

**UNDERGRADUATE NEW COURSE
GENERAL EDUCATION**

Proposal for a New Course, General Education

Department History, Political Science, and Philosophy **Submission Date** 10/30/2015

Catalog Year of Implementation Fall 2016 – Spring 2017

I. New Proposed Course Information

Discipline Prefix PHIL

Course Number 398

Course Title Ethics in Sport and Physical Education

Credit Hours 3

Prerequisites Yes No If yes _____

Speaking Intensive Yes No If yes, attach a copy of the department speaking intensive policy.

Writing Intensive Yes No

If Cross-Listed:

Secondary Prefix KINS

Course Number 398

Catalog Copy (***Must match description on course syllabus.***)

PHIL 398 (KINS 398). Ethics in Sport and Physical Education. An examination of the basic philosophic issues concerning ethics and moral reasoning and how these issues relate to sport. Students will be encouraged to develop their ability to make informed ethical choices and decisions relating both to sport and to their own personal and professional lives. *Fulfills General Education Goal 12.

General Education Goal(s) for which course is designed: Goal 12

Attach a proposed syllabus in Longwood format. The syllabus, or an attachment, should indicate in some detail how the course will satisfy each of the required nine (9) General Education Course Criteria (page 11). – See below for syllabus and Gen Ed Matrix

II. Required for Major, Minor, Concentration (please specify):

Not required

III. Rationale for Course:

The content of this course already exists as KINS 398, and as such it already satisfies Goal 12: The ability to make informed, ethical choices and decisions and to weigh the consequences of those choices. This course examines moral theories and their relationship to ethics in sport and sport education, including issues such as cheating, good sportsmanship, gender/racial equality, disabilities in sports, the value of sports to education and moral virtue, the place of sport in society, and related topics. Since sports are an enormous part of contemporary society, professional athletes are held up as role models, and universities make large expenditures to support sports, questions of value and ethics in sport are of critical importance for the development of student leaders.

KINS 398 has not been offered for several years and the faculty member who used to teach it is retiring. PHIL 398 will be cross-listed with KINS 398 and will allow HARK students a Goal 12 option that is more in line with their major area of study.

IV. Resource Assessment:

A. How frequently do you anticipate offering this course?

Every semester

B. Describe anticipated staffing for the course including any changes in existing faculty assignments:

It will be taught by a member of the Philosophy department as part of the regular course rotation. It will provide another option for students to fulfill Goal 12. In the past the equivalent course was taught by faculty in HARK, but not recently, so this will give an option for HARK students that is more in line with their major than the other ethical offerings. No new faculty will be required because the students who sign up for it would have taken other PHIL courses taught by Philosophy faculty anyway. Total student load will not change.

C. Estimate the cost of required new equipment:

None

D. Estimate the cost of and describe additional library resources:

None. The Philosophy department already has a budget and uses it to acquire philosophy of sports materials.

E. Will this course require additional computer use, hardware or software?

Yes

No

If yes, please describe and estimate cost:

F.

Will a course fee be assessed?

Yes

No

If yes, the Fee Recommendation Worksheet must accompany this form. It is found at the following url: www.longwood.edu/budget

**SIGNATURE PAGE
UNDERGRADUATE NEW COURSE
GENERAL EDUCATION**

Course Name/Number PHIL 398 Course Title Ethics in Sport and Physical Education

V. Approvals

	Date Received	Date Approved	Signature
1. Department Curriculum Committee Chair	_____	_____	_____
2. Department Chair	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:			
Department <u> Rena Koesler </u>		Date Notified <u> Oct 7 2015 </u>	
Department _____		Date Notified _____	
Department _____		Date Notified _____	
3. College Dean	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____
5. General Education Committee	_____	_____	_____
6. Educational Policy Committee	_____	_____	_____
7. Faculty Senate Chair	_____	_____	_____
8. Date received by Registrar	_____		

All curriculum proposals/changes are processed in the date order received. In order to be included in the next academic year's catalog, all paperwork must be submitted no later than:

December 15th to the College Curriculum Committee

February 1st to the General Education Committee

March 1st to the Educational Policy Committee (EPC)

Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.

