

**SPORTS, MASS MEDIA & SOCIETY
(COMM 3415)—ONLINE
Fall 2021**

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REQUIRED READINGS

Required readings are available on Carmen. Assigned materials should be read before each class meeting. The class lectures will generally interpret, demonstrate, and extend the information and ideas in the readings.

COURSE DESCRIPTION

Stereotypes are generalizations indiscriminately attributed to members within a group. Stereotypes are often acquired indirectly from exposure to mass media. Given our limited experience with various groups, the media are powerful in developing, reinforcing, and validating stereotypical beliefs and expectations we have concerning certain groups.

The general purpose of this course is to expose students to the existence and impact of stereotypes in the media. This course will explore stereotypes in advertising, news, and entertainment media and their effects on audiences. Although this course will examine media stereotypes related to race/ethnicity, gender, class, and sexual orientation, much of the emphasis will be on stereotypes associated with Blacks.

COURSE OUTCOMES AND OBJECTIVES

1. Define and explain stereotypes and how stereotypes impact people's impressions of themselves and others
2. Understand and apply social-scientific communication and social psychological theories including priming, framing, stereotype threat, mediated intergroup contact theory, social comparison theory, and cultural voyeurism - to predict and explain communication phenomena
3. Identify and understand how media coverage of race/ethnicity, and gender shapes society and the importance and value people place on specific political issues and social categories

CLASS GRADING/REQUIREMENTS

1. **Syllabus Quiz** consists of a short knowledge test covering the syllabus. Future course content cannot be accessed until an adequate score is obtained.
2. **Packback Online Classroom Discussion Community (20%)** Packback is a discussion resource powered by AI. My goal for using Packback is to give you a space where you ask thought provoking questions with real-time feedback. Connecting course material to real-world applications. There may be a fee for this subscription ~\$29.
 - There is **due every Wednesday** at 11:59PM EST. In order to receive full credit, you should submit the following per each deadline period
 - Submit 1 open-ended question every week with a minimum Curiosity Score of 50, worth 33.33% of each assignment grade
 - Submit 2 responses every week with a minimum Curiosity Score of 50, worth 66.67% of each assignment grade
3. **Weekly Online Responses to Discussions Questions (20%)** students will provide feedback and responses to questions from lectures and other class activities. To get full credit students must provide a clear and well-thought out response, using content from the lecture and readings to answer each discussion question. Discussion questions are **due at 11:59 pm on Friday** of each week.
4. **Midterm (20%)** will be available from **12:01 am until 11:59 pm on Monday, September 27th** and will consist of multiple choice and short answer questions. Once you access the exam you will have approximately 80 minutes to complete it. You are not able to start, stop, and then restart the exam.
5. **Paper or Video Project (20%). Due Thursday, November 18th at 11:59 pm.** Students will complete EITHER a video project or class paper as described below:
 - a. **Paper** will address a topic area discussed in class that is related to stereotypes and media. Students are expected to integrate course readings, theories, and concepts in the paper. The paper should be 6 double-spaced pages and include at least 6 different references from the course syllabus and from outside sources. Paper should be primarily based on course readings and lectures. Theories, literature, and other information from the course must be used to support paper arguments! Must use APA Style format.

OR

 - b. **Video Project** where students create a short 15-minute documentary similar to and inspired by the ESPN 30 for 30 documentary series, which highlights intriguing and controversial people and/or events in sports. This video project will focus on a specific issue from the

course. Can be done in groups with instructor's approval. Feel free to use whatever video software/hardware (e.g., iPad, video camera, etc.) you like to complete this project. Below are a few software options you can consider:

- i. [Adobe Spark](#) is available for download on the Digital Flagship iPad. It is also available to use for free with your own personal device.
 - ii. [Powerpoint Mix](#) is available with your free student version of PowerPoint online. This works on PC only.
 - iii. *Explain Everything* is a paid app that offers a free trial. [This tutorial](#) is intended for instructors, but will also help you to record your presentation.
 - iv. There are a number of other free resources online, such as [Screencast-o-matic](#). Find the resource that works best for you.
2. **Final Exam** (20%) will be **available from 12:01 am to 11:59 pm on Friday, December 10th** and will consist of multiple choice questions. Like the midterm, you will have approximately 80 minutes to complete it and you cannot re-enter the exam once you have left the page.

