Contemporary sport is rife with scandals of various kinds and degrees. These scandals are unveiled, escalated, debated, and resolved through media—from breaking news updates to Twitter feeds to apologetic press conferences. This course will use the sport scandal to consider the relationship between sport and media in American popular culture. Using a broad range of case studies we will consider what constitutes a sport scandal; how this definition shifts in different circumstances; and the crucial roles media play in creating, communicating, and diffusing these crises. We will pay particular attention to how the phenomenon of the sports scandal has intensified along with the emergence of cable television, the Internet, and social media. Moreover, we will analyze and critique the strategic communication practices athletes, sports organizations, sponsors, and even fans employ to confront and contain these scandals.

Required Texts:

- Other course readings will be available on our course ICON website

The Classroom
I have two major goals for this course. First, I want to build an environment where we are both challenged and compelled to develop our writing and critical thinking skills. Second, I want to create a comfortable and encouraging climate. Neither of these goals can be met without everyone’s cooperation. I promise to do my best as an instructor this term and I expect the same commitment, motivation, and enthusiasm from all of you. I also expect frequent and thoughtful participation. I realize this aspect of the course may be both refreshing and daunting. So, as a basic rule for our class meetings I would like us all to treat our peers with kindness and respect. Each class member brings a unique perspective and background to the course that will aid us in grasping the materials covered and developing our skills as writers,
thinkers, and members of the UI community. It is absolutely imperative that we respect this diversity and foster the texture it brings to our course.

**Assignments/Grading** *(Detailed instructions for each assignment will be posted on ICON)*

**Responses** *(20%, 200 points)*
Over the course of the term you will write four short (1 page) responses to prompts that ask you to analyze, compare, and apply course content.

**Midterm** *(25%, 250 points)*
The midterm will consist of a combination of multiple choice, short answer, and essay questions.

**Final Exam** *(30%, 300 points)*
Like the midterm, only slightly longer, the final exam will consist of a combination of multiple choice, short answer, and essay questions. The final exam will only be given on the day/time scheduled by the Registrar’s Office. **No exceptions.**

**Group Project** *(15%, 150 points)*
Toward the end of the term, groups will select a recent sports scandal and compose an essay that analyzes what makes it a scandal and how this particular case illuminates the phenomenon of the sports scandal. You will then critique how the scandalized individual or organization handled the media crisis and develop a strategic plan for how they might have done so more effectively.

**Participation and Professionalism** *(10%, 100 points)*
I expect frequent and thoughtful participation in this course. This includes listening to others and working in groups as well as contributing during our class-wide discussions. I also expect professionalism. This means coming to class on time, being prepared, and consistently adding value to and enriching our course meetings—not simply showing up to class.

**Grading Scale**
A (93-100%), A- (90-92%), B+ (87-89%), B (83-86%), B- (80-82%), C+ (77-79%), C (73-77%), C- (70-72%), D+ (67-69%), D (63-66%), D- (60-62%), F (>60%).

**Grading Expectations for Written Work**
The “A” assignment follows all instructions perfectly and demonstrates a degree of engagement, insight, organization, sophistication, persuasiveness, and originality that exceeds the task’s baseline requirements. It has been carefully revised and edited. Consequently, it is free—or at least very close to free—of any writing errors or typos.

The “B” assignment follows all instructions and is expertly organized, persuasive, and insightful. It has been revised and contains very few writing errors and typos. It, however, does not exceed baseline requirements to the same degree as the “A” paper and may lack the “A” paper’s exceptional originality and sophistication.

The “C” assignment follows instructions, meets the task’s basic expectations, but evidences little engagement with the assignment beyond this point. In other words, it gets the job done.
It likely contains some writing errors and typos, though not to an overwhelming or distracting
degree.

The “D” assignment does not carefully follow instructions and demonstrates a lack of
engagement, creativity, and care evidenced by writing errors, factual errors, poor organization,
inconsistencies, etc.

The “F” assignment does not follow instructions and/or is incomplete.

Course Policies and Expectations

Office Hours
My office hours are for you. Please come by whenever and as much as you like with any
questions or concerns you have about readings, assignments, the course as a whole, or your
academic and professional career. If for some reason you are unable to make it during my
office hours, I am happy to set up an appointment at a mutually convenient time.

Attendance
Attendance is required. You have two “free” absences all term regardless of the
circumstances. For each absence after two we will subtract one-third of a letter grade from
your final grade. This means that if you miss three class meetings, the highest grade you can
earn in this course is an A-. No exceptions. We count three late arrivals as once absence.

