

## COM 350 (section 2) Topics in Media, Diversity and Inclusion: Sports Media and Diversity

**Professor:** Dr. Brad Gorham  
**Office:** 318 Newhouse 3  
**Office Phone:** 443-1950  
**Email:** [bwgorham@syr.edu](mailto:bwgorham@syr.edu)  
**Office Hours:** Mondays 2:00 – 3:00pm  
                  Tuesdays 11:00am – 12:00pm  
                  Thursdays 1:00 – 3:00pm

### **Meeting Day/Time:**

Mondays and Wednesdays, 3:45 – 5:05, in room 275, Newhouse 2

### **Course Description:**

Introduction to fundamental issues related to diversity and inclusion in the media industries as approached through the lens of particular topics, industries, and/or media products.

### **Additional Course Description**

Diversity and inclusion are the D and I in DEI. Diversity, or the increasing contact between people of different backgrounds, life experiences, and identities, is a feature of both our present day and our future. Creating cultural space so all people feel included in the conversation is increasingly seen as good for business as well as an ethical imperative. This has implications for sports:

- Women have outpaced men in college attendance and graduation rates in the past 10 years<sup>1</sup> and yet the pace at which they have been able to break through the glass ceiling has slowed.<sup>2</sup> What will this mean for women in sports media?
- The LGBTQ Rights movement has catapulted a previously invisible group into mainstream consciousness, and yet LGBTQ athletes often remain marginalized.<sup>3</sup>
- Despite the dominance of women and athletes of color across numerous sports, ownership and coaching remains a white man's arena.<sup>4</sup>
- Do the experiences of Colin Kaepernick and others who advocate visibly around social justice issues and then see their professional prospects dim lead to a chilling of discussions around diversity issues?

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<sup>1</sup> <http://www.nber.org/digest/jan07/w12139.html>

<sup>2</sup> <http://www.latimes.com/opinion/commentary/la-oe-rivers-women-workplace-plugged-pipeline-20131226,0,5827801.story#axzz2pCHWUMyw>

<sup>3</sup> [http://www.huffingtonpost.com/patrick-burke/over-the-line-allies-in-the-lgbt-sports-movement\\_b\\_4233264.html](http://www.huffingtonpost.com/patrick-burke/over-the-line-allies-in-the-lgbt-sports-movement_b_4233264.html)

<sup>4</sup> <http://bleacherreport.com/articles/1520145-a-concern-in-nfl-coaching-diversity-is-an-issue-in-all-american-sports>

These are issues that should be of interest to all Newhouse students but particularly for those interested in sports and sports media. This course examines how sports media function to define and shape the national, ethnic and gender identities of athletes and fans.

**Prerequisite / Co-requisite:**

COM 107

**Audience:**

Newhouse students

**Credits:**

3

**Learning Objectives:**

**After taking this course, students will be able to:**

1. Explain the concept of social identity and the role of media in the construction of social identities;
2. Define and differentiate the relationship between stereotyping, prejudice, discrimination, and such concepts including but not limited to racism and sexism;
3. Define and apply the concepts of representation and symbolic annihilation, as well as relevant communication theories to discussion of the Special Topic of this course;
4. Define and apply the concept of hegemony and its role in the production of messages;
5. Describe and apply the concept of the intersectionality of identities and its relationship to media reception and production.

**This course is designed to help students achieve SU's Ethics, Integrity and Commitment to Diversity & Inclusion shared competency.**

**ACEJMC Values and Competencies**

As a member of the Accrediting Council on Education in Journalism and Mass Communication the Newhouse School is committed to classroom and learning that achieves ACEJMC professional values and competencies. These include the core areas of freedom of speech, ethics, diversity, critical thinking, research, writing, and use of tools and technologies related to the field. For a full list of ACEJMC values and competencies, see <http://www.acejmc.org/policies-process/principles/>

**Diversity Principles**

The Newhouse School practices inclusivity in student, faculty, and staff populations in order to create an academic environment that embraces a diversity of thought and acceptance of all people regardless of race, gender, age, sexual orientation or societal, political, cultural, economic, spiritual or physical differences.

**Texts / Supplies – Required:**

Osborne, A. & Coombs, D.S. (2015). *Female Fans of the NFL: Taking Their Place in the Stands*. New York: Routledge.