Approximate Grade Breakdown			
A = 100–93%	B = 86–83%	C = 76–73%	D = 66–63%
A- = 92–90%	B- = 82–80%	C- = 72–70%	E = 62–0%
B+ = 89–87%	C+ = 79–77%	D+ = 69–67%	

COURSE EXPECTATIONS & GUIDELINES

Faculty Feedback and Response

The instructor and/or TA will respond to all emails and the Course Q&A discussion board within 24 hours on weekdays. Assignments are generally graded and returned within 7-10 days of submission. It may take a bit longer to grade papers.

Late Assignments

A 2 hour grace period is given for each assignment to ease any technology or personal issues that may arise. Late submissions for assignments will not incur a penalty during the grace period, but will incur a 20% penalty each day the submission is late. The first day begins one minute after the grace period has ended, with an automatic loss of 20% of the points. Please do not email your paper to the professor or to the TA. We will open the assignment window for you so that you can upload it for the plagiarism check. It will not be counted as submitted until you have submitted it to Carmen.

You must have a medical excuse or a note from Carmen/Canvas staff documenting an actual Carmen/Canvas problem that would have affected your submission to have a paper or post accepted with no penalty after the assignment period closes.

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic

standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

Writing Center

All students, especially those who have difficulty writing, are encouraged to visit the *OSU Writing Center*. Their web address is <https://cstw.osu.edu/writing-center> and their phone number is 688-5865. The Writing Center offers two kinds of tutorials: 1) Scheduled, 50-minute tutorials in 4120A Smith Lab and 2) Drop-in, 20-minute tutorials at our satellite centers (First floor Thompson Library and 114 Smith-Steeb Residence Hall)

Copyright Disclaimer

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.

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

This classroom is a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Academic integrity policy

Policies for this online course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with the instructor or TA.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

Accessibility accommodations for students with disabilities

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu ; 614-292-3307; slds.osu.edu ; 098 Baker Hall, 113 W. 12th Avenue.

TECHNOLOGY GUIDELINES

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

Carmen

- Carmen, Ohio State’s Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit Carmen.osu.edu. Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.

- Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
- **This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.**
 - [Carmen accessibility](#)

Secured Media Library

- Media materials for this course will be made available via the Secured Media Library. go.osu.edu/SecuredMediaLibrary
- To obtain additional help for use of the Secured Media Library, please email emedia@osu.edu
- Frequently Asked Questions and support can be found at <https://resourcecenter.odee.osu.edu/secured-media-library>

Proctorio

"Proctorio, an online proctoring tool, will be used during this course. Proctorio offers you flexibility to take your exams at the time and in the location of your choosing. Students are required to have a webcam (USB or internal) with a microphone and a strong and stable internet connection. During the course of an exam, Proctorio will record the testing environment, therefore students should select private spaces for the exam session where disruptions are unlikely and where recording devices can be enabled. Instructions for Proctorio use will be provided. To use Proctorio you must be **over 18 years of age**. Additionally, the tool has **limitations in its accessibility** for students reliant upon screen readers and keyboard navigation. If you have concerns about using an online proctoring tool for the reasons listed above or in general, please work with your instructor to find an equivalent alternative. Additional information on academic integrity at Ohio State and [recommended proctoring options](#) are available." Proctorio may not work using a tablet or cell phone. Please use a laptop or desktop to complete your midterm and final exams on Proctorio.

How to Register on Packback (cost is approx. \$29):

An email invitation will be sent to you from help@packback.co prompting you to finish registration. If you don't receive an email (be sure to check your spam), you may register by following the instructions below:

1. Create an account by navigating to <https://questions.packback.co> and clicking "Sign up for an Account"
Note: If you already have an account on Packback you can log in with your credentials.
2. Then enter our class community's lookup key into the "Looking to join a community you don't see here?" section in Packback at the bottom of the homepage.
Community Lookup Key: **3ee7b6c0-b2e5-4250-9a88-4941dd279a77**
3. Follow the instructions on your screen to finish your registration.

Packback may require a paid subscription. Refer to www.packback.co/product/pricing for more information.