Formatting
I expect all written assignments to be typed, double-spaced, with one-inch margins all around,
stapled (if submitted as a hard copy), and in 12-point Times New Roman font. Be sure to follow
all instructions carefully. We will subtract 1/3 of a letter grade for each formatting requirement
you do not follow.

Late Assignments
Whether or not you are present in class, all assignments must be turned in by the time class
begins on the day when they are due. You will be penalized 1/3 of a letter grade for each day
(including weekends) an assignment is late. It is your responsibility to contact me regarding
any circumstances that may affect your ability to complete an assignment by its due date/time.

Academic Integrity
All graded work in this course must be your own. Cite all quotations, paraphrases, etc. If you
have any questions as to whether or not your work might constitute plagiarism, do not hesitate
to ask. Any violation of the University of Iowa Code of Academic Honesty will result in a failing
grade for this course and could result in further disciplinary action. Be sure to familiarize
yourself with the Code of Academic Honesty:
http://clas.uiowa.edu/students/handbook/academic-fraud-honor-code

Writing Center
If you are having any difficulties with or would simply like another opinion on your writing we
encourage you to make use of the UI Writing Center: http://www.uiowa.edu/~writingc/

Special Needs
If you have any special needs that might affect your performance in this course, please let me know as soon as possible so we can create a plan to accommodate them.

**Course Schedule**

**Week 1: Course Introduction**

*M 8/26*  
*Course Introduction and Policies*

*W 8/28*  
*What is a Sports Scandal?*  
*Reading: Wenner, “The Fallen Sports Hero in the Age of Mediated Celebrityhood” (Wenner)*

**Week 2: Celebrity in the Sports Scandal**

*M 9/2*  
*Labor Day: No Class*

*W 9/4*  
*Who Is a Sports Scandal?*  
*Reading: Miller, “Exposing Celebrity Sports” (Wenner); Morgan “Athletic Heroic Acts and Living on the Moral Edge” (Wenner)*

**Week 3: Media and the Sports Scandal**

*M 9/9*  
*Covering and Diffusing the Scandal*  
*Reading: Denham, “From Coverage to Recovery: “Mediating the Fallen Sports Celebrity” (Wenner)*  
*Assignment: Response 1*

*W 9/11*  
*Case Study in Scandal and Recovery*  
*Reading: Beal, “The Ups and Downs of Skating Vertical: Christian Hosoi, Crystal Meth, and Christianity”*

**Week 4: The Sports Scandal as Social Drama**

*M 9/16*  
*Social Drama*  
*Reading: Turner, “Social Drama and Ritual Metaphor” (ICON)*

*W 9/18*  
*Applying Social Drama: Michael Vick*  
*Reading: Giardina and Magnusen, “Dog Bites Man?” The Criminalization and Rehabilitation of Michael Vick” (Wenner), Leitch, “The Impossible, Inevitable Redemption of Michael Vick” (ICON)*

**Week 5: Social Drama, Race, and Masculinity: Mike Tyson**

*M 9/23*  
*Mike Tyson I*  
*Reading: Lule, “The Rape of Mike Tyson: Race, Press and Symbolic Types*  
*Assignment: Response 2*

*W 9/25*  
*Mike Tyson II*  
*Reading: Remnick, “Kid Dynamite Blows Up”*
Week 6: Sport, Privacy, and the Criminalization of HIV

M 9/30  Magic Johnson
Reading: Rowe, “Accommodating Bodies: Celebrity, Sexuality, and ‘Tragic Magic’” (ICON)

W 10/2  Magic Johnson II
Screening: The Announcement

Week 7: Sport, Privacy, and the Criminalization of HIV

M 10/7  Magic Johnson III / Midterm Review
Reading: Pierce, “Magic Act” (ICON)

W 10/9  Midterm Exam

Week 8: Gender and Sexuality

M 10/14 Harding/Kerrigan
Reading: Foote, “Making Sport of Tonya: Class Performance and Social Punishment” (ICON)

W 10/16 Marion Jones
Reading: Meán, “On Track, Off Track, On Oprah: The Framing of Marion Jones as Golden Girl and American Fraud” (Wenner)

Week 9: Gender and Sexuality

M 10/21 Marion Jones II
Screening: Marion Jones: Press Pause
Reading: Voepel, “One Can’t Deny Marion Jones’ Resilience” (ICON)

W 10/23 Billie Jean King
Reading: Birrell and McDonald, “Break Points: Narrative Interruption in the Life of Billie Jean King” (ICON)
Assignment: Response 3

