From the World Cup to eSports, sports pervade our global cultures and everyday lives. Sports' pervasiveness, however, is riddled with sticky problems. Sports are social and cultural equalizers with the potential to level difference. Like the weather, they provide common ground for those who may share few other similarities. But sports also build and strengthen the very differences they so effectively traverse.

Sports' rich meanings cannot be divorced from their depiction through media. In fact, sports are most commonly experienced and consumed through some form of media (newspapers, televisions, radios, computers, phones, etc.). Rather than merely “showing” us sports and sporting events, media create many of the values, beliefs, feelings, and problems commonly connected to sports. Sports cannot be properly understood, then, without taking into account their relationship to media—from early 20th century newsreels to Twitch.

Focusing on the United States, this course investigates the varied meanings attached to sports; examines how sports media create and alter these cultural meanings; and probes sports media’s historical, institutional, political, economic, and aesthetic uses and implications.

Required Texts:

All other readings will be 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, critical thinking, and creative skills. Second, I want to create a comfortable and encouraging climate for our discussions. Neither of these goals can be met without everyone’s cooperation. I promise to do my best as an instructor, 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 University of Iowa community. It is imperative that we respect this diversity and foster the texture it brings to our course.

**Assignments/Grading** (Detailed instructions for each essay will be distributed in class)

**Writing Assignments** (40%, 100 points each)
- There will be four short writing assignments. These assignments will require close, comparative analysis of assigned readings and some will require independent research. They will be turned in and returned via CANVAS.

**Exams** (50%, 250 points each)
- Exams will consist of a combination of multiple choice, short answer, and essay questions.

**Participation and Professionalism** (10%, 100 points)
- I expect frequent and thoughtful participation in this course and your sections. 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.

Passages will not be graded. Students receive full credit for following the instructions and turning the assignment in on time. Student may only turn in passages via e-mail in the event of excused (and documented) absences.

**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**
The “A” assignment follows all instructions perfectly and demonstrates a degree of engagement, insight, organization, sophistication, persuasiveness, and originality that significantly 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.

Interpreting Feedback on Assignments

Our goal in grading is to provide feedback that will help you to improve on subsequent assignments. The comments we provide are designed to help you to move in that direction. If you are having trouble understanding your feedback or are not sure how it might help you to improve please contact one of us so we can provide further explanation.

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. For each absence after two, I 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-. I count three late arrivals as once absence.

Formatting
We expect all written assignments to be typed, double-spaced, with one-inch margins all around, and in 12-point Times New Roman font. All writing assignments will be turned in via CANVAS as Word documents. Be sure to follow all instructions carefully. We will subtract 10 points for each formatting requirement you do not follow.

Late Assignments
Whether or not you are present in class, all assignments must be turned in at the beginning of class on the day they are due. You will be penalized 10 points for each day an assignment is late (including weekends). 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 me. 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 us know as soon as possible so we can create a plan to accommodate them.

Course Schedule

Week 1:

T 8/21
Course Introduction and Policies

Th 8/23
Sport and Myth

• Reading
  o Ross, “Football Red, Baseball Green”

• Assignment
  o Passages

Week 2:

T 8/28
Sport as Myth II

• Reading
  o Real, “Super Bowl: Mythic Spectacle”

Th 8/30
Sport, Media, and Myth

• Reading
  o Williams, “The Structure of Televised Football”

• Assignment
  o Writing Assignment 1

Week 3:

T 9/4
Media, the NFL, and the National Anthem

• Reading
  o Butterworth, “Fox Sports, Super Bowl XVII, and the Affirmation of American Civil Religion”
  o Reyes, “NFL National Anthem Policy”
  o Crouch, “The Indignity of the NFL’s New National Anthem Policy”

Th 9/6
Representing Women in Sports TV

• Reading
Messner et al. “Separating the Men from the Girls: The Gendered Language of Televised Sports”

- **Assignment**
  - **Passages**

**Week 4:**

- **T 9/11**
  - **Representing Women in Sports TV**
    - **Reading**
      - Bernstein, “Is It Time for a Victory Lap?: Changes in the Media Coverage of Women and Sport”

- **Th 9/13**
  - **Exam 1**

**Week 5:**

- **T 9/18**
  - **Guest Speaker: Tommy Craggs (Deadspin, Gawker, HuffPost)**
    - **Reading**
      - Craggs, Fishing the Mainstream
      - Craggs, “Why Grantland Rice Sucked”
      - Rice, “The Four Horsemen”
      - Sperber, “Grantland Rice vs. Reality”

- **Th 9/20**
  - **Early TV to Roone Arledge**
    - **Reading**
      - Arledge, “Internal ABC Memo”
      - Dunlap, “Batter Up!”
      - Dunlap, “Television Forward Passes Football to the Home”
    - **Assignment**
      - **Passages**

**Week 6:**

- **T 9/25**
  - **ABC Sports and Monday Night Football**
    - **Reading**
      - Johnson, “Monday Night Football: Brand Identity”
      - *The TV Event*

- **Th 9/27**
  - **The Network TV Event**
    - **Screening**
      - **Brian’s Song**
    - **Assignment**
      - **Passages**

**Week 7:**

- **10/2**
  - **The Network TV Event and Flow**
    - **Reading**
Th 10/4  The Network TV Event and Flow
- **Reading**
  - Vogan, “Monday Night Football and the Racial Roots of the Network TV Event”
- **Assignment**
  - Writing Assignment 2

Week 8:

T 10/9  The Olympics and World Cup as TV Events
- **Reading**
  - In class

Th 10/11  ESPN
- **Reading**
  - ESPN, Introduction and Chapter 1
- **Assignment**
  - Passages

Week 9:

T 10/16  ESPN
- **Reading**
  - ESPN, Chapter 2

Th 10/18  ESPN
- **Reading**
  - ESPN, Chapter 3
- **Assignment**
  - Passages

Week 10

T 10/23  ESPN
- **Reading**
  - ESPN, Chapter 4

Th 10/25  ESPN
- **Screening**
  - Playmakers
- **Assignment**
  - Passages

Week 11:

T 10/30  ESPN
- **Reading**
  - ESPN, Chapter 5

Th 11/1  ESPN
• Screening  
  o June 17, 1994  
• Assignment  
  o Writing Assignment 3

Week 12:  

T 11/6  ESPN  
  • Reading  
    o ESPN, Chapter 6

Th 11/8  ESPN  
  • Reading  
    o ESPN, Conclusion  
    o Vogan, “ESPN: Live Sports, Documentary Prestige, and On-Demand Culture”
  • Assignment  
    o Passages

Week 13:  

T 11/13  Exam 2 Review

Th 11/15  Exam 2

Week 14:  

T 11/27  Fantasy Sports  
  • Reading  
    o Davis and Duncan, “Sports Knowledge is Power: Reinforcing Masculine Privilege through Fantasy Sports Participation”
  • Screening  
    o The League, Season 1, Episode 1

Th 11/29  eSports  
  • Reading  
    o Casselman, “eSports is a Massive Industry”  
      http://www.espn.com/espn/story/_/id/13059210/esports-massive-industry-growing  
    o Wingfield, “In eSports, Video Gamers Draw Real Crowds and Big Money”  
    o Apstein, “eSports Nation: How Competitive Gaming Became a Flourishing Sport”  
      https://www.si.com/more-sports/2015/10/29/esports-competitive-video-gaming
  • Assignment  
    o Passages

Week 15:  

T 12/4  eSports II
• Reading
  o Paumgarten, “How Fortnite Captures Teens’ Hearts and Minds”
    https://www.newyorker.com/magazine/2018/05/21/how-fortnite-captured-teens-hearts-and-minds
  o Bowles, “All We Want to Do is Watch Each Other Play Video Games” https://www.nytimes.com/2018/05/02/style/fortnite.html

Th 12/6  Writing Assignment 4 Workshop / End of Semester Business

References for Articles on CANVAS:


Disability Services (SDS). The student should then discuss accommodations with the course instructor (https://sds.studentlife.uiowa.edu/).

Nondiscrimination in the Classroom
UI is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University’s Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity at diversity@uiowa.edu or diversity.uiowa.edu.

Academic Integrity
All undergraduates enrolled in courses offered by CLAS have, in essence, agreed to the College's Code of Academic Honesty. Misconduct is reported to the College, resulting in suspension or other sanctions, with sanctions communicated with the student through the UI email address.

CLAS Final Examination Policies
The final exam schedule for each semester is announced around the fifth week of classes; students are responsible for knowing the date, time, and place of a final exam. Students should not make travel plans until knowing this final exam information. No exams of any kind are allowed the week before finals. (https://clas.uiowa.edu/faculty/teaching-policies-resources-examination-policies.)

Making a Complaint
Students with a complaint should first visit with the instructor or course supervisor and then with the departmental executive officer (DEO), also known as the Chair. Students may then bring the concern to CLAS (https://clas.uiowa.edu/students/handbook/student-rights-responsibilities).

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 must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, definitions, and the full University policy, see https://osmrc.uiowa.edu/.

Mental Health Resources for Students
http://counseling.studentlife.uiowa.edu
http://studenthealth.uiowa.edu/services/psychiatry
https://hr.uiowa.edu/livewell/managing-stress-and-behavioral-health
https://www.jccrisiscenter.org/24-hour-crisis-line/
24-Hour Crisis Line via The Johnson County Crisis Center
Hours: Available 24 hours a day, 365 days a year
Phone: (855) 325-4296; (319) 351-2726

Sexual Assault/Domestic Violence
If you have been the victim of a sexual assault or domestic violence on or off campus, or you know someone who has been assaulted and you want to find out more about available resources please contact the Rape Victim Advocate Program (RVAP), or Monsoon United Asian Women of Iowa, the UI Campus Police, or the Domestic Violence Intervention Project (DVIP).

Resources:
RVAP: (319) 335-6000 http://www.rvap.org/home/
Monsoon: (866) 881-4641 https://monsooniowa.org/programs-services/on-campus-victim-services/
DVIP: (800) 373-1043 http://dvipiowa.org/resources/
Campus Police: (319) 335-5022 https://police.uiowa.edu/police/reporting-sexual-assault

Resources for Students:
Writing Center: 110 English-Philosophy Building, 335-0188, http://writingcenter.uiowa.edu/
Speaking Center: 12 English-Philosophy Building, 335-0205, http://clas.uiowa.edu/rhetoric/students/speaking-center
Mathematics Tutorial Laboratory: 314 MacLean Hall, 335-0810, http://www.math.uiowa.edu/math-tutorial-lab
Campus Inclusion Team: https://inclusionteam.uiowa.edu/
Student Disability Services: (319) 335-1462 https://sds.studentlife.uiowa.edu/
Office of Sexual Misconduct Response Coordinator: (319) 335-6200 https://sds.studentlife.uiowa.edu/
CLAS Academic Programs and Student Development: (319) 335-2633 https://clas.uiowa.edu/students
Academic Resource Center: (319) 335-1497 https://uc.uiowa.edu/student-success/arc
Conversation Center: https://clas.uiowa.edu/rhetoric/conversation-center
TRIO Student Support Services: (319) 335-1288 https://diversity.uiowa.edu/unit/trio-student-support-services