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: vimeo.com/packback/Welcome-to-Packback-Questions

Zoom

- Office hours will be held through Ohio State's conferencing platform, Zoom. A separate guide to accessing Zoom and our office hours is posted on the course Carmen page under the Student Resources Module.
- Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Zoom for the student to live chat with the professor or TA in the virtual office hours room.
- Help guides on the use of Zoom can be found at [\(To be added when available through ODEE\)](#)
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Web cam and microphone

Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

STUDENT PARTICIPATION REQUIREMENTS

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Viewing lectures:**

Recorded lectures and supplemental lecture materials will be generally posted 2-3 weeks at a time. The complete listing for the week will be found in the weekly overview. More than one lecture may appear in the upload. The lecture videos attempt to provide the most optimal viewing experience and to increase attention and engagement.

- **Office hours:**

We are available to help you to learn, understand, and grow as individuals. If your question is something that you believe may be of interest to others in the class, please post to the "Course Q&A" discussion board. Office hours are digital via Zoom.

- Dr. Appiah's office hours can be found at the following link:
- <https://osu.zoom.us/j/94636471818?pwd=Q2ZQRTJzZWpsVEYvMTdwMy9vcFRSQT09>
- The password for Dr. Appiah's office hours zoom link is 763352
- Daniel's office hours can be found at the following link:
- <https://osu.zoom.us/j/97645672714?pwd=K2NPNjg4WlJuMEZHcUxWZ05GMm1rdz09>
- The password for Daniel's office hours Zoom link is 270727

Discussion and communication guidelines

The following are the course expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. The instructor and TA both work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email and discussion board communications.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Discussion Guidelines:** A document outlining guidelines for successful participation in blog posts can be found in the Welcome Module for this course.

Disclaimer: The information provided in this syllabus constitutes a list of basic class policies. I reserve the right to modify this information when deemed necessary for any reason. You will be notified via email, and/or on Carmen Announcements if and when any changes occur.

Week 1 August 24	I. Introduction, Overview of Course and Syllabus II. The Role of Communication and the Media <i>Understanding social scientific communication theories and how to apply them to predict and explain sports media reporting, message content and their impact on audiences.</i> Scheufele, D. A. & Tewksbury, D. (2007). Framing, agenda setting, and priming: The evolution of three media effects models. <i>Journal of Communication</i>, 57(1), 9-20. Tankard, J. (2001). The empirical approach to the study of media framing. In S. Reese, O. Gandy, & A. Grant (Eds.), <i>Framing public life</i> (pp. 95–106). Mahwah, NJ: Erlbaum. Rowe, D. (2004). Understanding sport and media: A Socio-historical Approach, pp. 11 – 35 (Rowe). In D. Rowe's <i>Sport, Culture, & Media: The Unruly Trinity</i>. Berkshire, England: McGraw-Hill Stead, D. (2010). Sport and the media. In B. Houlihan (Ed.), <i>Sport and society: A student introduction</i> (pp. 328-347). London: SAGE Publications Ltd. Fridkin, K., Wintersieck, A., Courey, J., & Thompson, J. (2017). Race and police brutality: The importance of media framing. <i>International Journal of Communication</i>, 11, 3394-3414.
Week 2 August 30	III. Mediated Interracial Interaction and Sports Media <i>How does interracial interaction through sports media impact our understanding of race and racial groups?</i> Appiah, O. (2018). Cultural Voyeurism: A New Framework for Understanding Race, Ethnicity, and Mediated Intergroup Interaction. <i>Journal of Communication</i>, 68, 233-242. Park, S. (2012). Mediated intergroup contact: Concept, explication, synthesis, and application. <i>Mass Communication and Society</i> 15: 136-59. Pettigrew, T. F., & Tropp, L. R. (2008). How does intergroup contact reduce prejudice? Meta analytic tests of three mediators. <i>European Journal of Social Psychology</i> 38: 922-34. Van Sterkenburg, J., Knoppers, A., & De Leeuw, S. (2010). Race, ethnicity, and content analysis of the sports media: A critical reflection. <i>Media, Culture & Society</i>, 32(5), 819-839. Oates, T. P. (2016). Race, economics, and the shifting politics of sport media. <i>Radical History Review</i>, (125), 159-167. Breaking Sports. (2016, Oct 11). A Conversation with the president: Sports, race & achievement. <i>Breaking Sports</i> Retrieved November 07, 2017, from https://www.youtube.com/watch?v=tqldHEYn1H4