This text is available on **Orange Instant Access**, which means you have two weeks to opt out of purchasing it. For more details, see Blackboard.

### **Texts / Supplies– Additional:**

You will be asked to watch sports-related movies and shows outside of class, and so you will probably need at least one subscription to streaming service like Netflix or Amazon Prime. Consider making such required viewings events with your friends to help share costs.

There are additional readings provided via Blackboard.

[Click here to jump to the course schedule.](#)

### **Course Requirements and Expectations:**

Assignment	Description	Learning Objective addressed	Undergraduate Value
Who am I? essay	Jan. 29. See description below	1, 5	50 pts total (5%)
Critical thought papers (2)	Feb. 12 & April 8. <a href="#">See description below</a>	All	300 pts (30%)
Midterm exam	Match 20. <a href="#">See description below</a>	All	150 pts (15%)
Discussion leader	<a href="#">See description below</a>	All	100 pts (10%)
Group Project	April 22 & 24. <a href="#">See description below</a>	All	250 pts (25%)
Group peer evaluation	May 1. See description below.	All	50 pts (5%)
Participation & attendance	<a href="#">See description below</a>	All	100 pts (10%)

### **Who am I? Essay (5%)**

**Due Monday, January 29. No page limit (but don't write me a book, either)**

Think about how your own values, identities, cultures, histories and communities inform your own actions. Much of how we evaluate the world around us, including what we consider to be right and wrong, is formed by our self-identity, yet we rarely stop to consider who we are. For this assignment I want you to think about what makes you *you*, what role media may play, and what the implications are for how you interact with others.

Biologically (e.g. physical traits) speaking, who are you? Skin color and sex are obvious and important ones here, but don't forget other aspects of your biology. Perhaps you are particularly tall and this has impacted how you relate to the world. Redheads, according to recent studies, may be more susceptible to pain and are resistant to anesthesia. How much do you think about your biology? In what situations, if any, is it more pertinent to your sense of identity?

By anthropologically, I mean is there a cultural heritage that you identify with? Do you feel a strong sense of cultural rootedness and how do you express that (perhaps through food such as your aunt's kimchi recipe or by celebrating St. Patrick's Day because your great-grandmother

hailed from Ireland)? Again, to what extent is your cultural heritage important to your sense of identity? Are there times it is more relevant?

Sociologically, how do you see yourself as part of a community of other human beings? To what groups do you belong? How would others likely define you? Is a religion an important part of your life? Maybe you belong to an honor society or a fraternity. How did you come to be a part of the communities with which you identify?

Whereas anthropology and sociology relate to how you fit into groups and how others may define you, psychology relates to how you see yourself. How *do* you see yourself? Is this different from how others are likely to see you? Do you feel like others stereotype you because of your looks or how you dress or what you drive, and then do you react because of this?

Finally, consider how media have shaped your sense of identity. Are there particular characters or shows, films, magazines, etc. that resonate with you and from which you draw deeper understandings of “people like me”? How do negative media representations of “people like me” make you feel?

For some, writing about personal identity can be uncomfortable. Please be as introspective and open as you feel comfortable being. I will NOT share any of what you write with others. This is an exercise for you to consider more clearly what shapes your thinking. It is also a way for me to get to know each of you a little better. Try to have fun with it. This is a topic you are pretty well guaranteed to know more about than anyone else and certainly more than me!

### **Critical Thought papers (CTP) (30% total)**

You will submit **two** Critical Thought Papers during the course; each is worth 15% of the course grade. I will pose a question for each that is designed to investigate how the readings and class discussions illuminate experiences in your own life or practices in current media. ***Do not summarize the readings and discussion*** - instead, analyze them by looking for connections, contradictions, or confrontations between them and apply them to personal or current events. The purpose of the papers is to help you to deeply process the readings and integrate this knowledge with your own experiences. You must clearly define terms and concepts from the class as if you are writing to an audience not familiar with them, and you **MUST CITE THE READINGS**. Failure to cite the readings will negatively impact your grade. Please include a works cited page.

