Contemporary sport is riddled 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. In this way, the course touches on each of the categories our Journalism & Mass Communication curriculum address: law and ethics, media literacy, media history, multiculturalism, and writing and storytelling,

Required Texts:
- All course readings are available on our course CANVAS 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 thinking. 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 CANVAS)

Responses (25%, 112.5 points each)
Over the course of the term you will write three short responses to prompts that ask you to analyze, compare, and apply course content.
Exams I and II (50% total: 250 points each)
The exams will consist of a combination of multiple choice, short answer, and essay questions.

Group Project and Presentation (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. Finally, each group will give a short presentation on their analysis and strategic plan.

A Note on Collaboration: Each student is expected to complete a similar amount of work and to contribute equally to the group project. Each student will complete a self-evaluation and a group evaluation, describing this equality or the lack of it during the group’s work. For more information, see the assignment sheet, the grading rubric, and the self-evaluation form for the project. Students who misrepresent themselves as equal partners in this collaborative project but who are actually letting others do the bulk of the work will be reported to the College for academic dishonesty. If you have questions, please ask.

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.

As part of the participation grade, each student will turn in a weekly passage from the week’s reading along with some thoughts on it every Thursday except those when an exam is scheduled or a writing assignment is due. The passage should be no more than one paragraph. It should be followed by a short (again, no more than one paragraph) discussion of why the student found it so interesting, useful, or even confusing. Students will turn these in as hard copies at the end of class and should be ready to discuss their passage and the rationale that went into selecting it.

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

<table>
<thead>
<tr>
<th>Monday</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/22</td>
<td>Course Introduction and Policies</td>
<td></td>
</tr>
<tr>
<td>8/24</td>
<td>What is a Sport Scandal? Why do they Matter</td>
<td>Rowe, “Apollo Undone: The Sports Scandal</td>
</tr>
</tbody>
</table>

### Week 2

<table>
<thead>
<tr>
<th>Monday</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29</td>
<td>Social Drama</td>
<td>Turner, “Social Dramas and Ritual Metaphors”</td>
</tr>
</tbody>
</table>

### Week 3

<table>
<thead>
<tr>
<th>Monday</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/5</td>
<td>Social Drama</td>
<td>Benoit, “Image Repair Discourse and Crisis Communication”</td>
</tr>
<tr>
<td>9/7</td>
<td>Assignment Response 1</td>
<td></td>
</tr>
</tbody>
</table>

### Week 4

<table>
<thead>
<tr>
<th>Monday</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/14</td>
<td>Image Repair in Context</td>
<td>Foote, “Making Sport of Tonya: Class Performance and Social Punishment”</td>
</tr>
</tbody>
</table>

### Week 5

<table>
<thead>
<tr>
<th>Monday</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/19</td>
<td>Mike Tyson</td>
</tr>
</tbody>
</table>
Reading: Lule, “The Rape of Mike Tyson: Race, Press and Symbolic Types

**Th 9/21**

*Mike Tyson*

**Screening: ESPN SportsCentury: Mike Tyson**

**Assignment**

**Passages**

**Week 6**

**T 9/26**

*Marion Jones*

**Reading: Douglas, “Forget Me…Not: Marion Jones and the Politics of Punishment”**

**Th 9/28**

*Marion Jones*

**Screening: Marion Jones: Press Pause**

**Assignment**

**Passages**

**Week 7**

**T 10/3**

*Exam I Review*

**Th 10/5**

*Exam I*

**Week 8**

**T 10/10**

*Billie Jean King*

**Reading: Birrell and McDonald, “Break Points: Narrative Interruption in the Life of Billie Jean King”**

**Th 10/12**

*Tiger Woods*

**Reading: Smith, “The Chosen One”**

**Assignment**

**Passages**

**Week 9**

**T 10/17**

*Tiger Woods*

**Reading: Reilly, Starn, “Tigergate, Celebrity Scandal, and the Apology Society”**

**Th 10/19**

*Penn State and Joe Paterno*

**Reading: Reilly, “Not An Ordinary Joe”**

**Assignment**

**Passages**

**Week 10**

**T 10/24**

*Penn State and Joe Paterno*

**Reading: Butterworth, “Public Memory and Penn State: On the ‘Legacy’ of Joe Paterno”**
Th 10/26  Penn State and Joe Paterno
Screening: Happy Valley
Assignment
Passages

Week 11
T 10/31  Lance Armstrong
Screening: Reilly, “Lance Armstrong”

Th 11/2  Lance Armstrong
Reading: Fetters, “Rebranding Lance Armstrong”; Hambrick et al. “From
Yellow to Blue: Exploring Lance Armstrong’s Image Repair Strategies
Across Traditional and Social Media”
Assignment
Response 2

Week 12
T 11/7  Manti Te’o
Reading: Thamel, “The Full Manti”; Liebler and Moritz, “Cleaning Up After
Te’o: Writers, Routines, and Repair”;

Th 11/9  Donald Sterling
Reading: Lavelle, “No Room for Racism: Restoration of Order in the NBA”;
Heine, “Clippers Try to Rebrand with ‘We Are One” Campaign
Assignment
Passages

Week 13
T 11/14  Exam Review

Th 11/16  Exam II

Week 14
T 11/28  Group Project Introduction

Th 11/30  Group Project Workshop

Week 16
T 12/5  Group Project Workshop

Th 12/7  Group Project Workshop

Group Presentations will be delivered during our Final Exam time, which is scheduled by the Registrar’s Office
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 on CANVAS:


