

UNIVERSITY OF MASSACHUSETTS AT AMHERST
 OFFICE OF THE SECRETARY
 THE FACULTY SENATE

PROGRAM REVISION APPROVAL FORM

50 COPIES REQUIRED

PROGRAM TITLE: Concentration in Sports Journalism, Journalism Program

PLEASE CHECK: GRADUATE _____ UNDERGRADUATE x

DEPARTMENT Communication/Journalism HEAD/CHAIR: Karen List, Director, Journalism Program

SCHOOL OR COLLEGE Social and Behavioral Sciences DEAN: Robert Feldman

Submission Date: 4/19/2011 Proposed Starting Date: Fall 2011

I. PROPOSAL DEVELOPMENT

A. Describe the Proposal.

This concentration consists of a four course sequence of upper level electives and an internship focusing on Sports Journalism, within the Journalism major.

B. Provide a brief overview of the process for developing the Proposal.

This concentration was developed by Steve Fox, a lecturer in the Journalism Program, and a journalist with 25 years of experience, including about 10 years working in sports journalism. It was developed with the support of the Office of the Provost which provided funding, along with the Dean of the School of Social and Behavioral Sciences. The proposal was developed in response to increased student demand, and increased post-graduate opportunities in the field of sports journalism.

II. PURPOSE AND GOALS

Describe the Proposal's purpose and the particular knowledge and skills to be acquired.

The Sports Journalism Concentration has multiple purposes, including familiarizing students how to to cover, interview and write about sporting events both through the written word and images. The concentration also tackles some of the larger issues facing the industry surrounding ethics, race, gender and other social issues. Students will be exposed both to hand-on experiences as well as group discussions and readings of key literature in this specialty.

III. RESOURCES

If this proposal requires no additional resources, say so and briefly explain why. If this proposal requires additional resources, explain how they will be paid for. For proposals involving instruction, indicate how many new enrollments are expected and whether the courses have room to accommodate them.

This concentration largely makes use of existing faculty. For additional information, please see attachment: Funding and Expense Projections.

PROPOSAL

JOURNALISM PROGRAM SPORTS JOURNALISM CONCENTRATION

INTRODUCTION

The Sports Journalism Concentration is an initiative proposed by the Journalism Program within the Department of Communication with the support of the Office of the Provost. The concentration proposal has broad support among Journalism faculty and has been endorsed at the Department and College levels. Funding for program development and initial expenses was provided by the Provost's Office through the stimulus award program. The Dean will allocate ongoing funding for the program from the SBS Out-of-State (OOS) Incentive Allocation. (Please refer to *Sports Journalism Concentration Funding and Expense Projections* attached).

The goal of the Journalism Program in creating this concentration is to provide our students with the professional skills and critical thinking necessary to understand and write about both the day-to-day events in sports and the larger context of sports in 21st century America.

This concentration would consist of a four-course sequence of upper level electives and an internship, all that taken during the junior and senior years. The four courses cover a range of topics and disciplines that attempt to build skills and impart a scholarly understanding of societal issues around sports and sports media. Students will examine topics such as ethics, race, gender, class and hero worship through the prism of sports. And they will develop skills in writing both short and long form narrative, interviewing, multimedia and photojournalism.

BACKGROUND

This concentration would meet several identified needs within the Journalism Program and the University, including:

- a high student interest in Sports Journalism within the Journalism Program
- the University's stated goal of recruiting more out-of-state students.

This concentration was developed by Steve Fox, a lecturer in the Journalism Program and a journalist with 25 years of experience, including about 10 years working in sports journalism. Prof. Fox also is a freelancer for ESPN's website and has been working to develop a more formal relationship between ESPN and the Journalism Program.

Since he began teaching at UMass in 2007, Professor Fox has seen a high degree of interest in sports journalism among journalism majors. He teaches a Sports Journalism class once a year, and it usually fills to capacity in the first days of registration. Many students have expressed an interest in having more sports journalism classes on the schedule.

A number of journalism majors do sports internships each year at newspapers, broadcast stations and online. We often have several students at the Daily Hampshire Gazette and the Springfield Republican in any given semester. In the past three years, three Journalism students have worked as freelance contractors for ESPN's Web site, while one interned for ESPNBoston.

Journalism students have a long history of interest in sports, and many of our alums have had success in the field. Among them are Dan Wetzel ('94), a columnist for Yahoo Sports; Peter Abraham ('86), who covers the Red Sox for The Boston Globe; and Jim Clark ('90) and Dan Duggan ('06) at The Boston Herald. Others include Mike DiLorenzo ('94) at NHL.com, Arthur Stapleton ('95) at The North Jersey Herald, Matt Vautour ('96) at the Daily Hampshire Gazette and Luke Meredith ('98) at the Associated Press.

More recent graduates who have found jobs in sports include: Matt Sacco ('03), public relations manager for Sunrise Sports and Entertainment Publishing; Eric Soderstrom ('03) at Golf Digest; Julie Robenhymmer ('04), who blogs for hockeybuzz.com; Brendan Hall ('07) at ESPNBoston; Adam McGillan ('09), a digital content manager for Cal Ripken, Jr., Baseball; and Amber Vaillancourt ('09) at The Northbridge Times.

Many of these alums support Journalism by returning regularly to speak to classes, and they help to maintain relationships between their employers and our internship program.

OPPORTUNITIES

While the field of journalism in general has been contracting in the past decade, sports media have been expanding, both online and in broadcast. For example, ESPN has opened new, online, hyperlocal sites in several cities, and companies like Comcast, which were formerly just in the cable business, are now developing content and sports programming. This means new opportunities for the students who leave our program with higher-level thinking and the professional skills necessary to lead and shape this field.

Students already seem to know this. At recent University open houses, Journalism Program faculty have seen real excitement in potential students at the mention of this concentration. A number of students spoke to Prof. Fox on campus visits over the summer, including several out-of-state athletic recruits, all of whom decided to come to UMass in part because of the opportunity to take courses in sports journalism. In more than one conversation with parents, the possibility of this concentration has "sealed the deal" for a student choosing UMass.

PROPOSED CONCENTRATION

The Sports Journalism Concentration is envisioned as a small, focused program. Students interested in the concentration will be required to obtain permission to participate. In Fall 2010, students began moving through the sequence of courses that we hope will become the concentration, with Faculty Senate approval.

While this concentration will be a welcome addition to our program, it does not signal a major change in the major or how students make their way through it.

All Journalism majors are required to take an array of courses that include Newswriting, two courses selected from a "menu" of basic journalism classes, an advanced writing course and four electives. Students in the Sports Journalism Concentration will follow that same plan. They can choose to use Sports Journalism as their advanced writing requirement, though they can take other advanced writing courses as well. (About 35% of all Journalism majors take more than one advanced writing class.) Three of their four electives will be courses in the Sports Concentration.

Although the concentration provides the funds for several additional non-sports Journalism courses, it is not resource neutral; it will result in some faculty teaching a dedicated course once every two years. Seats will be available in some sports courses for students not in the concentration.

THE COURSES

The courses in this concentration will be taught by a mix of tenured, contract and adjunct faculty with a distinguished track record at UMass. In addition to Professor Fox, they include:

Madeleine Blais, memoirist and author of "In These Girls Hope Is a Muscle," one of Sports Illustrated's Top 100 Sports Books, which is read in sports journalism courses around the country.

Nicholas McBride, winner of the Distinguished Teaching Award, who currently leads an innovative community journalism program that connects our students with Commerce High School students in Springfield.

Dennis Vandal, whose photography has appeared in some of the leading publications in the state.

The courses (syllabi are attached) include:

I. Journalism 332: Sports Journalism

Taught by Steve Fox, Lecturer, offered fall semesters

This is a hands-on course in which students learn how to cover, write and edit sports stories. There is a significant amount of writing and interviewing involved in

this course. Students are out every weekend at games, but they are writing much more than traditional game stories. Students maintain their own blogs and write features on players and fans, including long-form narrative pieces. They also shoot photos and basic video, as well as read and analyze a variety of sports stories.

II. Journalism 341: Images in Sports

Taught by Dennis Vandal, Adjunct Lecturer, offered Spring 2011

Images play a major role in the coverage of sports. In this class students look at the role of images in sports coverage over the years, as well as learn the basics of sports photography, how to construct audio slideshows and the basics of video coverage.

III: Rotating Course: This course slot will rotate instructors of from year to year to offer diversity. The rotation includes Nick McBride, Associate Professor, and Madeleine Blais, Professor.

A. Journalism 425: The Politics of Sport

Taught by Prof. McBride, to be offered Fall 2011

In this course, students will examine a wide range of societal issues related to sports. The focus will change from semester to semester, but issues to be covered include how the politics of gender and sexual identity, race and ethnicity, ability and disability, as well as national identity are played out in the arena of sports.