Each paper should be **at least two but no more than three pages**, double spaced, 11-12 point font, with one-inch margins. Papers must be uploaded to Blackboard in a format that can be read (such as a Word document or PDF – not Pages). Papers are due **by midnight** the start of class on the day they are due. *A paper turned in late will lose 10% of its grade immediately and then lose an additional 10% for every 24 hours thereafter.*

### **How they will be graded:**

33% - On topic, clearly addresses the question posed.

34% - Applies concepts, readings and vocabulary from class to analyze or critically exam your topic. Be sure to define all key concepts and, where appropriate, cite readings.

23% - Demonstrates good writing: grammar, punctuation, spelling, organization (clear thesis, good transitions, clarity of word choice, strong conclusion).

10% - Cited sources appropriately. You should have a works cited page.

### **Midterm exam (15%)**

There will be a midterm exam on **March 20** for this course that covers the conceptual tools we will have covered by that point. Although the exam takes place in class, I will give you a set of potential exam questions ahead of time; the actual questions will be randomly determined by dice rolls on the day of the exam. The questions will ask you to integrate the readings and concepts into coherent essays that consider specific topics and issues related to the class.

A note about in-class exams: I have worked with the Center for Disability Resources for many years and am familiar with their procedures, and so students who require accommodations should be sure to register with the CDR.

You *should not leave* the exam room during the exam until you are done, so make sure you use "the facilities" before you arrive for the exam. You cannot show up late and begin an exam after someone has finished the exam and left the room. Make-up exams will only be allowed for students who have **documented** illnesses or family emergencies or have cleared it with the professor *ahead of time*. And turn OFF your cell phone during exams!

### **Discussion Leader (10%):**

Once during the semester, I would like you to act as a discussion leader. On that day I'd like you to present an outside example pertinent to the day's discussion and readings. This could be an example of media doing a good job, or of media messing up; you will probably want to look for examples relevant to your major or your interests. Then I'd like you to pose an interesting question for the group that helps prompt discussion. You will each have no more than 10 minutes for you to introduce your example and relate it to at least one of the readings or key concepts. I expect this to be done in the form of a Powerpoint that includes:

- A key concept or term from the reading
- Your example
- And a question you would pose the class that gets discussion going

These examples should act as a starting point for conversation. If you have trouble finding something, please let me know. The examples you choose must NOT be something we have already discussed in class, and you should coordinate with whomever else might be presenting that same day.

### **How it will be graded:**

40% - Key concept is explained well

40% - Example is appropriate and connected to concept well

10% - Good question that actually prompts discussion

10% - Presentation is organized and visually well done

### **Group project (25%)**

Working in groups of 3-4 students, you will develop a final project for this class that both addresses a diversity issue in sports and takes advantage of the skills and knowledge you have gained here at Newhouse and Syracuse University thus far. All projects, regardless of format, **MUST include key concepts from the course and fact-based research from reputable sources**. Failure to do so will negatively impact your group's grade.

**Purpose of the assignment:** The purpose of this project is to focus on and apply an under-discussed issue concerning sports media and diversity in a format that allows you to use your creative and intellectual talents. This assignment exercises your intellectual muscle to recognize and incorporate these issues into professional-style work, which is an important skill for professional communicators moving into a multicultural environment. It may also allow you to add something to your professional portfolio.

### **Tasks for the assignment: Four options**

For each of the options below, students should consider a contemporary issue involving sports, media, diversity and inclusion that

- Highlights or evaluates cases of systemic social injustice in sports that explains inequities and inequalities today;
- Examines and applies the concepts of this course and the values of diversity, equity and inclusion in this particular issue; and
- Evaluates how situations could change that would work to promote diversity and inclusion.

Regardless of the format students choose, your project should include **extensive** research about the case or issue at hand that touches on all three of the areas listed above.

Please note: your project will also be judged on how well it demonstrates a commitment to DEI in its *production*, not just its content. Which sources did you consult? Which perspectives did you consider (or overlook)? Whom did you interview?

Once you have a case or issue that you think can meet these tasks, then how you tell your story should follow one of the following four formats:

- **Video project:** You will create an original four- to five-minute video that tells an important story about sports, society, and diversity. Your video must be research-based and present that research as part of the story. Think of this as a video news segment that might air on a sports news show. You might also approach this as an extended Public Service Announcement around a particular issue. It should follow all the conventions and expectations that our Newhouse BDJ and TRF colleagues hold.