PHIL 398 (KINS 398) – Ethics in Sport & Physical Education

Eric Moore

Time and Place: MWF 2-2:50 Ruffner 315 Fall 2015

Office: Ruffner 233

Hours: MWF 9:30-10; 12:30-1; TR 10:30-11 & by appointment

Phone: x2176

Email: mooreef@longwood.edu

Mailbox: Ruffner 230

Required Texts:

The Grasshopper: Games, Life, and Utopia, 3rd ed., by Bernard Suits

Other readings are posted on Canvas™

Course Description:

PHIL 398 (KINS 398). Ethics in Sport & Physical Education. An examination of the basic philosophic issues concerning ethics and moral reasoning and how these issues relate to sport. Students will be encouraged to develop their ability to make informed ethical choices and decisions relating both to sport and to their own personal and professional lives. This course is designed for all students of any major Junior or Senior Status. 3 credits. *Fulfills General Education Goal 12.

Course Objectives: through the completion of this course, students will be able to

- Demonstrate an understanding of some of the main ethical issues that arise in the context of sport and sport education
- Demonstrate an understanding of the distinction between reasoned argumentation and the mere assertion of a point of view
- Write a short philosophy paper that presents, explains, and evaluates an ethical argument in a logical format

Course Content outline:

See **Schedule** below

Course Requirements: Best 3 of 4 short papers (3-5 pages each in length; re-writes accepted) – Due dates are listed below in the Schedule; Cumulative Final Exam

General Grading Policy: Your final grade is determined using the standard grade scale:

A = 94-100; A- = 90-93

B+ = 87-89; B = 84-86; B- = 80-83

C+ = 77-79; C = 74-76; C- = 70-73

D+ = 67-69; D = 64-66; D- = 60-63

F = sub-60

Attendance Policy:

- Attendance is mandatory
- Your grade will drop 10% if you miss 3 or more classes without a legitimate excuse
- You will flunk this class if you miss 7 or more classes (excused or not)
- Being more than 5 minutes late for 2 classes counts as 1 (unexcused) absence

Inappropriate Behavior

Includes but is not limited to: cell phones usage (ringing, texting, emailing), sleeping, reading for other classes, derogatory comments or other lack of respect for your peers, etc. Penalty: up to 5 points off an assignment.

Students Needing Special Arrangements:

Any student who is in need of special arrangements for taking tests or quizzes, or who has some other disability request, should contact ODSS, at x2391

Honor Code:

All work turned in for this class must conform to the honor pledge: "I have neither given nor received help on this work, nor am I aware of any infraction of the Honor Code."

Schedule

Monday, August 24, 2015	General Introduction
Wednesday, August 26, 2015	Introduction to some issues in philosophy of sport
Friday, August 28, 2015	Logic and philosophical method Part I
Monday, August 31, 2015	Logic and philosophical method Part II
Wednesday, September 02, 2015	Extractos: How to PEE like a philosopher
Friday, September 04, 2015	The Grasshopper; Conceptual analysis; Wittgenstein on games
Monday, September 07, 2015	No class - Labor Day
Wednesday, September 09, 2015	Reading: The Grasshopper, Chapters 1-3
Friday, September 11, 2015	Grasshopper: Chapters 4 & 5
Monday, September 14, 2015	Grasshopper: Chapters 6 & 7
Wednesday, September 16, 2015	Grasshopper: Chapters 8 & 9
Friday, September 18, 2015	Grasshopper: Chapter 10
Monday, September 21, 2015	Grasshopper: Chapter 11
Wednesday, September 23, 2015	Grasshopper: Chapter 12
Friday, September 25, 2015	Grasshopper: Chapter 13
Monday, September 28, 2015	Grasshopper: Chapters 14-15
Wednesday, September 30, 2015	Grasshopper: Appendix One: The fool on the hill
Friday, October 02, 2015	Grasshopper: Appendix Two: Wittgenstein in the meadow
Monday, October 05, 2015	Grasshopper: Appendix Three: Words on play
Wednesday, October 07, 2015	Suits: on Play, Games, Sports, & Competitions Professional and Amateur
Friday, October 09, 2015	Paper #1 Due
Monday, October 12, 2015	No class - Fall Break
Wednesday, October 14, 2015	Ethical issues in sports: doping
Friday, October 16, 2015	Cheating and fair play
Monday, October 19, 2015	Good sportspersonship
Wednesday, October 21, 2015	Doping and Super Athletes
Friday, October 23, 2015	Guest Lecture: Dr. Morrison on drugs and fairness in sport
Monday, October 26, 2015	Title IX
Wednesday, October 28, 2015	Women in sports continued
Friday, October 30, 2015	Professional vs amateur
Monday, November 02, 2015	Paper #2 Due
Wednesday, November 04, 2015	Olympism
Friday, November 06, 2015	Formalism, conventionalism, internalism
Monday, November 09, 2015	the value of sports
Wednesday, November 11, 2015	the commercialization of sports
Friday, November 13, 2015	the philosophical (virtuous) athlete