Athletic opportunities can open doors for those fortunate enough to be allowed in, but the thresholds are carefully guarded and have a history of exclusion. Mirroring mainstream culture, consumerism and corporate sponsorship, as well as advertising images, media coverage both creates and reflects the inequities and imbalances found in athletics. Our explorations will address some of the specific ways in which sports can either construct or break down barriers among individuals and groups, as well as how the journalistic endeavor is involved in that process.

Students will contemplate, read and write about modern and contemporary sports as social and political history. They will draw from books and readings focused on the interplay of politics, race and sports.

Parts of the texts will be required reading each week, and a weekly writing assignment of one to two pages will be based on the reading. Papers must reflect knowledge of the assigned reading and original insight. They will be read aloud in class, followed by discussion. Additionally, a documentary film will be screened each week. Students also will be responsible for a notebook journal on these films that will be turned in at semester's end.

During the last two weeks of the term, students will make an oral presentation on a relevant topic and write three news stories based on the social/political dynamics of sport. Credit can be earned by getting these stories published.

B. Journalism 428: Sports in Film, Journalism and Literature

Taught by Madeleine Blais, Professor

The subject of athletic endeavors has long been the source of inspiration for journalists, novelists and filmmakers. In this class, students will explore some of the most brilliant examples of sport narrative in words and images as they pertain to running, baseball, soccer, rugby, basketball, climbing, boxing and football.

There will be several small exams and one midterm, one major paper and an oral presentation on an assigned aspect of the works we will study. In the major paper, students will identify a work of journalism or literature about sports and a documentary or feature film to pair with it—two works that you believe to be a worthy fit for this class. Topics must be pre-approved by the instructor.

IV. Journalism 430: Issues in Sports

Taught by an Adjunct Lecturer once every two years. The adjunct will be an active sports journalist, most likely based in Massachusetts or Connecticut.

The instructor of this course will bring his or her considerable experience in sports journalism to the table as he or she shares expertise and lessons learned during decades in the field. The details of the syllabus will be worked out with the adjunct, but we envision the course being laid out in the following fashion:

- Weekly class discussions on topics in the news, which will include ethics, newsroom management, diversity, etc.
- Discussions on similar topics outside class on the class blog.
- Several oral presentations throughout the semester on current issues in sports.
- Two major papers (such as critical analyses or research essays) on sports journalism topics.

V. Journalism 398: Internship

Prof. Fox will work together with students and alums to find sports internships during the junior and senior years. Internships will take place during the academic year or the summer.

FACULTY OPINION

Our request for faculty colleagues' responses to our draft proposal was met with brief comments from two colleagues acknowledging that they did not support this proposal, though they did not provide an explanation why.

A third colleague abstained from supporting or not supporting. He suggested other areas of reporting that he thought would represent better program priorities, and questioned whether this program would be sustainable over time. He added, "If the concentration is approved, I'm sure it will be effectively run, I don't have doubts about that."

The majority of comments were in support of the program. They include:

From Professor Madeleine Blais:

As the author of a book in which I went through the lens of sports to tell a nonfiction story about our larger society, I want to express my complete support for this endeavor.

I am continually being asked to lend my support to writers of nonfiction narratives that use sports as the focus, and just recently I was asked to be on a three-person jury by PEN to select the best sports book of the preceding year. I have supported this line of academic inquiry by bringing in speakers who drew huge numbers of students, such as Buzz Bissinger, author of "Friday Night Lights," and David Maraniss, whose talk on sports, race, and politics drew over 300 students to the Flavin Auditorium in the fall of 2008, with the help of Sport Management, who provided the venue.

Sports is the street corner where everything in America converges. To me it is not a matter of should we do this, but why did we not do it years ago.

From Professor Nicholas McBride:

I support the concentration. It will provide an interesting way to talk about social history and politics. Ken Burns Baseball series and documentary on Jack Johnson are a lot deeper than the box scores. It will give us an opportunity to impact young people covering sports in a way that gets them thinking about subjects beyond championships, winning and losing. It just might influence them to see how sports and sports figures can aid in social progress beyond the public relations superficialities we currently see.

From Professor Brian McDermott:

The Sports Journalism Concentration is a positive addition to the Journalism program's continued growth. It has the potential to attract motivated students from all over the Northeast and expand opportunities for all of our majors.

From Professor and Undergraduate Advisor Razvan Sibii:

I have found the sports courses to be an extremely useful recruitment tool for our major. About a month ago, I staffed the Journalism table at an Open House event organized by the University. At least a quarter of the people who stopped by our table and asked me about the Journalism major did so after catching sight of the handout on sports courses. The same thing happened two weeks ago, at the Majors Fair: many of the students who approached me did so because they wanted to ask me about sports courses. This gave me the opportunity to introduce them to the Journalism major in general.

From Professor B.J. Roche:

I'm not interested in sports at all; nevertheless, as internship coordinator and someone who helps students find jobs, I've seen a huge increase in the opportunities available to students in new sports-media related endeavors. Just last week I worked with a student who accepted a position at mlb.com, a website for Major League Baseball that did not even exist ten years ago. I support this concentration because it goes beyond fandom, and helps students develop a critical understanding of the deeper social contexts, history and political issues associated with athletics. This can't help but be a good thing, both for the students, and for the field of sports writing.

Attached, please find letters of support for the program from Dean Robert Feldman, Chair of the Dept. of Communication, Lisa Henderson; and Journalism Program Director Karen List.

CONCLUSION

We believe that this concentration, while not representing a structural change to our program, will enhance our offerings and our enrollment opportunities as we move into another decade that is likely to see much change in the field of journalism. Our program, like many on campus, has succeeded in creating new opportunities for our students, despite working with limited resources. We believe this concentration leverages our strengths as a program and also makes efficient use of the stimulus funding that first sparked this effort. We have a strong track record of doing more with less, and we expect to continue to do so. This concentration could be a template for development of specialties in other areas in journalism and across the campus.

With a new building on the horizon in 2014, including a television broadcast studio and enhanced audio and video production facilities, this concentration moves our program in a direction that will enable us to take full advantage of these new resources.

We have worked hard to develop a mix of courses that we believe meets our goal of educating not just potential journalists and communicators, but engaged citizens who are always questioning how the world works.

We look forward to your review.

ATTACHMENTS

1. Letters of Support

Dean Robert Feldman, School of Social and Behavioral Sciences

Prof. Lisa Henderson, Chair, Dept. of Communication

Professor Karen List, Director, Journalism Program

2. Course Approval Documentation

Journalism 332: Sports Journalism (*This course is already in the process of gaining Faculty Senate Approval.*)

Journalism 341: Images in Sports

Journalism 425: The Politics of Sport

Journalism 428: Sports in Film, Journalism and Literature

Journalism 430: Issues in Sports

3. Sports Journalism Concentration Funding and Expenses Projection

4. Typical Sequence of Journalism Major Requirements and Comparison to Sports Journalism Concentration Requirements

5. Letter to students explaining program status



UNIVERSITY OF MASSACHUSETTS
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COLLEGE OF SOCIAL AND
BEHAVIORAL SCIENCES

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April 6, 2011

To Whom It May Concern:

I would like to offer my full and enthusiastic support for the Sports Journalism Concentration.

This is an innovative, well-conceived program that will be attractive to many students. It offers students a concentration in an area that has both intellectual integrity, a growing body of scholarly literature, and relates to an area that has a significant impact on U.S. society.

After an initial investment, I believe that the program ultimately will pay for itself by attracting new out-of-state students, as well as many in-state students. The College of Social and Behavioral Sciences is committed to investing in the program in order to get it off the ground and to continue to support the program through the return of revenue from out-of-state student tuition to the College, as well as providing other funding.

I hope you will give this program careful consideration.

Cordially,

A handwritten signature in black ink, appearing to read "R. S. Feldman".

Robert S. Feldman
Dean
Professor of Psychology



UNIVERSITY OF MASSACHUSETTS
AMHERST

Machmer Hall
240 Hicks Way
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Department of Communication

voice: 413.545.1311
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April 1, 2011

Academic Matters Council and Program and Budget Council
Faculty Senate
University of Massachusetts

Dear Colleagues,

Not long after I arrived at UMass, in 1994, my colleague Professor Carolyn Anderson introduced me to writer and Pulitzer-prize winning Professor of Journalism Madeleine Blais, author of *In These Girls, Hope Is a Muscle*, an account of the Amherst High School Lady Hurricanes basketball team. *In These Girls* was a National Book Critics Circle Award finalist in non-fiction, and a close and moving account of the premise behind its title. I had just come from an academic appointment at Penn State University, whose women's basketball team, the Lady Lions, was a top-ranked outfit in the NCAA's Division 1. I was interested in Blais' book in particular, because I believed in the muscle of hope after having spent a considerable amount of time while appointed at Penn State protesting Lady Lions coach Rene Portland. Portland had gone on the record in the *Chicago Sun Times* in 1986 saying that she would not allow lesbians on her team, a claim that far too many athletes knew she pursued with a vengeance back on campus. Portland was famous for her official homophobia, and Penn State—which didn't include sexual orientation in its non-discrimination policy until 1991—was famous for its inaction.