- **Social video explainers:** These “social videos” are self-contained, pre-packaged stories very similar to television news packages, except that they are easily shareable videos that autoplay on social media with the volume off. They are commonly short, around one minute long; they have subtitles, usually made of very short sentences and large font. The video usually has music rather than reporter tracks, but they can certainly have either. Any interview soundbites are also transcribed so that viewers need not turn on the volume at any point. The video is typically simple, sequenced clips or text-light graphics that a broadcaster might call “wallpaper” video. Like TV news packages, there is typically one news angle or one point being made, but remember, they must meet the tasks outlined above and include research. If you choose this option, your team must produce **FOUR** of these social videos around a topic of diversity and sports media.
- **Podcast:** If you prefer to do an audio-only project you can produce a podcast. Again, this can be on any topic related to diversity and sports media. It will likely take longer to tell a story without visuals so the podcasts should be at least seven minutes long but no longer than ten minutes. The podcast must contain at least one interview, some non-talking audio (music, natural sound, sound effects), and some scripted reporting that includes research necessary to meet the tasks of this assignment.
- **Awareness campaign:** You will design and carry out a multi-media project related to sport and diversity. Like any good strategic campaign, it must be based on research that presents a compelling argument for a potential client. For this campaign you must come up with a hashtag and at least 15 sample social media posts that would use the hashtag. Your campaign should also have a comprehensive media plan. You must then produce a print collateral piece (think poster or magazine ad) that introduces your hashtag. This campaign must be research-based and present information sufficient to meet the above tasks. It is not sufficient to simply say “racism is bad.”

**ALL PROJECTS MUST BE APPROVED IN ADVANCE.** Please let me know who is in your group, what your topic will be, and which format you will work on by **Wednesday, February 7** so that I may approve it. I only need one short paragraph (ungraded) from each group.

Your project is **due** at the start of class on **Monday, April 22**. Each group will have ten minutes to present their project on that day. The final project is worth 25% of your grade. *Group members will also have the chance to evaluate each other's efforts, which may impact an individual's grade.*

#### **How they will be graded:**

60% - Applies concepts, readings and vocabulary from class to analyze or critically exam the topic in relation to each of the three tasks listed above. Be sure to define all key concepts and use appropriate research.

10% - Uses at least 10 sources as the basis of the research, and provides a works cited or similar bibliography for them.

20% - Demonstrates good writing: grammar, punctuation, spelling, organization (clear thesis, good transitions, clarity of word choice, strong conclusion).

10% - Follows directions and conforms to the format for the medium.

### **Group Project Peer Evaluation (5%)**

Your entire team will earn a grade on the deliverables and presentation of your project, but you will each earn an additional grade based on how well you worked with your team. Working within a team is a very important skill in the media industries and in life. Each group member should contribute significantly throughout the project. Your peers will evaluate you on your contribution and this will impact your grade.

#### **If there is a problem in your group...**

On occasion some groups experience difficulties with a person who does not pull their weight on a project. In the real world, people who do not contribute to the team effort are fired. The same can happen in this class. If you have problems with a group member, you must:

- Try to work it out as a group. Document the problem, how you tried to work it out, and the outcome of that effort in an email to me so that I am not surprised at the end of the semester.
- If the outcome of your internal meetings and efforts is less than satisfactory, you may schedule a time to meet with me as a group to discuss and resolve the problem.
- If this meeting still does not resolve the problem, then the group may ask permission from me to fire the individual who is not contributing to the group work.

I hold the sole authority to authorize a group to fire a member. No authority to fire a member will be given without first attempting to work out problems within the group and subsequently with my help in a second meeting. Firing can be a lengthy process, so you must identify problems quickly and nip them in the bud. This is why you will do peer evaluations throughout the process.

Any person fired from a group will be required to complete the assignment on their own. The individual assignment must include all of the elements of the group project and will be due at a date and time determined by me, most likely the same date and time as the original assignment.

