling Center.

**Sociology of Sport
Tentative Course Schedule**

Week 1

Monday January 12th: Course Introduction
Wednesday January 14th: Chapter 1 The Sociological Analysis of Sport in American Society
Friday January 16th: Chapter 1 continued

Week 2

Monday January 19th: **MLK Holiday. No class.**
Wednesday January 21st: Chapter 1 continued
Reading Responses Due
Friday January 23rd: Chapter 2 Social and Cultural Transformations and the Rise of Sport

Week 3

Monday January 26th: Chapter 2 Continued
Wednesday January 28th: Chapter 3 continued
Reading Responses Due
Friday January 30th: Chapter 3 Sport and American Culture and Values

Week 4

Monday February 2nd: Chapter 3
Wednesday February 4th: Chapter 3 Continued
Reading Responses Due
Friday February 6th: Chapter 3 continued
Book Chronicle 1

Week 5

Monday February 9th: Chapter 5 Sport Social Stratification and Social Mobility
Wednesday February 11th: Chapter 5 Continued
Reading Responses Due
Friday February 13th: **Exam 1: Chapters 1,2, and 3**

Week 6

Monday February 16th: Chapter 5 Continued
Wednesday February 18th: Chapter 5 Continued
Reading Responses Due
Friday February 20th: Chapter 6 Racial Ethnic Minorities and Sport
Book Chronicle 2 Due

Week 7

Monday February 23rd: Chapter 6 continued
Wednesday February 25th: Chapter 6 continued
Reading Responses Due
Friday February 27th: Chapter 6 continued

Week 8

Monday March 2nd: Chapter 6 Continued

Wednesday March 4th: Chapter 7: Gender in U.S. Sport: Continuity and Change

Reading Responses Due

Friday March 6th: Chapter 7 Continued

Book Chronicle 3 Due

SPRING BREAK**Week 9**

Monday March 16th: Chapter 7 continued

Wednesday March 18th: Chapter 7 continued

Reading Responses Due

Friday March 20th: Chapter 7 Continued

Week 10

Monday March 23rd: Chapter 8 Youth and Sport

Wednesday March 25th: Chapter 8 Continued

Reading Responses Due

Friday March 27th: Chapter 8 Continued

Book Chronicle 4 Due

Week 11

Monday March 30th: **Exam 2: Chapters 5, 6, and 7**

Wednesday April 1st: Chapter 10 Intercollegiate Sport

Reading Responses Due

Friday April 3rd: **Good Friday. No Class**

Week 12:

Monday April 6th: Chapter 10 Continued

Wednesday April 8th: Chapter 10 continued

Reading Responses Due

Friday April 10th: Chapter 10 Continued

Book Chronicle 5 Due

Week 13

Monday April 13th: Chapter 11 Sport and the Economy

Wednesday April 15th: Chapter 11 continued

Reading Responses Due

Friday April 17th: Chapter 11 Continued

Week 14

Monday April 20th: Chapter 13 Sport and Politics

Wednesday April 22nd: Chapter 13 Continued

Sociology of Sport Syllabus

Reading Responses Due
Friday April 24th: Chapter 13 Continued
Book Chronicle 6 Due

Week 15

Monday April 27th: Chapter 14 Sport and Religion
Wednesday April 29th: Chapter 14 Continued

Reading Responses Due
Friday May 1st: Chapter 14 continued
Book Review Due

Final Exam Chapters 8, 10, 11, 13, & 14 Thursday May 7th 8:00-9:45 am

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 16, 2026
TO: Dr. Lynette Sharp Penya
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course application for SOCI 445 – Sports & Society

After reviewing the course application and syllabus, the library should be able to adequately support the proposed course. If additional resources are needed for the course please contact Laura Baker, Librarian Liaison for the Department of Communication and Sociology, at bakerl@acu.edu. Thank you for letting us examine the course application and syllabus.