It took a lot of courageous people a long time to establish sexual orientation as a protected category at Penn State, but it wasn't until player Jennifer Harris, not a lesbian but "suspected" of being one and harassed by Portland, sued both Portland and Penn State in 2006-07. Harris was represented by the National Center for Lesbian Rights, the case was finally settled out of court, and Portland—a winning coach, all things considered—resigned from Penn State on March 22, 2007. Many of us who'd watched the convergence of sport, discrimination and institutional inattention for years and who'd responded by quietly supporting athletes or not-so-quietly contesting inaction at the University, never thought we'd see the day where justice would surface around Portland's policy and her otherwise heroic status at the University. A number of people involved in challenging Portland went on to appear in the award-winning documentary film *Training Rules* by Dee Mosbacher (<http://www.trainingrules.com/>), which became a critical testament to a still-routine unfairness: homophobia in elite varsity athletics.

I describe this story as an example of what a Sports Journalism Concentration that combines sports and social context can get at, though student writers in the concentration would do so first as reporters, not critics or activists (among whom I include myself). In

U.S. culture, there aren't many domains of news that sport does not cut across. It is about labor (to wit, recent contract disputes between owners and players, most of whom are not the "millionaires" fighting the "billionaire" owners in President Obama's recent slogan). It is about city government, as municipalities imagine sports franchises as the route to renewal (Springfield's Basketball Hall of Fame comes to mind, or the Baseball Hall of Fame in Cooperstown, NY). It is about global enterprise as players migrate to US franchises from all over the world, and US players have to find professional opportunities elsewhere to make a living (women's basketball is a good case in point, despite the short-lived WNBA). Sport is, in other words, about commerce, social organization, international relations, nationalism, national renewal (consider South Africa's hosting of the World Cup last summer), industry, leisure, and law and policy (Title IX infractions and appeals continue to pour in). It is sometimes about "the secret marriage between crime and sport," as portrayed in a story of "narco-soccer" in *The Two Escobars*, a documentary produced by local brothers Michael and Jeff Zimbalist for ESPN. Recently screened on campus as an activity of the proposed Sports Journalism Concentration, the film is about the tensions between Colombian drug cartel kingpin Pablo Escobar, and heroic Colombian football player Andrés Escobar, captain and "poster child" of the Colombian national team, which made a dramatic rise to international prominence and success in the mid 1990s. *The Two Escobars* is a brilliant example of the density of sport in social, economic and historic terms.

As *The Two Escobars* reveals so beautifully, sport is also about the game. To be good at what they do, sports journalists need to know their games and events, but they also need history, economics, business, and law to do the story justice. A nose for racial, gender and sexual orientation discrimination won't hurt either, and here student reporters could take a page from the playbook of another UMass faculty author, Pat Griffin, who wrote the pathbreaking *Strong Women, Deep Closets: Lesbians and Homophobia in Sport*.

UMass has, in other words, a record of attention to sport in the broadest sense that would contribute to and be well-served by a Sports Journalism Concentration—a configuration of existing Journalism requirements plus elective credits devoted to Sports research and writing. Professor Blais is participating, likewise Professors Nick McBride (a Distinguished Teaching Award winner), Karen List, Brian McDermott, BJ Roche and Steve Fox. As the proposal makes clear, Fox has considerable professional credentials in sports journalism. A Concentration would meet student interest, be academically and pedagogically innovative, offer a distinct professional network to graduating seniors, and contribute to revenue enhancement for the Journalism program and the University, attracting both Commonwealth and out-of-state majors.

I can also imagine future collaboration with the Communication side of the department. In Communication, we offer a popular undergraduate media studies course on Sports, Culture and Advertising, taught by Professor Claudio Moreira. As a Brazilian national, Professor Moreira knows the grip of sport on social life and aspiration. Professor Sut Jhally, moreover, a British national by way of Kenya, is also a lifelong soccer (or football) fan who, at my invitation, contributed a beautiful postscript on being a fan of the Chelsea football club (in the UK) to *The Journal of Sport and Social Issues* several years

ago, a postscript about the social character of fandom and its links to ethnic identification and inclusion in the United Kingdom. I remain a member of the editorial board of *Sport and Social Issues*. As Director of the Media Education Foundation, Professor Jhally has also overseen the production of two critical videos about sport, *Playing Unfair: The Media Image of the Female Athlete* (2002) and *Not Just a Game: Power, Politics and American Sports* (2010), featuring distinguished sports writer Dave Zirin. As student reporters, those in the Sports Journalism Concentration will have many faculty and departmental resources in place to draw upon.

Given the University's out of state incentive program and Dean Bob Feldman's commitment to allocate a reasonable and continuing proportion of SBS revenues to Sports Journalism, I foresee a program that is financially viable and likely to be self-sustaining in the long term, as the budget projections Karen Schoenberger prepared make clear. Once we take up residence in the New Academic Classroom Building, moreover, we will be even better equipped to expand opportunities for Sports Journalism students, though the roots of their training will reside in the course sequence as it is currently proposed.

The Sports Journalism Concentration is timely, focused, balanced in its use of and contribution to resources, and a point of great interest and support from a majority of key faculty. Two colleagues (Professors Norman Sims and Ralph Whitehead) have recently registered their non-support with me (though without detail) and a third, Lecturer David Perkins, imagines higher priorities for program development. I, and others, can certainly imagine alternate priorities, but have confidence in the intellectual and program value of Sports Journalism and the faculty who've committed themselves to instruction and mentoring in Sports. As Chair, I write with enthusiasm and good faith, am happy to answer questions for the Academic Matters and Program and Budget Councils, and look forward to the review of our proposal and the establishment of the Concentration.

Thanks for your consideration.

Sincerely,



Lisa Henderson
Associate Professor and Chair



UNIVERSITY OF MASSACHUSETTS
AMHERST

Journalism Program

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(413) 545-1376
www.umass.edu/journal

March 29, 2011

To Whom It May Concern:

It is my pleasure to write in support of the Journalism Program's proposal for a Sports Journalism Concentration. The proposal, which I believe to be well thought out and deeply grounded, speaks for itself. I would like to emphasize here several thoughts uppermost in my mind as the proposal goes forward to the Faculty Senate for its consideration.

First, Journalism prides itself on putting its students first, creating a community of learning for all of our majors and speaking to their needs as effectively as possible. Many students, including some of the best I've worked with in my two decades at UMass, are interested in sports journalism. They are excited about the sports courses and looking forward to developing their skills and critical thinking capacities, as they prepare to work in the field. And we have many alums already excelling in this area, a few of whom are listed in the proposal. This is work our students want to do, and we want to help them achieve their goals.

Another positive aspect of the proposal has been the opportunity for so many of our faculty to work collectively on it. Five of our faculty, four fulltime and one adjunct, have developed engaging, thoughtful courses as part of the proposed SJC. The four members of the Curriculum Committee have spent considerable time thinking about and crafting the concentration. The majority of our faculty have not only participated actively in its creation but have expressed real enthusiasm for it.

Finally, I believe the best sports journalism today is among the best journalism—period. Sports encompasses every aspect of the human condition, and the best sports reporting, no matter the form, is as compelling as any other sort of journalism. The SJC would allow the Journalism Program to prepare our students to do that kind of work in sports—the kind of journalism that can make a difference and change the world.

Thank you for your consideration of this proposal.

Sincerely,

A handwritten signature in black ink that reads "Karen List".

Karen List
Journalism Director

UNIVERSITY OF MASSACHUSETTS AT AMHERST
OFFICE OF THE SECRETARY
THE FACULTY SENATE

UNDERGRADUATE COURSE APPROVAL FORM
(Courses Numbered 001-599)

15 Copies Required for Courses Numbered 001-499
20 Copies Required for Courses Numbered 500-599

1. DEPARTMENT, COURSE NUMBER AND TITLE: Journalism 332 - Sports Journalism
2. SCHOOL OR COLLEGE: Social and Behavioral Sciences
3. Proposer's Name, Telephone and Email: Steve Fox 545-5923, stevejfox@gmail.com
4. Proposed Instructor: Steve Fox
5. Course Credits: 4
6. Are there Prerequisites? Yes If yes, please specify Journalism 300

7. What is the intended clientele? Lower Division _____ Upper Division X
- Department majors only _____ Departmental/related majors X Non-Majors _____
- If course is intended for majors, what role will it play in the curriculum? Required _____ Elective X

8. Complete Course Catalog Description (30 Words):

A hands-on course aimed at teaching students how to write, edit and cover sports stories. Interviewing skills will be honed in this class, and you will need a flexible schedule in order to cover games outside of classes. Students will learn to write a variety of stories ranging from straight game stories to previews to features and breaking news. Students will read and analyze successful writing styles from sportswriters in all mediums, including broadcast and the Web.