Week 3 September 6	IV. How the Media Contextualize Race and Social Justice Issues in Sports <i>Sports media is becoming an increasingly important source of information about race and social justice issues. What is the significance of context, and what are the potential implications/consequences of failing to contextualize social issues when reporting on them?</i> Carvalho, J. (2014, October 03). Sports media is still racist against black athletes. <i>Vice Sports</i>. Retrieved November 07, 2017, from https://sports.vice.com/en_us/article/4x987d/sports-media-is-still-racist-against-black-athletes O’Neal, L. (2016, September 1). Kaepernick saga raises questions about the media. <i>ESPN The Undeclared</i>. Retrieved December 04, 2018, from https://theundefeated.com/features/kaepernick-saga-raises-questions-about-the-media-diversity/ Intravia, J., Piquero, A.R., & Piquero, N. L. (2018). The Racial Divide Surrounding United States of America Protest in the National Football League. <i>Deviant Behavior</i>, 39(8), 1058-1068. Ferrucci, P. (2018, September 18). <i>Sports journalists stereotype athletes by race—and we do too</i>. <i>TEDx Talks</i>. Retrieved December 30, 2019, from https://www.youtube.com/watch?v=sx6XggsyRNQ Eastman, T. S., Billings, C. A. (2001). Biased voices of sports: Racial and gender stereotyping in college basketball announcing. <i>The Howard Journal of Communications</i>, 12. 183-201. Rada, J. A., & Wulfemeyer, K. T. (2005). Color coded: Racial descriptors in television coverage of intercollegiate sport. <i>Journal of Broadcasting & Electronic Media</i> 49(1), 65-85.
Week 4 Sept 13	V. Gender Inequity and Media Coverage of Women in Sports <i>Gender inequality and inequities persists in sports. How does media coverage of women in sports contribute to or detract from the problem?</i> Mastro, D., Seate, A. A., Blecha, E., & Gallegos, M. (2012). The Wide World of Sports reporting: The influence of gender and race-based expectations on evaluations of sports reporters. <i>Journalism & Mass Communication Quarterly</i>, 89 (3), 458-474. Trolan, E. J. (2013). The Impact of the media on gender inequality within sport. <i>Procedia - Social and Behavioral Sciences</i>, 91, 215-227. Kroh, K. (2015, June 12). Sports Center’s shameful coverage of women’s sports, <i>ThinkProgress</i>, Jun 12, 2015. https://thinkprogress.org/sportscenters-shameful-coverage-of-women-s-sports-44f532355497/ Walters, J. (2016, April 1). Taking a closer look at the gender pay gap in sports. <i>Newsweek</i>, April 1, 2016. Retrieved November 15, 2017 from http://www.newsweek.com/womens-soccer-suit-underscores-sports-gender-pay-gap-443137