Week 10: Tigergate

M 10/28 Tiger as Savior
Reading: Smith, “The Chosen One” (ICON)

W 10/30 Tiger as Product
Reading: Cole and Andrews, “America’s New Son: Tiger Woods and America’s Multiculturalism” (ICON)

Week 11: Tigergate II

M 11/4 Tiger as Transgressor
Reading: Taylor, “The Sadness” (ICON), Reilly, “An Image Rehab Plan for Tiger” (ICON), Simmons, “The Tiger Zoo” (ICON)

W 11/6 Tiger as Villain
Reading: Billings, “Tiger Woods Lands in the Rough: Golf Apologia, and the Heroic Limits of Privacy” (Wenner)

Week 12: Penn State and Collegiate Scandal
M 11/11 Joe Paterno as Paternalist Hero
Reading: Reilly, “Not An Ordinary Joe” (ICON)
Assignment: Response 4

W 11/13 Joe Paterno as Memory and Monument
Reading: Butterworth, “Public Memory and Penn State: On the ‘Legacy’ of Joe Paterno” (ICON); Pierce, “The Brutal Truth About Penn State” (ICON), Larimer, “How the Penn State Scandal Helped Ashton Kutcher Learn Basic Internet Skills” (ICON)

Week 13: Doping and New Media
M 11/18 Lance Armstrong
Reading: Denham and Duke, “Hegemonic Masculinity and the Rogue Warrior: Lance Armstrong as Symbolic American” (ICON); Fetters, “Rebranding Lance Armstrong” (ICON)

W 11/20 Manti Te’o
Reading: Thamel, “The Full Manti” (ICON); Burke and Dickey, “Manti Te’o’s Dead Girlfriend... Is a Hoax” (ICON), Kolbin, “How Sports Illustrated’s Manti Te’o Story Got Published” (ICON)

Week 14: New Media and the Scandal
M 12/2 Manti Te’o II
Reading: Kindred, “Lance Armstrong vs. Mani Te’o” (ICON); Levin, “The Fake Girlfriend Experience” (ICON), Thamel, “Manti Te’o In His Own Words” (ICON)

W 12/4 Group Project Workshop

Week 16: Workshop and Review
M 12/9 Group Project Workshop
W 12/11 Final Exam Review
Assignment: Group Project

Final Exam: As Scheduled by the Registrar’s Office
The College of Liberal Arts and Sciences Policies and Procedures

Administrative Home: The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Student Academic Handbook.

Electronic Communication: University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences. (Operations Manual, III.15.2. Scroll down to k.11.)

Accommodations for Disabilities: A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See www.uiowa.edu/~sds/ for more information.

Academic Honesty: The College of Liberal Arts and Sciences expects all students to do their own work, as stated in the CLAS Code of Academic Honesty. Instructors fail any assignment that shows evidence of plagiarism or other forms of cheating, also reporting the student's name to the College. A student reported to the College for cheating is placed on disciplinary probation; a student reported twice is suspended or expelled.

CLAS Final Examination Policies: Final exams may be offered only during finals week. No exams of any kind are allowed during the last week of classes. Students should not ask their instructor to reschedule a final exam since the College does not permit rescheduling of a final exam once the semester has begun. Questions should be addressed to the Associate Dean for Undergraduate Programs and Curriculum.

Making a Suggestion or a Complaint: Students with a suggestion or complaint should first visit the instructor, then the course supervisor, and then the departmental DEO. Complaints must be made within six months of the incident. See the CLAS Student Academic Handbook.

Understanding Sexual Harassment: Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Comprehensive Guide on Sexual Harassment for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather: In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Public Safety web site.
The Iowa Dozen

The mission of our School is to educate journalism and mass communication professionals, scholars and faculty. Through professional and creative research activities, they enhance a continually growing and evolving understanding of the social and cultural roles, responsibilities, and contexts for communicators in a democratic society, as well as in diverse global contexts.

To accomplish that mission:

We learn to ...

- Write correctly, clearly and well.
- Conduct research and gather information responsibly.
- Edit and evaluate carefully.
- Use media technologies thoughtfully.
- Apply statistical concepts accurately.

We value ...

- Free speech and First Amendment principles for all individuals and groups.
- A diverse global community.
- Creativity and independence.
- Truth, accuracy and fairness.

We explore ...

- Theories and concepts.
- The history, structure and economy of media institutions
- The role of media in shaping cultures.
References for Articles:


Thamel, Pete. “Manti Te’o in his Own Words.” Sl.com, January 17, 2013.