9. Please attach the following materials:

- X Week-by-week outline of topics covered in course (or syllabus)
- X List of Required readings
- X Description of required assignments (papers, exams, projects, reports, presentations, etc.)
- X Summary of course grade criteria
- X Selected bibliography of works used by instructor in developing course, especially recent works (as appropriate) (*Readings in syllabus*)
- _____ If the course number is above 200 and there are no prerequisites, please explain

10. If course has been offered as an experimental or special topics course, please comment (on an attached page) on its evolution.

Upon approval of the course by the department head, one copy of this form shall be sent from the departmental office to the Faculty Senate Office to allow for the course to be published on the University's Web Site for comment.

EVOLUTION OF SPORTS JOURNALISM 332

This course has been taught once a year over the past three years under the course number Journalism 393S.

The Sports Journalism focus builds on the Sports Journalism course which Steve Fox first began teaching at UMass upon his arrival here in the Fall of 2007. Steve has been a professional journalist for 25 years, including 10 as a sportswriter and editor. He also currently works as a freelance editor for ESPN's Web site. During his interviews here, members of the journalism faculty were excited about the possibility of Steve being able to address the student needs for sports journalism course.

The initial course was so popular that first semester, Steve taught two sections. It has been one of the most popular courses in Journalism since then, filling during the first days of preregistration and has received positive student evaluations over the years.

The course is intensive and has evolved over time to where students spend much of the semester covering UMass Athletics games. We've been able to develop a cooperative relationship with coaches, athletes and members of the media relations staff and students have regularly published work completed in class.

Syllabus

JOURNAL 393S - Sports Journalism, Spring 2011

Instructor: Steve Fox

How to contact Mr. Fox:

E-Mail: stevejfox@gmail.com. Phone: 545-5923 (office)

Classes: Tuesday, Thursday 2:30-3:45 p.m., Bartlett 107.

Office Hours: 11 a.m.-1 p.m., Monday, Wednesday, Fridays. By appointment.

GOALS:

This is a journalism class with a focus on sportswriting, so leave your fan hats at home!

This is a writing-intensive class. Please be prepared to cover games outside of class — many of the outside assignments occur on weekends, so please plan accordingly. A knowledge of sports is highly recommended for this class.

Following sports news is an essential component of this class. But, we'll be following the news as journalists, not fans.

Obviously, staying on top of the news will require following the news on ESPN and espn.com, as well as boston.com, nytimes.com and other publications and Web sites.

Remember, this is a journalism class and plagiarism is a fireable offense. When you're working on assignments, it's strongly recommended that you not read the coverage of other news organizations or PR operations in order to prevent any influences on your writing or reporting.

If you have a question regarding plagiarism, please ask.

We'll use computers and readings and discussions to learn about interviewing and reporting techniques, as well as a variety of sportswriting skills. Students in this class will:

- * Cover a number of games outside of class;
 - * Learn how to report on and write about: Breaking news stories, as well as previews, profiles; features and columns.
 - * Learn how to report and write for a blog. Students will also take part in interactive tools and will be introduced to how to use audio, video and photos with sports coverage;
 - * Learn and discuss the ethical obligations of sports reporters as well as the business implications that technology brings to sports coverage.
-

CLASS BREAKDOWN:

* **Assignments:** (45 percent of your grade.) There will be a mix of in-class and out-of-class assignments. I will drop your lowest outside assignment grade. Missed in-class assignments cannot be made up. Included as in-class assignments will be six style quizzes totaling 100 points (I'll drop the lowest quiz score.)

NOTE: All game coverage and press passes will be arranged through me. **ALL requests (no exceptions) for interviews will be funneled through me.** I will contact the UMass media relations contacts with your requests and let you know what the responses are. All interview requests (outside of postgame interviews) must be submitted to me no later than three (3) days in advance. I will not forward any requests for interviews that do not meet that timeframe, so you will need to plan accordingly. We will talk more about this in class.

* **Blog Assignments:** (15 percent of your grade.) You will design and set up a blog that will be used for assignments and for following sports coverage. We will talk more about this in class.

* **Final Project:** (35 percent of your grade.) Your final project will include a 750-1,000 word profile of a player you have followed throughout the semester as well as a piece of multimedia. Multimedia pieces include podcasts, slideshows, audio slideshows and video pieces. The text and multimedia piece should work as a package. Don't tell the same story in 2 different formats. They should complement each other.

Deadlines for your Final Project:

Sept. 28-30: Initial brainstorming meetings about Final Project.

Sept. 28 – Oct. 25: Conduct research, interviews. Do any shooting/recording needed for multimedia piece.

Outline: Oct. 25, 5 percent of final grade.

First Draft (text): Nov. 9, 10 percent of final grade.

First Draft (multimedia): Nov. 23, 10 percent of final grade.

FINAL PROJECT: Entire package due to me at the start of class on Dec. 9.

* **Class participation** (5 percent of your grade.) Class attendance is mandatory. Students will be expected to do class presentations, and read assigned readings in order to take part in class and Web discussions.

READINGS:

We will be using a combination of textbooks and handouts (printed and online) in this course. All assigned readings are to be done for that week's classes, so, yes, read ahead.

REQUIRED (available in the Bookstore as well as on Amazon.com):

* "The Best American Sports Writing 2009," edited by Leigh Montville

* "Sports Journalism: An Introduction to Reporting and Writing," by Kathryn T. Stofer

* Associated Press Stylebook and Libel Manual (for print). Please bring the stylebook to every class with you to aid in lab work.

* **Online Readings:** This syllabus links to various required online reading assignments under the class schedule. In addition, because the field is changing so fast, you'll be expected to do additional reading to keep up. You should on a weekly basis read relevant stories and columns in espn.com, cbssportsline.com and other sports Web sites. This blog will also add to the reading list as the semester progresses.

GRADING:

Each assignment will be graded for:

* **Accuracy** – Misspelled names and factual errors will result in a letter-grade deduction. Video and audio that give an inaccurate sense of time and place will also be graded down. Double- and triple-check all written work, including blogs.

* **Meeting of deadlines** – Missed deadlines will result in letter-grade deductions and you will lose one letter grade for every day you miss.

* **Substance** – Each piece of a package must be able to stand on its own as a piece of journalism.

* **Organization** – Regardless of the format, stories should be organized coherently.

* **Quality** – Should improve over the course of the semester.

* **Creativity** – Is welcome, but it has to work. But, remember, we're doing journalism here. There are very well-defined boundaries.

* **Reporting** – Remember that this is a reporting class and that the more reporting you do both research and interviews, the better your projects will be.

* **Writing** – Don't forget, good writing drives all.

* **Time Management** – you won't be graded on this directly, but managing your time will matter. Remember, multimedia packages take time. I know you all have lots of demands on your time, so plan accordingly.

GRADE BREAKDOWNS:

A: 94 +

A-: 90-93

B+: 87-89

B: 83-86

B-: 80-82

C+: 77-79

C: 73-76

C-: 70-72

D+: 67-69

D: 60-66

F: 60 and under

TO RECAP:

* Associated Press print stylebook rules and rules of grammar should be followed on every assignment.

* Factual errors will result in full-letter grade deductions.

* No excuses, other than the hospitalization of the student or the death of a member of the student's immediate family, will be accepted for late assignments.

* A full letter grade will be deducted for each day an assignment is late, except for the final project, which will receive an F if turned in after deadline.

CLASS RULES:

1. **Grades.** Don't negotiate your grade. In an ideal world, there would be no grades. In this world, I don't negotiate grades. Everyone starts at 0; everyone can finish with an 'A.' Your grade is what you earn. I don't want to hear why you need a B or an A. I don't want you to tell me why you deserve a higher grade. And, I know you all compare grades, but I don't want questions about why Bill or Sally received a higher grade.

2. **Stay in touch.** If you need to get in touch with me, email me. If it's an emergency and you need an immediate response, call me. Or – you can come to my office! Conversations in the hallway, brief 5-minute visits will help, trust me.