Week 5 Sept 20	Slayton, C. (2017)]. <i>Gender Inequality in Sports</i>. Retrieved November 07, 2017. https://www.likeapro.com/stories/ciara-slayton-on-gender-inequality-in-sports TEDx Talks. (2014, Jan 31). <i>You throw like a girl! Telling stories about women in sport: Jos Dirkx at TEDxCapeTownWomen</i>. Retrieved November 07, 2017, from https://www.youtube.com/watch?v=NY8RLLbD_8g VI. Sports Media Exposure and the Effects on Women’s Body Image How might exposure to women athletes in sports media contribute to body-image issues amongst some segments of viewers? Bissell, K. L. & Zhou, P. (2004). Must-see TV or ESPN: Entertainment and sports media exposure and body-image distortion in college women. <i>Journal of Communication</i>, 54(1), 5-21. Harrison, K. & Fredrickson, B. L. (2003). Women’s sports media, self-objectification and mental health in Black and White adolescent females. <i>Journal of Communication</i>, 53(2), 216-232. Wanta, W. (2013). Reflections on communication and sport: On reporting and journalists. <i>Communication and Sport</i>, 1(1-2). Introduce Assignment #1: Class Paper or Video Project Midterm Review
Sept 27 Week 6 Sept 28	MIDTERM EXAM (Monday, September 27th) VII. A Day in the Life of an Athlete: The Role of Perspective-Taking Understand the life of a [high school, college, professional, amateur, special Olympics] athlete using perspective taking techniques. Conduct a multi-media video project that chronicles a day in the life of that athlete. Howard, J. (2015). The life of a student athlete. Huffington Post. Retrieved December 9, 2018, from https://www.huffingtonpost.com/uloop/the-life-of-a-student-ath_b_2963409.html Muntone, S. (2017, June 4). A day in the life of a D1 athlete. Medium Corporation. Retrieved, December 9, 2018, from: https://medium.com/@smm568/a-day-in-the-life-of-a-d1-athlete-def1918db19a Dovidio, J. F., ten Vergert, M., Stewart, T. L., Gaertner, S. L., Johnson, J. D., Esses, V. M., Riek, B. M., Pearson, A. R. (2004). Perspective and prejudice: Antecedents and mediating mechanisms. <i>Personality and Social Psychology Bulletin</i>, 30(12), 1537-1549. Shih, M., Wang, E., Bucher, A. T., & Stotzer, R. (2009). Perspective taking: Reducing prejudice towards general outgroups and specific individuals. <i>Group Processes & Intergroup Relations</i>, 12(5), 565-577.

Week 7 October 4	VIII. Media Coverage of Domestic Abuse in Sports Media reporting may be helpful in magnifying and bringing attention to the problem of domestic violence in America. How might media reporting on this topic impact, and be impacted by, perceptions of gender, race and class? Chesney-Lind, M. & Chagnon, N. (2017). Media representations of domestic violence. <i>Oxford Research Encyclopedia of Criminology and Criminal Justice</i>. Hairopoulos, K. (2017, August 18). Putting all the pieces of the Ezekiel Elliot domestic violence investigation together. <i>Sports Day</i>. Retrieved November 17, 2017 from https://sportsday.dallasnews.com/dallas-cowboys/cowboys/2017/08/18/putting-pieces-together-ezekiel-elliott-domestic-violence-investigation Fainaru-Wada, M. (2015, October 2). Documents reveal new details about Hope Solo's actions last June. ESPN. Retrieved November 1 2017 from http://www.espn.com/espn/otl/story/_/id/12976615/detailed-look-hope-solo-domestic-violence-case-includes-reports-being-belligerent-jail Phillips, C. J. (2017, June) Ray Rice is still the face of domestic violence for the NFL. <i>New York Daily News</i>, Retrieved September 9, 2017 from http://www.nydailynews.com/sports/football/ray-rice-face-domestic-violence-nfl-article-1.3223637
Week 8 October 11	IX. Media's Role in the National Conversation about Sexuality & Sports How have media played an important role in sparking conversations about sexuality and sports? Deitch, R. (2017, June 25). LGBTQ media members discuss their experiences, future, Ryan O'Callaghan and more. <i>Sports Illustrated</i>. Retrieved November 07, 2017, from https://www.si.com/tech-media/2017/06/25/media-roundtable-sports-lgbtq-ryan-ocallaghan. Kian, M. E., Anderson, E., Shipka, D. (2015). Framing of Jason Collins' coming out and playing in the NBA. <i>Sexualities</i>, 18 (5), 618-640. Anderson, E. (2011). Updating the outcome: Gay athletes, straight teams, and coming out in educationally based sport teams. <i>Gender & Society</i>, 25 (2), 250-268. Mazzei, A. L. (2014). Michael Sam and the NFL locker room: How masculinities theory explains the way we view gay athletes. <i>Sports Law: Marquette University</i>, 1 (25), 129-162. Cacciola, S. & Blinder, A. (2016, July 21). N.B.A. to Move All-Star Game From North Carolina. <i>New York Times</i>. Retrieved September 25, 2017 from https://www.nytimes.com/2016/07/22/sports/basketball/nba-all-star-game-moves-charlotte-transgender-bathroom-law.html?mcubz=3