#### **Peer evaluation form – Due May 1**

You each have 100 points to distribute among your team members using a peer evaluation form provided on Blackboard. If you feel that everyone contributed equally, then the points should be equally distributed. Otherwise allot points based on amount of work performed. For example:

<i>EXAMPLE</i>	Equal scenario	Unequal*
Nai-Wen	25	40
Chantal	25	25
Jake	25	25

Micah	25	10
<i>TOTAL</i>	<i>100</i>	<i>100</i>

**\*If you give an unequal distribution, you must explain why.** For example, Nai-Wen was the group leader, taking charge and delegating responsibilities. She generally led meetings and made sure deadlines were met. Chantal and Jake were good workers and got everything done as expected. Micah missed one meeting and turned work in late. **YOUR POINTS MUST ADD UP TO 100.** I will assign a score out of 50 points based on how your peers have evaluated you.

### **Participation and Attendance (10%)**

You are expected to come to class and engage. I am looking for consistent, active contribution to class discussion that demonstrates a firm grasp of the material covered and adds to the learning of your fellow classmates. It does not mean talking simply to talk or just coming to class each day. I expect you to come to class prepared, to ask insightful questions, and to offer constructive, coherent criticism. If the class is eerily silent, I will roll a 30-sided die to randomly pick someone from the class roster to start a discussion!

Participation is worth 10% of your course grade. Here is how participation is calculated:

- 90 – 100: You were outstanding in class: great attendance, clearly engaged, good questions and thoughtful insights; in small groups you facilitated discussions without dominating them.
- 80 – 89: You missed a couple classes but were engaged, with some good questions occasionally; you were valuable in group discussions, or you had excellent attendance but didn't add much to class or group discussions.
- 70 – 79: You missed some classes, and when present you didn't add much to class discussions or group work.
- 60 – 69: You had a lot to say, but it was mostly opinion, anecdotes, or otherwise did not show much understanding of course concepts or vocabulary. Or, you missed more than a few classes, and when attending never said anything.
- 0 – 59: You rarely attended, or when you did, your presence in the class was actually disruptive and problematic because of your failure to follow the guidelines for dialogue outlined in the syllabus.

### **Grading:**

## Undergraduate Students

Grade	Value (pts)
A	930-1000
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D	610-699
F	609 or Below

## Content Warning

In this class, we will discuss, read, or view materials that could result in emotional and psychological discomfort. The purpose of these materials is to encourage intellectual growth and inquiry about important issues. However, if your response to any materials becomes, or you anticipate that it may become, one that makes it difficult for you to learn and engage, please communicate with me so we can ensure your success in the class. My goal is to build a classroom community that allows for learning and growth, meets the course objectives, and fosters engagement and communication among all who share this space.

## **A few words about Respect, Inclusivity, Sympathy, and Encouragement**

We will talk about some controversial topics, and it is imperative that we all trust and respect each other. To that end, I would like for students to consider the following guidelines for dialogue in the class:

- **Our primary commitment is to learn from each other:** We will listen to each other and not talk at each other. We acknowledge differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
- **We will not demean, devalue, or put down people** for their experiences, their lack of experiences, or difference in interpretation of those experiences.
- **We will trust that people are doing the best they can:** We will try not to freeze people in time, but instead leave space for everyone to learn and change through our interactions with one another.
- **Challenge the idea, not the person:** If we wish to challenge something that has been said, we will challenge the idea or the practice referred to, not the individual sharing this idea or practice.
- **Speak your discomfort:** If something is bothering you, please share this with the group. Often our emotional reactions to this process offer the most valuable learning opportunities.
- **Take space, make space:** Be mindful of taking up much more conversational space than others, and be willing to make space for others. On the same note, however, empower yourself to speak up when others are dominating the conversation.

The discussions in this class will be difficult, and therefore the classroom - both in person and via online materials - is sacrosanct. Original class materials (lectures, handouts, assignments, tests, etc.) and recordings of class sessions are the intellectual property of the course instructor.

You may access these materials for your use in this course. However, you may not provide these materials to any other party in any format without permission of the course instructor. Doing so is a violation of intellectual property law and the Code of Student Conduct."