3. **Class Behavior.** Don't IM, Gchat, text, tweet, ping, friend or update your Facebook page during class. We are all adults. Please do not make me ask why your keyboard is clicking when a guest speaker is talking. The first time, you lose points. The second time, I'll ask you to leave class and come back the next week.
 4. **Electronics.** When you enter class, turn off your cell phone and all electronic accessories. No rings. No exceptions. Every semester I have to ask someone to leave class for electronic abuse. Don't be that student.
 5. **Assignments.** Don't ask to make up missed assignments. If you know you'll miss a class with an announced assignment, you may be able to do the assignment early. Otherwise, if you miss class, you miss the assignment. Assigned readings should be completed by the start of class Monday. So, yes, read ahead.
 6. **No extensions.** Deadlines are non-negotiable. If I have to adjust a due date, I will let you know (and any adjustment would be to your advantage). Otherwise, you know exactly when an assignment is due. If you get sick the weekend before your package is due, or if your best friend is having a crisis, the deadlines do not change, and if you miss one, you lose the points specified. Aside from your hospitalization or a death in your immediate family, there are no exceptions. Plan ahead.
 7. **Duh.** Don't ever, ever, ever make the argument that you actually would have had a higher grade if you had not have lost so many points for misspelled words or factual errors. I hope this is self-explanatory.
 8. **** Attendance.** Attendance is mandatory. You have a financial investment in this class and I should not have take attendance at this point in your academic careers, but I will. After two unexcused absences, you will lose 5 percent of the points in your final grade; after four unexcused absences, 10 percent; after six unexcused absences, 20 percent, after eight unexcused absences, 40 percent.
 9. **Plagiarism.** Students should be aware that suspect assignments (e.g., those with changes in voice and style; those missing significant attribution; those with quote that don't match the reporting) may be submitted to Turnitin by the instructor for the purpose of checking for possible plagiarism. Submitted assignments will be included in the UMass Amherst dedicated database of assignments at Turnitin and will be used solely for the purpose of checking for possible plagiarism during the grading process during this term and in the future. Students must provide an electronic copy of their assignment to the instructor for submission to the service when plagiarism is suspected, in order to receive a grade on the assignment and to avoid possible sanctions.
 10. **Contacting Me:** I'm frequently on e-mail, but if you e-mail me with a question, you may not get an immediate response. When you email me, use common sense. E-mails may not count as part of your grade, but they count as part of your overall personality. Remember that inappropriately informal and/or unprofessional emails leave indelible marks. I receive many e-mails and I try to respond every day but if you send me an e-mail at midnight, don't expect an answer until the following day. Also, I do not discuss grades via e-mail. If you have a question about a grade, come talk to me in person. Google provides a gchat option as well. I usually turn off the option during school hours and at night. This can be an easy way of getting a quick question answered but remember that you want to remain professional — so no informal queries at midnight.
-

Standards, Ethics and Academic Integrity:

The University of Massachusetts has an [Academic Honesty Policy](#), which we follow in this class.

Journalism students are expected to adhere to the [strictest journalistic and academic standards](#).

For this class, you must do all work yourself, without collaboration with classmates or others, except for when I assign team projects. Along with certain rights, students also have the responsibility to behave honorably in an academic environment. Academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism (including use of unauthorized photos, graphics or text from the Web) will not be tolerated. Mindy McAdams provides a good outline at her [Against Plagiarism in Journalism](#) Web site.

Any abridgement of academic integrity standards will be referred directly to the department director.

If you have a [question about plagiarism](#), ask.

MORE ON DEADLINES:

They are concrete! They are immovable objects!

Answers.com gives some interesting definitions/background on deadlines:

Deadline: Due date, latest time for the completion of a negotiation, project, service, or product. The failure to meet a deadline has negative consequences, such as loss of business, lack of credibility, and penalty charges.

Deadline

Origin: 1864

It began as a real line, drawn in the dirt or marked by a fence or rail, restricting prisoners in Civil War camps. They were warned, "If you cross this line, you're dead." To make dead sure this important boundary was not overlooked, guards and prisoners soon were calling it by its own bluntly descriptive name, the dead line. An 1864 congressional report explains the usage in one camp: "A railing around the inside of the stockade, and about twenty feet from it, constitutes the 'dead line,' beyond which the prisoners are not allowed to pass." Nothing could be more emphatic than dead line to designate a limit, so we Americans happily applied the term to other situations with strict boundaries. For example, the storyteller O. Henry wrote in 1909 about crossing "the dead line of good behavior." But it was the newspaper business that made deadline more than just

a historical curiosity. To have the latest news and still get a newspaper printed and distributed on time requires strict time limits for those who write it. Yet many are the excuses for writers to go beyond their allotted time: writers' block, writers' perfectionism, or just plain procrastination. (Perhaps the writer is a deadbeat (1863)—another dead word invented by Americans during the Civil War.) Seeking the strongest possible language to counter these temptations, editors set deadlines, with the implication that “Your story is dead—You are dead—if you go beyond this time to finish it.”

Our urgent twentieth century has made such deadlines essential not just for reporters and other writers but in every kind of activity; there are deadlines for finishing a job or assignment, for entering a contest, for ransoming hostages, or for buying a product at the special sale price.

Fascinating!

For our purposes, All deadlines are hard deadlines. If you miss a deadline, you lose one full letter grade. Late assignments will be reduced by one full letter grade for each day late.

Unless otherwise specified, please follow Associated Press style for all assignments.

UNIVERSITY OF MASSACHUSETTS AMHERST
OFFICE OF THE SECRETARY
THE FACULTY SENATE

COURSE PROPOSAL SIGNATURE SHEET
(Undergraduate and Graduate)

CREDITS 3

DEPARTMENT, COURSE NUMBER AND TITLE: Journalism 341: Images in Sports

SCHOOL OR COLLEGE: Social and Behavioral Sciences

SIGNATORIES:

The following persons certify their approval for the course described in the accompanying document:

1. Barbara J. Roche 4/14/2011
Department Curriculum Committee Chair (Undergraduate - 001-599) Date

2. _____
Department Curriculum Committee Chair (Graduate - 500-999) Date

The Committee Chair will sign the signature sheet for each course and submit both with the course proposal to the Department Head/Chair.

NOTE: Courses numbered 500-599 will be signed by both the Undergraduate and Graduate Department Curriculum Committee Chairs.

3. [Signature] 4/14/2011
Department Head/Chair Date

The Department Head/Chair must sign the signature sheet. It will then be sent with copies of the course proposal to the College/School Curriculum Committee. One copy of the proposed course description will be forwarded to the Faculty Senate Office for publication on the University's Web Site

4. _____
School or College Curriculum Committee Chair Date

The Committee Chair shall then sign this sheet and forward it, with copies of the course proposal, to the Dean of the School or College.

5. _____
Dean of the School or College Date

The Dean shall sign this sheet and send it with copies (10 copies needed for courses numbered 001-499 and 20 copies for courses numbered 500-999) of the course proposal to the Faculty Senate Office. For courses numbered 500-999, the Faculty Senate Secretary shall forward the signature sheet and 5 copies of the course proposal to the Graduate Council Chair and then the Dean of the Graduate School.

6. _____
Graduate Council Chair (for courses 500-999) Date

The Graduate Council Chair shall sign and forward it to the Dean of the Graduate School.

7. _____
Dean of the Graduate School Date

The Dean of the Graduate School shall sign this sheet and forward it to the Faculty Senate Secretary.

(OVER)

UNIVERSITY OF MASSACHUSETTS AT AMHERST
OFFICE OF THE SECRETARY
THE FACULTY SENATE

UNDERGRADUATE COURSE APPROVAL FORM
(Courses Numbered 001-599)

15 Copies Required for Courses Numbered 001-499
20 Copies Required for Courses Numbered 500-599

1. DEPARTMENT, COURSE NUMBER AND TITLE: Journalism 341: Images in Sports
2. SCHOOL OR COLLEGE: Social and Behavioral Sciences
3. Proposer's Name, Telephone and Email: Steve Fox, 545-1376, steveifox@gmail.com
4. Proposed Instructor: Dennis Vandal
5. Course Credits: 3
6. Are there Prerequisites? If yes, please specify _____
This course is part of the proposed Sports Journalism Concentration.
7. What is the intended clientele? Lower Division _____ Upper Division
Department majors only Departmental/related majors _____ Non-Majors _____
 if course is intended for majors, what role will it play in the curriculum? Required _____ Elective
8. Complete Course Catalog Description (30 Words):
This course will examine the role of the sports photographer and how it has evolved over the decades. There will be special emphasis on various sports and methods of photographing them. Students will shoot, edit and transmit Photos from a wide variety of local events to gain real-world skills in covering games and meeting tight deadlines.
9. Please attach the following materials:
 Week-by-week outline of topics covered in course (or syllabus)
 List of Required readings
 Description of required assignments (papers, exams, projects, reports, presentations, etc.)
 Summary of course grade criteria
Selected bibliography of works used by instructor in developing course, especially recent works (as appropriate)
_____ if the course number is above 200 and there are no prerequisites, please explain
10. If course has been offered as an experimental or special topics course, please comment (on an attached page) on its evolution.

This course is part of the proposed Sports Journalism Concentration within the Journalism Program, and is one in a five-course concentration designed for students interested in sports journalism.

Upon approval of the course by the department head, one copy of this form shall be sent from the departmental office to the Faculty Senate Office to allow for the course to be published on the University's Web Site for comment.

excellent online album options at <http://www.flickr.com>. Check them out and sign up for free account

- PC users may also choose to combine sound and still images with Windows Movie Maker. You can usually find it in the "All Programs" listing or in the "accessories" folder within the programs listing.

- Apple users may also use iMovie to assemble still images and sound. It is already installed in Apple computers when new as a part of the iLife suite.

- Audacity is a permanently free sound recording and editing program. <http://audacity.sourceforge.net>. It is also an industry newsroom standard.

- You'll also learn to use Final Cut Express, an excellent program for combining still images, video footage and sound into online presentations. This Apple program is available in FAC444 and all other Mac labs.