Week 9 October 18	Video: <i>Openly Gay former NFL player talks homophobia in sports.</i> Retrieved November 07, 2017, from http://www.cnn.com/videos/us/2015/05/17/segment-riddell-homophobia-sports.cnn/video/playlists/lgbt-athletes/ X. Media Reporting of Physical and Mental Health in Sports Historically, physical and mental health in sports have been mis-reported and underreported by media. How have media evolved in coverage of health issues in sports and their effects on athletes and society at large? Cusimano, D. M., Sharma, B., Lawrence, W. D., Illie, G., Silverberg, S. & Jones, R. (2013). Trends in North American Newspaper Reporting of Brain Injury in Ice Hockey. <i>PLoS ONE</i>, 8 (4). 1-6. Guay, L. J., Lebretoire, M. B., Main, M. J. (2016). The era of sport concussion: Evolution of knowledge, practice, and the role of psychology. <i>American Psychologist</i>, 71 (9). 875-887. Associated Press. (2017, July 25). Study: CTE affects football players at all levels. Retrieved November 07, 2017, from https://www.youtube.com/watch?v=ovzQKnLXH6A Video: <i>Concussion</i>
Week 10 October 25	XI. Media Reporting of Physical and Mental Health in Sports (Cont) Cottler, L. B., Abdallah, A. B., Cummings, S. M., Barr, J., Banks, R., & Forchheimer, R. (2011). Injury, pain, and prescription opioid use among former National Football League (NFL) players. <i>Drug and Alcohol Dependence</i>, 116(1-3), 188-194. Egbert, N., Miraldi, L. B., & Murniadi, K. (2014). Friends don't let friends suffer from depression: How threat, efficacy, knowledge, and empathy, relate to college students' intentions to intervene on behalf of a depressed friend. <i>Journal of Health Communication</i>, 19, 460-477. Gleeson, S., & Brady, E. (2017, August 30). When athletes share their battles with mental illness. <i>USA Today</i>. Retrieved November 07, 2017, from https://www.usatoday.com/story/sports/2017/08/30/michael-phelps-brandon-marshall-mental-health-battles-royce-white-jerry-west/596857001/ Glock, A. (2017, October 3). When the game is over. Chamique Holdsclaw talks about depression and mental illness. <i>Sports Illustrated</i>. Retrieved October 25, 2017, from http://www.espn.com/espnw/feature/20826369/espnw-former-wnba-great-chamique-holdsclaw-shattered-facades-reclaimed-purpose?addata=espn:frontpage Video: Gordon, J. (2017, October 10). <i>J.G.</i> The 26-year-old receiver details his struggles with drug abuse. <i>ESPN The Magazine</i>. Retrieved November 07, 2017, from https://www.uninterrupted.com/watch/3VceYXfl/jg-josh-gordon

Week 11 November 1	XII. Sports Communication, Marketing and Branding The media have played an enormous role in the marketing, promotions, and branding of sports and athletes, as evidenced by endorsement deals, sports broadcasting TV rights, and billion-dollar licensing rights with sports organizations. How has the commercialism of teams, organizations, and athletes impacted sports and its fans? Knobloch-Westerwick, S., David, P., Eastin, M. S., Tamborini, R., & Greenwood, D. (2009). Sports spectators' suspense: Affect and uncertainty in sports entertainment. <i>Journal of Communication</i>, 59(), 750-767. McAllister, M. P. (2010). Hypercommercialism, televisuality, and the changing nature of college sports sponsorship. <i>American Behavioral Scientist</i>, 53(10), 1476-1491. Buist, E., A. & Mason, D. S. (2010). Newspaper framing and stadium subsidization. <i>American Behavioral Scientist</i>, 53(10), 1492-1510. Pegoraro, A. L., Ayer, S. M., & O'Reilly, N. J. (2010). Consumer consumption and advertising through sport. <i>American Behavioral Scientist</i>, 53(10), 1454-1475.
Week 12 November 8	XIII. Sports Communication, Marketing and Branding (Cont.) Total Sportek. (2017, January 19). Biggest TV rights deals in sports history. <i>Total Sportek</i>. Retrieved November 07, 2017, from http://www.totalsportek.com/money/biggest-tv-deals-sports/ SI Wire. (2016, May 17). LeBron, Nike deal may surpass \$1 billion. <i>Sports Illustrated</i>. Retrieved November 07, 2017, from https://www.si.com/nba/2016/05/17/lebron-james-nike-deal-contract-one-billion Kane, Evander. (2010 Oct 28). Racism in NHL?: Atlanta Thrashers Accused of Marketing Solely on Basis of Race. <i>Bleacher Report</i>. Retrieved November 07, 2017, from http://bleacherreport.com/articles/504617-racism-in-nhl-atlanta-thrashers-accused-of-marketing-solely-on-basis-of-race Kilgore, Adam. (2017, August 23). Racial conflict sells matches. Floyd Mayweather and Conor McGregor are its latest pitchmen. <i>Chicago Tribune</i>. Retrieved November 07, 2017, from http://www.chicagotribune.com/sports/breaking/ct-racial-conflict-sells-boxing-matches-20170823-story.html Fidelman, M. (2014, July 31). 8 lessons from sports marketing experts for brands and athletes resisting move to digital. <i>Forbes</i>. Retrieved November 07, 2017, from https://www.forbes.com/sites/markfidelman/2014/07/28/8-lessons-from-sports-marketing-experts-for-brands-and-athletes-resisting-move-to-digital/#788342c81d57 Yukari, C. G. (2017, March 17). The NCAA Tournament is an enormous cash cow as revenue keeps skyrocketing. <i>Business Insider</i>. Retrieved November 07, 2017, from http://www.businessinsider.com/ncaa-tournament-makes-a-lot-of-money-2017-3 Video: George Foreman, The Lean Mean Money Machine: How Marketing Affects Sports.