If you ever feel that comments or actions made by myself or others in class are targeting you or others in a hostile manner, please do not hesitate to bring it to my attention so we can figure out the best way to address it. **It is very important to me that all students feel included and respected in my class.** Additionally, if you experience or witness a bias-related incident in or outside of class and wish to report it to the university, you can report the act of bias by going to the following site, also provides information about other resources related to recognizing and reporting bias-related incidents: <https://www.syracuse.edu/life/accessibility-diversity/stop-bias/>

The University strives to create an environment of inclusion and diversity. We expect students to be aware of their rights and responsibilities in a diverse, inclusive, accessible, bias-free campus community. You can read more about SU efforts at: <https://www.syracuse.edu/life/accessibility-diversity/>

### **Pronouns/Names**

Syracuse University encourages, but does not require, community members to share the pronouns they use for themselves. In My Slice "My Profile," all students may choose from a list of pronouns or designate "no pronouns" if they prefer only the use of their names. Students may also share a preferred name there. For information on designating personal pronouns and preferred names, go to [www.answers.syr.edu/PronounFAQ](http://www.answers.syr.edu/PronounFAQ) or [www.answers.syr.edu/PreferredNameFAQ](http://www.answers.syr.edu/PreferredNameFAQ).

## **Course-Specific Policies**

### **Newhouse Writing Coach:**

For students concerned about their writing, the School has a writing coach. Terry Egan, who has decades of experience writing for major newspapers and magazines, including ESPN the Magazine, is available to work with students to help them develop their writing. He is especially adept at working with international students and has helped hundreds improve their writing. He is best contacted via his email ([ttegan@syr.edu](mailto:ttegan@syr.edu)). Terry says "I see all comers; don't be embarrassed by writing mistakes; please use my services."

**Laptop and Mobile Etiquette:** You may use your computers in class for course-related purposes only. Taking notes? Great! Look up concepts and terms or players and incidents we are discussing? Perfect! Latest scores on ESPN – no! Understand that part of being a professional communicator is controlling your temptations to do non-professional things in a work environment. What you do on your screen may distract your neighbors, so keep those distractions to a minimum. Please keep your phones away as well; unless I specifically ask you to pull them out and look something up, I shouldn't see them.

### **University Attendance Policy**

Attendance in classes is expected in all courses at Syracuse University. It is a federal requirement that faculty promptly notify the university of students who do not attend or cease to

attend any class. Faculty will use Early-Semester Progress Reports and Mid-Semester Progress Reports in Orange SUccess to alert the Registrar and Financial Aid Office on non-attendance. For more information visit: [Information for Students: Non-attendance or Stopped Attending](#)

If a student is unable to participate in-person or virtually for an extended period of time (48 hours or more), the student may request an absence notification from their home school/college Dean's Office or through Student Outreach and Retention (SOaR) office. Instructors will be notified via the "Absence Notification" flag in Orange SUccess.

Barnes Center at the Arch (Health, Counseling, etc.) staff will not provide medical excuse notes for students. When Barnes Center staff determine it is medically necessary to remove a student from classes, they will coordinate with SOaR case management staff to provide appropriate notification to faculty through Orange Success. For absences lasting less than 48 hours, students are encouraged to discuss academic arrangements directly with their faculty.

Students should also review the [University's religious observance policy](#) and make the required arrangements at the beginning of each semester.

**Syracuse University Policies:** Syracuse University has a variety of other policies designed to guarantee that students live and study in a community respectful of their needs and those of fellow students. Some of the most important of these concern:

**Diversity and Disability** (ensuring that students are aware of their rights and responsibilities in a diverse, inclusive, accessible, bias-free campus community) can be found [here](#), at: <https://www.syracuse.edu/life/accessibilitydiversity/>.

**Religious Observances Notification and Policy** (steps to follow to request accommodations for the observance of religious holidays) can be found [here](#), at: <https://policies.syr.edu/policies/university-governance-ethics-integrity-and-legal-compliance/religious-observances-policy/>

**Orange SUccess** (tools to access a variety of SU resources, including ways to communicate with advisors and faculty members) can be found [here](#), at: <http://orangesuccess.syr.edu/getting-started-2/>

**Disability-Related Accommodations:** Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to meet with me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the Center for Disability Resources (CDR) in this process.

If you would like to discuss disability-accommodations or register with CDR, please visit Center for Disability Resources. Please call (315) 443-4498 or email [disabilityresources@syr.edu](mailto:disabilityresources@syr.edu) for more detailed information.