Class Blog

This is the class blog. Tutorials and your projects will be posted here. Please bookmark it and check it regularly. Dennis Vandal's email address is dennisvandal@gmail.com The class project email address is umassphotoj@gmail.com.

Attendance

Attendance and courtesy Attendance and punctuality are very important. Please be ready for the class on time. More importantly, please refrain from using electronic devices such as cell phones and computers during lectures and discussions. Ideally, learning is a communal experience and I need all of you to be present and involved. Expect to participate!

Grade Structure

One third of the grade is based on the combined average of four quizzes, one third is based on approximately six photo assignments and the final third is based on the final photo essay project. Class participation is very important to keep the flow of ideas going. Please be prepared with readings to participate because it will become a consideration in the grading process. There is no final exam. Final project deadline The final assignment/photo essay will be an in-depth sports feature story. It must be on one CD or DVD submitted to me in class on Monday, May 2 at 6 pm.

The disk must contain the following:

UNIVERSITY OF MASSACHUSETTS AMHERST
OFFICE OF THE SECRETARY
THE FACULTY SENATE

COURSE PROPOSAL SIGNATURE SHEET
(Undergraduate and Graduate)

CREDITS 3

DEPARTMENT, COURSE NUMBER AND TITLE: Journalism 425: The Politics of Sports

SCHOOL OR COLLEGE: Social and Behavioral Sciences

SIGNATORIES:

The following persons certify their approval for the course described in the accompanying document:

1. *Barbara J. Roche* 4/14/2011
Department Curriculum Committee Chair (Undergraduate - 001-599) Date

2. _____
Department Curriculum Committee Chair (Graduate - 500-999) Date

The Committee Chair will sign the signature sheet for each course and submit both with the course proposal to the Department Head/Chair.

NOTE: Courses numbered 500-599 will be signed by both the Undergraduate and Graduate Department Curriculum Committee Chairs.

3. *[Signature]* 4/14/11
Department Head/Chair Date

The Department Head/Chair must sign the signature sheet. It will then be sent with copies of the course proposal to the College/School Curriculum Committee. One copy of the proposed course description will be forwarded to the Faculty Senate Office for publication on the University's Web Site

4. _____
School or College Curriculum Committee Chair Date

The Committee Chair shall then sign this sheet and forward it, with copies of the course proposal, to the Dean of the School or College.

5. _____
Dean of the School or College Date

The Dean shall sign this sheet and send it with copies (10 copies needed for courses numbered 001-499 and 20 copies for courses numbered 500-999) of the course proposal to the Faculty Senate Office. For courses numbered 500-999, the Faculty Senate Secretary shall forward the signature sheet and 5 copies of the course proposal to the Graduate Council Chair and then the Dean of the Graduate School.

6. _____
Graduate Council Chair (for courses 500-999) Date

The Graduate Council Chair shall sign and forward it to the Dean of the Graduate School.

7. _____
Dean of the Graduate School Date

The Dean of the Graduate School shall sign this sheet and forward it to the Faculty Senate Secretary.

UNIVERSITY OF MASSACHUSETTS AT AMHERST
OFFICE OF THE SECRETARY
THE FACULTY SENATE

UNDERGRADUATE COURSE APPROVAL FORM
(Courses Numbered 001-599)

15 Copies Required for Courses Numbered 001-499
20 Copies Required for Courses Numbered 500-599

1. DEPARTMENT, COURSE NUMBER AND TITLE: Journalism 425: The Politics of Sports
2. SCHOOL OR COLLEGE: Social and Behavioral Sciences
3. Proposer's Name, Telephone and Email: Steve Fox, 545-1376, stevefox@gmail.com
4. Proposed Instructor: Madeleine Blais and Connie Griffin/ Nicholas McBride (rotation)
5. Course Credits: 3
6. Are there Prerequisites? YES If yes, please specify Sports Journalism
This course is an elective, part of the proposed Sports Journalism concentration.

7. What is the intended clientele? Lower Division _____ Upper Division x
Department majors only x Departmental/related majors _____ Non-Majors _____
If course is intended for majors, what role will it play in the curriculum? Required _____ Elective x

8. Complete Course Catalog Description (30 Words):

This course will examine how the politics of gender, sexual identity and race are played out in the arena of sports. Through readings, writing, documentary viewing and discussion, students will explore the ways in which sports either constructs or break down barriers among individuals and groups and how journalism is involved in that process.

9. Please attach the following materials:

- x Week-by-week outline of topics covered in course (or syllabus)
x List of Required readings
x Description of required assignments (papers, exams, projects, reports, presentations, etc.)
____ Summary of course grade criteria
____ Selected bibliography of works used by instructor in developing course, especially recent works (as appropriate)
____ If the course number is above 200 and there are no prerequisites, please explain

10. If course has been offered as an experimental or special topics course, please comment (on an attached page) on its evolution.

This course is part of the Sports Journalism Concentration

Upon approval of the course by the department head, one copy of this form shall be sent from the departmental office to the Faculty Senate Office to allow for the course to be published on the University's Web Site for comment.

For courses numbered 500-599, the "Guidelines for Course Approval Form" from the Graduate Council must accompany the new course proposal.

presentation on a topic based on the subject matter and write three 12 - 1500 word news stories based on the social/political dynamics of Sport. Credit can be earned by getting these stories published.

Grading Criteria

Weekly papers and class participation equals 25 percent of your final grade

Film Journal/25 percent

Oral Presentation/25 percent

News Stories/25 percent

Course Objectives

Boxing, fencing, swimming, rowing, archery, equestrianism, jumping, running, wrestling, and stick fighting are all depicted in Egyptian Tombs. Sports are as old as civilization and may very well predate it. State occasions and religious holidays favored sports as entertainment during festivals. Wrestling, weightlifting and stick fighting were huge. The term agon, the root of the word agony, is the Greek word for athletic contest. The word athlete translates as trial or contest. Plato got his name from his wrestling coach. His given name was Aristocles. The Greeks believed in balance of intellectual development and sound physical fitness. Originally only the upper classes participated in Sports. But the elite practice gave way to professional athletes sponsored by patrons. Does this sound familiar? The Olympic Games were dedicated to the Gods. The cradle of democracy took their sports seriously. The Romans politicized Greek sports using them as a way to amuse and pacify conquered peoples? This also has a familiar ring.

Our aim in this course is to contemplate, write and read, modern and contemporary sports as social and political history. Sports reflect our struggles as human beings to become more human. It seems a contradiction that we would need to strive to be what we already are. But the fact remains that our capacity for falling short of our highest selves is supported by a record of more animal than humane treatment of our fellow humans. Sport offers an enjoyable and non-threatening way to confront our selves as individuals and a society. We read the sports pages and listen to the sports news daily, well aware of the unspoken subtext of last night's ball game, knowing full well, that certain pronouncements and policies have far more to do with our humanity, or lack thereof, than the score. In this class we will endeavor to visit those subtexts. The Truth with a capital T is the ambition of all authentic journalism or at least, in our heart of hearts, we know it should be.

Handouts and textual reading will be assigned the week before discussion.

Week 1

The Mouth that

Roared: Dissent, Patriotism, and the legacies of Ali and Pat Tilman.

Week 2 - Joe Louis: Heroes get the guillotine.

UNIVERSITY OF MASSACHUSETTS AMHERST
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THE FACULTY SENATE

COURSE PROPOSAL SIGNATURE SHEET
(Undergraduate and Graduate)

CREDITS 3

DEPARTMENT, COURSE NUMBER AND TITLE: Journalism 428: Sports in Film, Journalism and Literature

SCHOOL OR COLLEGE: Social and Behavioral Sciences

SIGNATORIES:

The following persons certify their approval for the course described in the accompanying document:

1. Barbara Roche 4/14/2011
Department Curriculum Committee Chair (Undergraduate - 001-599) Date

2. _____
Department Curriculum Committee Chair (Graduate - 500-999) Date

The Committee Chair will sign the signature sheet for each course and submit both with the course proposal to the Department Head/Chair.

NOTE: Courses numbered 500-599 will be signed by both the Undergraduate and Graduate Department Curriculum Committee Chairs.

3. [Signature] 4/14/2011
Department Head/Chair Date

The Department Head/Chair must sign the signature sheet. It will then be sent with copies of the course proposal to the College/School Curriculum Committee. One copy of the proposed course description will be forwarded to the Faculty Senate Office for publication on the University's Web Site

4. _____
School or College Curriculum Committee Chair Date

The Committee Chair shall then sign this sheet and forward it, with copies of the course proposal, to the Dean of the School or College.

5. _____
Dean of the School or College Date

The Dean shall sign this sheet and send it with copies (10 copies needed for courses numbered 001-499 and 20 copies for courses numbered 500-999) of the course proposal to the Faculty Senate Office. For courses numbered 500-999, the Faculty Senate Secretary shall forward the signature sheet and 5 copies of the course proposal to the Graduate Council Chair and then the Dean of the Graduate School.

6. _____
Graduate Council Chair (for courses 500-999) Date

The Graduate Council Chair shall sign and forward it to the Dean of the Graduate School.