Week 13 Nov 15	XIV. Social Media and Sports The growth and evolution of social media has had a significant impact on athletes, sports teams, and fans. DiMoro, A. (2015). The growing impact of social media on today's sports culture. <i>Forbes</i>. Hutchins, B. (2011). The acceleration of media sport culture: Twitter, telepresence and online messaging. <i>Information, Communication & Society</i>, 14(2), 237-257. Lukach, J. P., Kornspan, A. S., Lee, S., & Duve, M. A. (2017). Examination of the relationship between fan identification and student utilization of social media in an NCAA Division I University. <i>Ohio Communication Journal</i>, 55, 84-95. Sanderson, J. & Gramlich, K. (2016). "You go girl!": Twitter and conversations about sport culture and gender. <i>Sociology of Sport Journal</i>, 33(2), 113-123. Dimengo, N. (2017, April 12). <i>10 Ways Social Media Ruined Sports</i>. Retrieved November 07, 2017, from http://bleacherreport.com/articles/2626562-10-times-social-media-ruined-sports Gibbs, C., & Haynes, R. (2013). A Phenomenological Investigation Into How Twitter Has Changed the Nature of Sport Media Relations. <i>International Journal Of Sport Communication</i>, 6(4), 394-408. <u>DUE: VIDEO PROJECT & FINAL PAPER (Thursday, November 18TH)</u>
Week 14 Nov 22	THANKSGIVING BREAK
Week 15 Nov 29	XV. Ethics and Social Responsibility What roles do ethics and social responsibility play in sports media and athletic governance organizations (e.g. NCAA)? Can media facilitate social responsibility in sports? Ramon-Vegas, X., Rojas-Torrijos, J. L. (2017). Mapping Media Accountability Instruments in Sports Journalism. <i>El profesional de la información</i>, 26 (2). 159-171. https://doi.org/10.3145/epi.2017.mar.02. Littlefield, B. (2017, October, 24). Pay for Play: How to End the Exploitation of College Athletes Once and For All. <i>Cognoscenti</i>. Retrieved December 09, 2018, from https://www.wbur.org/cognoscenti/2017/10/24/ncaa-amateurism-bill-littlefield Whysall, P. (2014). Reflections on ethics, sport and the consequences of professionalism <i>Business Ethics: A European Review</i>, 23 (4). 416-429. Cook, B. (2017, March 25). Using Sports To Get Out of Poverty Doesn't Work When You Have To Be Rich To Play. <i>Forbes</i>. Retrieved November 07, 2017, from https://www.forbes.com/sites/bobcook/2017/03/25/using-sports-to-get-out-of-poverty-doesnt-work-when-you-have-to-be-rich-to-play/