CDR is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations may require early

planning and generally are not provided retroactively, please contact CDR as soon as possible to begin this process. <https://disabilityresources.syr.edu/>

### **Academic Integrity**

Syracuse University's [Academic Integrity Policy](#) reflects the high value that we, as a university community, place on honesty in academic work. The policy holds students accountable for the integrity of all work they submit and for upholding course-specific, as well as university-wide, academic integrity expectations. The policy governs citation and use of sources, the integrity of work submitted in exams and assignments, and truthfulness in all academic matters, including course attendance and participation. The policy states that any work a student submits for a course must be solely their own unless the instructor explicitly allows collaboration or editing. The policy also requires students to acknowledge their use of other peoples' language, images or other original creative or scholarly work through appropriate citation. These expectations extend to the new, fast-growing realm of artificial intelligence (AI) as well as to the use of websites that charge fees or require uploading of course materials to obtain exam solutions or assignments. Students are required to ask their instructor whether use of these tools is permitted – and if so, to what extent – before using them to complete any assignment or exam. Students are also required to seek advance permission from instructors if they wish to submit the same work in more than one course. Failure to receive this permission in advance may violate the Academic Integrity Policy. Under the policy, instructors who seek to penalize a student for a suspected violation must first report the violation to the Center for Learning and Student Success (CLASS). Students may not drop or withdraw from courses in which they face a suspected violation. Instructors must wait to assign a final course grade until a suspected violation is reviewed and upheld or overturned. Upholding Academic Integrity includes abiding by instructors' individual course expectations, which may include the protection of their intellectual property. Students should not upload, distribute, or otherwise share instructors' course materials without permission. Students found in violation of the policy are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered, as outlined in the Violation and Sanction Classification Rubric. Students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice.

The Violation and Sanction Classification Rubric establishes recommended guidelines for the determination of grade penalties by faculty and instructors, while also giving them discretion to select the grade penalty they believe most suitable, including course failure, regardless of violation level. **Any established violation in this course may result in course failure** regardless of violation level.

### **Exemplar Artificial Intelligence Language:**

Using artificial intelligence to complete writing assignments and exams is prohibited because the point of the course is for you to interrogate, apply, and work through the issues and concepts we discuss. AI detection tools including Turnitin's built-in AI writing indicator, may be used as one factor in evaluating potential inappropriate use of AI in this course.

**Tentative Course Schedule:** *subject to change*

Date	Topic	Required Reading and Assignments
Week 1		
W Jan 17	Introduction to the course and to the concept of social identity	
Week 2		
M Jan 22	Introduction to each other	<b>Bring object to class;</b> <b>Read:</b> Billings & Hundley, 2010
W Jan 24	The social construction of groups and identity, and the role of the sports & media	Hardwood & Roy, 2005; <b>Watch:</b> <i>Invictus</i> (2009)
Week 3		
M Jan 29	Social Identity, stereotypes, schema, prejudice and discrimination. How are these connected to sports?	<b>Read:</b> Gorham, 2023; <b>Due:</b> <i>Who am I?</i> essay
W Jan 31	More on stereotyping and implicit bias; the cultivation effect; attribution error and linguistic intergroup bias	<b>Read:</b> Ferrucci & Tandoc, 2018 <b>Due:</b> do an implicit association test online and report in discussion board
Th Feb 1	<i>Black History month begins</i>	
Week 4		
M Feb 5	International sports and identity; framing and agenda-setting in sports	<b>Read:</b> <a href="#">Kim &amp; Na, 2022</a> Butterworth, 2010 <b>Watch:</b> <i>Miracle</i> (2004)
W Feb 7	The concept of hegemony; social power and media	<b>Read:</b> Lull (1995/2003) <b>Due:</b> Project proposal
Sa Feb 10	<i>Lunar New Year</i>	
Week 5		
Su Feb 11	<i>Super Bowl Sunday</i>	
M Feb 12	Race in American sport	<b>Read:</b> <a href="#">Abdul-Jabbar (2018)</a> <b>Watch:</b> <a href="#">Zirin (2012)</a> Race, Power & American Sport <b>Due:</b> CTP #1
W Feb 14	Race, hegemony, whiteness, privilege	<b>Read:</b> <a href="#">Caven (2013);</a> <a href="#">Longman, 2018;</a> <a href="#">Elsborg, 2022;</a> <a href="#">Spiers, 2023</a>