7. _____
Dean of the Graduate School Date

The Dean of the Graduate School shall sign this sheet and forward it to the Faculty Senate Secretary.

UNIVERSITY OF MASSACHUSETTS AT AMHERST
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UNDERGRADUATE COURSE APPROVAL FORM
 (Courses Numbered 001-599)

15 Copies Required for Courses Numbered 001-499
 20 Copies Required for Courses Numbered 500-599

1. DEPARTMENT, COURSE NUMBER AND TITLE: Journalism 428: Sports in Film, Journalism and Literature
2. SCHOOL OR COLLEGE: Social and Behavioral Sciences
3. Proposer's Name, Telephone and Email: Steve Fox, 545-1376, stevefox@gmail.com
4. Proposed Instructor: Madeleine Blais, Connie Griffin
5. Course Credits: 3
6. Are there Prerequisites? No If yes, please specify _____

7. What is the intended clientele? Lower Division _____ Upper Division x
 Department majors only x Departmental/related majors _____ Non-Majors _____
 If course is intended for majors, what role will it play in the curriculum? Required _____ Elective x
8. Complete Course Catalog Description (30 Words):

The subject of athletic endeavors has long been the source of inspiration for journalists, novelists and filmmakers. This course will explore examples of sports narratives in words and images, across generations, media and different types of sports.

9. Please attach the following materials:
 - x Week-by-week outline of topics covered in course (or syllabus)
 - x List of Required readings
 - x Description of required assignments (papers, exams, projects, reports, presentations, etc.)
 - Summary of course grade criteria
 - x Selected bibliography of works used by instructor in developing course, especially recent works (as appropriate)
 - _____ If the course number is above 200 and there are no prerequisites, please explain
10. If course has been offered as an experimental or special topics course, please comment (on an attached page) on its evolution.

This course is part of the proposed Sports Journalism Concentration within the Journalism Program, and is one in a five-course concentration designed for students interested in sports journalism.

Sports in Film, Journalism, and Literature

The subject of athletic endeavors has long been the source of inspiration for journalists, novelists, and filmmakers and in this class we will explore some of the most brilliant examples of sport narrative in words and images as they pertain to running, baseball, soccer, rugby, basketball, climbing, boxing and football. Among the requirements for this class is meaningful class attendance. There will be several small exams and one midterm, one major paper, and an oral presentation on an assigned aspect of the works we will be studying. In the major paper, you will identify and work of journalism or literature about sports and a documentary of feature film to pair with it which you believe you be a worthy fit for a class of this sorts. Topics must be pre-approved by the instructor.

Required texts:

The Four Minute Mile by Sir Roger Bannister (last chapter)

Wait Til Next Year by Doris Kearns Goodwin

“Hub Bids Kids Adieu” by John Updike (article)

Amongst the Thugs by Bill Buford

Rabbit Run by John Updike

“The Game” by Ken Dryden

Into Thin Air by Jon Krakauer

The Fight by Norman Mailer

The Courting of Marcus Dupree by Willie Morris

“How Tracy Austin Broke my Heart” by David Foster Wallace (article)

WEEK ONE:

Personal inventory: in-class essay about a time when you either personally experienced or witnessed someone going through sports or a physical challenge of any kind to make a mark or to prove a point.

Discussion of solo versus group sports.

WEEK SEVEN:

Theme: Race, Money, and Escape

The Courting of Marcus Dupree by Willie Morris

WEEK EIGHT:

Watch: "Hoop Dreams" (documentary) directed by Steve James (1994)

MIDTERM

WEEK NINE:

Theme: Cultural collisions and real Heroes as embodied by the US Olympic hockey team in a 1980 win selected by Sports Illustrated as the #1 sports moment of the century.

"The Game" by Ken Dryden

"Do You Believe in Miracles? documentary directed by Rick Bernstein and Ross Greenburg (2006; running time sixty minutes) or Miracle directed by

Gavin O'Connor (2004)

WEEK TEN:

Theme: Extreme personal challenges

Read: "Into Thin Air" by Jon Krakauer

Watch: North Face directed by Philipp Stozl (2008)

WEEK ELEVEN:

Theme: Women breaking barriers

Read: "How Tracy Austin Broke my Heart" by David Foster Wallace

Watch: "Unmatched" (Martina Navratilova and Chris Evert (ESPN Documentary) (2010)

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UNDERGRADUATE COURSE APPROVAL FORM
(Courses Numbered 001-599)

15 Copies Required for Courses Numbered 001-499
20 Copies Required for Courses Numbered 500-599

1. DEPARTMENT, COURSE NUMBER AND TITLE: Journalism 430: Issues in Sports

2. SCHOOL OR COLLEGE: Social and Behavioral Sciences

3. Proposer's Name, Telephone and Email: Steve Fox, stevejfox@gmail.com

4. Proposed Instructor: TBA

5. Course Credits: 3

6. Are there Prerequisites? If yes, please specify Part of the proposed Sports Concentration

7. What is the intended clientele? Lower Division _____ Upper Division

Department majors only Departmental/related majors _____ Non-Majors _____

If course is intended for majors, what role will it play in the curriculum? Required _____ Elective _____

8. Complete Course Catalog Description (30 Words):

9. Please attach the following materials:

- Week-by-week outline of topics covered in course (or syllabus)
- List of Required readings
- Description of required assignments (papers, exams, projects, reports, presentations, etc.)
- Summary of course grade criteria
- Selected bibliography of works used by instructor in developing course, especially recent works (as appropriate)
- If the course number is above 200 and there are no prerequisites, please explain

10. If course has been offered as an experimental or special topics course, please comment (on an attached page) on its evolution.

Upon approval of the course by the department head, one copy of this form shall be sent from the departmental office to the Faculty Senate Office to allow for the course to be published on the University's Web Site for comment.

UNIVERSITY OF MASSACHUSETTS AMHERST
OFFICE OF THE SECRETARY
THE FACULTY SENATE

COURSE PROPOSAL SIGNATURE SHEET
(Undergraduate and Graduate)

CREDITS 3

DEPARTMENT, COURSE NUMBER AND TITLE: Journalism 430: Issues in Sports

SCHOOL OR COLLEGE: Social and Behavioral Sciences

SIGNATORIES:

The following persons certify their approval for the course described in the accompanying document:

1. *Barbara Roche* 4/14/2011
Department Curriculum/Committee Chair (Undergraduate - 001-599) Date

2. _____
Department Curriculum Committee Chair (Graduate - 500-999) Date

The Committee Chair will sign the signature sheet for each course and submit both with the course proposal to the Department Head/Chair.

NOTE: Courses numbered 500-599 will be signed by both the Undergraduate and Graduate Department Curriculum Committee Chairs.

3. *Le Heel* 4/14/2011
Department Head/Chair Date

The Department Head/Chair must sign the signature sheet. It will then be sent with copies of the course proposal to the College/School Curriculum Committee. One copy of the proposed course description will be forwarded to the Faculty Senate Office for publication on the University's Web Site

4. _____
School or College Curriculum Committee Chair Date

The Committee Chair shall then sign this sheet and forward it, with copies of the course proposal, to the Dean of the School or College.

5. _____
Dean of the School or College Date

The Dean shall sign this sheet and send it with copies (10 copies needed for courses numbered 001-499 and 20 copies for courses numbered 500-999) of the course proposal to the Faculty Senate Office. For courses numbered 500-999, the Faculty Senate Secretary shall forward the signature sheet and 5 copies of the course proposal to the Graduate Council Chair and then the Dean of the Graduate School.

6. _____
Graduate Council Chair (for courses 500-999) Date

The Graduate Council Chair shall sign and forward it to the Dean of the Graduate School.

7. _____
Dean of the Graduate School Date

The Dean of the Graduate School shall sign this sheet and forward it to the Faculty Senate Secretary.

UNIVERSITY OF MASSACHUSETTS AT AMHERST
 OFFICE OF THE SECRETARY
 THE FACULTY SENATE

UNDERGRADUATE COURSE APPROVAL FORM
 (Courses Numbered 001-599)

15 Copies Required for Courses Numbered 001-499
 20 Copies Required for Courses Numbered 500-599

1. DEPARTMENT, COURSE NUMBER AND TITLE: Journalism 430
2. SCHOOL OR COLLEGE: Issues in Sports
3. Proposer's Name, Telephone and Email: Steve Fox, 545-5923, steveifox@gmail.com
4. Proposed Instructor: This course will be taught by a prominent practitioner in the field.
5. Course Credits: 3
6. Are there Prerequisites? _____ If yes, please specify x
 This is an upper level course in the proposed Sports Journalism Concentration. _____
7. What is the intended clientele? Lower Division _____ Upper Division x
 Department majors only x Departmental/related majors _____ Non-Majors _____
 If course is intended for majors, what role will it play in the curriculum? Required _____ Elective x
8. Complete Course Catalog Description (30 Words):
 This course will take a comprehensive look at the current issues confronting sports journalism. Students will look at news coverage and management of sports newsrooms. They will look at ethical issues confronting sports coverage, including race, gender, fairness, objectivity and conflict of interest.
9. Please attach the following materials:
x Week-by-week outline of topics covered in course (or syllabus)
 _____ List of Required readings
x Description of required assignments (papers, exams, projects, reports, presentations, etc.)
x Summary of course grade criteria
 _____ Selected bibliography of works used by instructor in developing course, especially recent works (as appropriate)
 _____ If the course number is above 200 and there are no prerequisites, please explain
10. If course has been offered as an experimental or special topics course, please comment (on an attached page) on its evolution.

Upon approval of the course by the department head, one copy of this form shall be sent from the departmental office to the Faculty Senate Office to allow for the course to be published on the University's Web Site for comment.

Grading:

Each assignment will be graded for:

- * **Accuracy** – Misspelled names and factual errors will result in a letter-grade deduction. Video and audio that give an inaccurate sense of time and place will also be graded down. Double- and triple-check all written work, including blogs.
- * **Meeting of deadlines** – Missed deadlines will result in letter-grade deductions and you will lose one letter grade for every day you miss.
- * **Organization** – Regardless of the format, stories should be organized coherently.
- * **Quality** – Should improve over the course of the semester.
- * **Creativity** – Is welcome, but it has to work. But, remember, we're doing journalism here. There are very well-defined boundaries.
- * **Reporting** – Remember, the more reporting you do both research and interviews, the better your projects will be.
- * **Writing** – Don't forget, good writing drives all.
- * **Time Management** – you won't be graded on this directly, but managing your time will matter. I know you all have lots of demands on your time, so plan accordingly.

GRADE BREAKDOWNS:

A: 94 +

A-: 90-93

B+: 87-89

B: 83-86

B-: 80-82

C+: 77-79

C: 73-76

C-: 70-72

D+: 67-69

D: 60-66

F: 60 and under

TO RECAP:

- * Associated Press print stylebook rules and rules of grammar should be followed on every assignment.
- * Factual errors will result in full-letter grade deductions.
- * No excuses, other than the hospitalization of the student or the death of a member of the student's immediate family, will be accepted for late assignments.
- * A full letter grade will be deducted for each day an assignment is late, except for the final project, which will receive an F if turned in after deadline.

Standards, Ethics and Academic Integrity:

The University of Massachusetts has an [Academic Honesty Policy](#), which we follow in this class.

Journalism students are expected to adhere to the strictest journalistic and academic standards.

For this class, you must do all work yourself, without collaboration with classmates or others, except for when I assign team projects. Along with certain rights, students also have the responsibility to behave honorably in an academic environment.

Academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism (including use of unauthorized photos, graphics or text from the Web) will not be tolerated. Mindy McAdams provides a good outline at her [Against Plagiarism in Journalism](#) Web site.

Any abridgement of academic integrity standards will be referred directly to the department director.

If you have a question about plagiarism, ask.

Sports Journalism Concentration Funding and Expense Projections

(Revised for Program and Budget Council, January 2011)

FUNDING

The Sports Journalism Concentration proposal received \$30,000 of stimulus funding from the Provost for development and initial expenses in FY '11. Additional FY '11 expenses and future expenses for this concentration program will be funded through the Provost's Out-of-State (OOS) Incentive Allocation. This allocation program began in FY '11 and is based on the growth in total out-of-state undergraduate headcount enrollment. Schools and Colleges will receive approximately \$7,500 per full-year, full-time out-of-state student growth, based on instruction. 10% of the funding received by Schools and Colleges will be designated for distribution to the major of the entering student, while the remaining 90% will be allocated by the Dean for general instruction and programmatic initiatives.

CSBS received over \$400,000 from the first year of the OOS allocation program. The Dean will use this funding source to allocate approximately \$6,000 to Journalism for new entering OOS majors, and an additional \$35,500 to cover the balance of FY '11 expenses for the Sports Journalism Concentration startup.

In future years, the College OOS allocation will increase with the growth additional OOS students entering the University. Given the high demand for academic programs in the field of sports journalism, we feel that this concentration program will contribute significantly to future recruitment success of OOS students. The Journalism Program (which is now restricted) will increase its number of majors by 60 over the 4-year growth phase of the program. Each new OOS student will generate annually approximately \$15,000 of usable funding to the campus (one half of this will be distributed to Schools and Colleges).

Based on the current distribution model of OOS funds, the College's yearly OOS allocation should easily provide enough funding for additional instructional needs in CSBS, and Sports Journalism expenses. The CSBS Dean has committed to the future funding of the Sports Journalism Concentration with monies received from the Provost's OOS Incentive Allocation.

EXPENSE PROJECTIONS

Expenses for the Sports Journalism Concentration are based on the courses needed to support the additional Journalism majors (approximately 15 each year during growth phase), sports journalism concentration courses, staff and equipment needs.

The following are detailed expense projections for the Sports Journalism Concentration during the initial growth phase of the program. Expenses will stabilize after the program is fully implemented.

FY '11 Expenses

\$10,000	Program Development
\$5,800	Additional section of Intro to Journalism (Spring)
\$5,800	New sports journalism course (Spring)
\$5,000	Search and Marketing
\$21,900	Equipment (cameras and laptops)
\$17,000	New - Half-time clerk III position (this position provides support to the Program in general, including the Sports Journalism Concentration)

Total: \$65,500

FY '12 Expenses (projected)

\$ 5,800	(1) Additional section of Intro to Journalism
\$ 5,800	(1) sports journalism course
\$10,000*	(1) sports journalism course from high profile visiting sports journalism faculty member
\$12,000	Equipment (cameras and laptops)
\$17,000	Ongoing - Half-time clerk III position

Total: \$50,600

FY '13 Expenses (projected)

\$20,000* (2) sports journalism courses from high profile visiting faculty members at \$10,000 each
\$17,400 (3) additional major courses at \$5,800 each
\$15,000 Equipment (cameras and laptops)
\$17,000 **Ongoing** - Half-time clerk III position

Total: \$69,400

FY '14 Expenses (projected)

\$65,000 **New** - Fulltime lecturer or TT hire with focus on Sports Journalism **(this hire coincides with Journalism's move to the new Academic Classroom Building)**
\$20,000* (2) sports journalism courses from high profile visiting faculty members at \$10,000 each
\$5,800 (1) additional major course
\$15,000 Equipment (cameras and laptops)
\$17,000 **Ongoing** - Half-time clerk III position

Total: \$122,800

FY '15 Expenses (projected) Program fully implemented

\$65,000 **Ongoing** - Fulltime lecturer or TT hire
\$20,000* (2) sports journalism courses from high profile visiting faculty members at \$10,000 each
\$17,400 (3) additional major courses at \$5,800 each
\$15,000 Equipment (cameras and laptops)
\$17,000 **Ongoing** - Half-time clerk III position

Total: \$134,400

*The cost of the high profile visiting faculty member will vary based on the individual. We anticipate that it will be in the range of \$10,000/per course.

<p>Existing Journalism Major Requirements (typical sequence)</p>	<p>Proposed Journalism Major Requirements for students admitted to the Sports Journalism Concentration (typical sequence)</p>
<p>First Year</p>	<p>(no requirements)</p>
<p>2nd Year</p>	<ul style="list-style-type: none"> • Journalism 300 • upper division Journalism course
<p>3rd Year</p>	<ul style="list-style-type: none"> • upper division Journalism course • Journalism 332 - Sports Journalism (fulfills Advanced Writing course requirement) • Sports Journalism elective
<p>4th Year</p>	<ul style="list-style-type: none"> • General Journalism elective • Sports Journalism elective • Sports Journalism elective • Sports Journalism Internship
<p>Additionally, all Journalism majors are required to complete an academic minor, certificate, or concentration in a field outside of the program</p>	

March 10, 2011

Dear SJC Students,

I write as Chair of the Department of Communication, which includes the Journalism major. I understand from Prof. Steve Fox that he has spoken with you recently to acknowledge that our academic proposal for the Sports Journalism Concentration is now under review at the Faculty Senate, the campus body that oversees curriculum development and change. We hope that the Concentration will be approved later this Spring, though it may take a little longer. (Senate committees are very careful about approving programs, in the interest of academic coherence and sustainability, both values that are important to students.)

Meanwhile, as you undertake courses that would qualify for the Concentration if it is approved, please bear in mind that those same courses count toward your major requirements in Journalism. In other words, you are investing your time well in an area of interest to you--Sports--while completing your Journalism major, accomplishments which are independent of the status of the proposal. We will communicate the outcome of the Senate review as soon as we have news.

We hope it is exciting for you to be in a cohort of students who witness the introduction of a proposed new program (we're excited!), though we understand it may bring with it a sense of uncertainty. If you have any questions, please feel free to be in touch with me, and with Prof. Karen List (Journalism Director) or Prof. Stephen Fox (co-ordinator of the proposed Sports Journalism Concentration).

Cheers,

Lisa Henderson
Associate Professor and Chair