Date	Topic	Required Reading and Assignments
		<b>Watch:</b> either 42 (2013) or <i>The Express</i> (2008) or <i>Ali</i> (2001)
Week 6		
M Feb 19	Race in sport is more than Black and White: Asia & “the model minority” in sport	<b>Read:</b> Park, 2015
W Feb 21	Cultural appropriation, indigenous images in sport, and “the medicine game”	<b>Read:</b> King, 2019; <a href="#">Newberry, 2023</a> <b>Watch:</b> <i>Crooked Arrows</i> (2012)
Week 7		
M Feb 26	Gender, sport, and a “certain kind of manliness”	<b>Read:</b> <a href="#">Kleen, 2021</a> ; <a href="#">Kavanaugh, 2022</a> Osborne, Ch. 1 & 2
W Feb 28	Gender, performance, and fandom	<b>Read:</b> Osborne, Ch. 3 & 4
<i>F Mar 1</i>	<i>Women’s History month begins</i>	
Week 8		
M Mar 4	Gender, feminism, and sport	<b>Read:</b> Osborne, Ch. 5, 6, 7
W Mar 6	Gender hegemony and sport	<b>Read:</b> Osborne, Ch. 8 & 9 <a href="#">Aykroyd, 2021</a> ; <a href="#">Bowes, 2020</a> ; <a href="#">Luther, 2021</a> ; <a href="#">Klein, 2021</a> <a href="#">Coleman, 2022</a>
<b>Spring break week</b>		
<i>Su Mar 10</i>	<i>Ramadan begins</i>	
<i>M Mar 11</i>	<i>Spring break – no class</i>	
<i>W Mar 13</i>	<i>Spring break – no class</i>	
Week 9		
M Mar 18	A discussion with Dr. Anne Osborne	
<i>T Mar 19</i>	<i>(Men’s) March Madness begins</i>	
W Mar 20	<b>MIDTERM EXAM</b> (in class) <i>(Women’s) March Madness begins; MLB season begins in Seoul</i>	
Week 10		
M Mar 25	Sports and sexual orientation	<b>Read:</b> Doull et al., 2018; Billings, Moscowitz & Xu, 2019; <b>Watch:</b> <a href="#">Strahan interviews Nassib</a>

Date	Topic	Required Reading and Assignments
W Mar 27	Trans athletes, intersexed athletes, and the hegemony of dichotomous gender	<b>Read:</b> <a href="#">Fausto-Sterling, 2001</a> ; Murib, 2022; <a href="#">Slater, 2015</a> ; <a href="#">CAS, 2019</a> ; <a href="#">Savulescu, 2019</a> ;
Th Mar 28	<i>MLB Opening Day</i>	
Week 11		
M April 1	Sports, Latinos, integration, and cultural hybridity <i>Arab American Heritage month begins</i>	<b>Read:</b> Agergaard, 2018; <a href="#">Van Grove, 2022</a>
W April 3	Intersectionality and sports in a multicultural environment	<b>Watch:</b> <a href="#">Soccer Stories about Özil, 2021</a>
Week 12		
F, Sa & Su	<i>NCAA Final Four</i>	
M April 8	<b>Eclipse Day – no class</b> , because you should watch the solar eclipse (and then work on your group project)	<b>Due:</b> CTP #2
W April 10	Sports and religion <i>Ramadan ends, Eid Al-Fitr</i>	<b>Read:</b> Butterworth, 2013; Moore, 2018; Lewis & Weaver, 2015
Week 13		
M April 15	Sport and disabilities	<b>Read:</b> Cherney & Lindemann, 2010; Bartsch et al., 2016 <b>Watch:</b> <i>Murderball</i> (2005)
W April 17	Sports and mental health	<b>Read:</b> Dailey et al., 2020 <b>Watch:</b> <i>What More Can I Say?</i> <i>*trigger warning*</i>
Week 14		
M April 22	<b>Group project presentations</b>	
W April 24	<b>Group project presentations</b>	
Week 15		
M April 29	<b>Last day of class</b> – wrap-up discussion; applying what you've learned: Detect, reject, reflect	
W May 1	<i>AAPI heritage month begins</i> <i>Jewish American Heritage month begins</i>	<b>Due:</b> Peer evaluations

*The professor reserves the right to make changes to this schedule.*