Monday, November 16, 2015	Paper #3 Due
Wednesday, November 18, 2015	special issues in individual sports: violence in football and boxing
Friday, November 20, 2015	the strategic foul
Monday, November 23, 2015	doping in cycling, running, and other endurance sports
Wednesday, November 25, 2015	No class - Thanksgiving
Friday, November 27, 2015	No class - Thanksgiving
Monday, November 30, 2015	doping in body building and wrestling
Wednesday, December 02, 2015	WWE - sport or mere spectacle?
Friday, December 04, 2015	Paper #4 Due

CUMULATIVE FINAL EXAM DATE: DECEMBER 8, 8-10:30 AM

Bibliography

- Johan Huizinga, *Homo Ludens: A Study of the Play Element in Culture* (Boston: Beacon Press, 1955 [1944]).
- Roger Caillois, *Man, Play, and Games*, trans. Meyer Berlash (Urbana and Chicago, IL: University of Illinois Press, 2001 [1958]).
- John W. Loy, Jr. "The Nature of Sport: A Definitional Effort," *Quest* 10:1 (May, 1968), 1-15.
- Bernard Suits, "What Is A Game?" *Philosophy of Science* 34:1 (June, 1967), 148-156.
- Bernard Suits, *The Grasshopper: Games, Life, and Utopia* (Toronto: University of Toronto Press, 1978).
- Allen V. Sabora and Elmer D. Mitchell, *The Theory of Play & Recreation* (New York: The Ronald Press Co., 1961).
- Eleanor Metheny, "This 'Thing' Called Sport," *Journal of Health, Physical Education, and Recreation* 40 (March 1969), 59-60.
- James W. Keating, "Sportsmanship as a Moral Category," *Ethics* 75 (October, 1964), 25-35.
- Howard S. Slusher, *Man, Sport, and Existence* (Philadelphia: Lea & Febiger, 1967).
- Earle F. Zeigler, *Philosophical Foundations for Physical, Health, and Recreation Education* (Englewood Cliffs, NJ: Prentice-Hall, 1964).
- Paul Weiss, *Sport: A Philosophic Inquiry* (Carbondale, IL: Southern Illinois University Press, 1969).
- Warren P. Fraleigh, "The Philosophic Society for the Study of Sport, 1972-1983" *Journal of the Philosophy of Sport* 10 (1984), 3-7.
- R. Scott Kretchmar, "From Test to Contest: An Analysis of Two Kinds of Counterpoint in Sport" *Journal of the Philosophy of Sport* 1 (1975), 23-30.
- B.C. Postow, "Women and Masculine Sports" *Journal of the Philosophy of Sport* 7 (1980), 51-58.
- Craig Lehman, "Can Cheaters Play the Game?" *Journal of the Philosophy of Sport* 8 (1981), 41-46.
- Warren P. Fraleigh, *Right Actions in Sport: Ethics for Contestants* (Champaign, IL: Human Kinetics, 1984).
- William J. Morgan, *Leftist Theories of Sport: A Critique and Reconstruction* (Chicago: U. of Illinois Press, 1994).
- Drew A. Hyland, *Philosophy of Sport* (New York: Paragon House, 1990); Heather L. Reid, *The Philosophical Athlete* (Durham, NC: Carolina Academic Press, 2002).
- R. Scott Kretchmar, *Practical Philosophy of Sport* (Champaign, IL: Human Kinetics, 1994).
- Sheryle Bergman Drewe, *Why Sport?* (Toronto: Thompson, 2003).
- William J. Morgan, Klaus V. Meier, and Angela, J. Schneider, editors. *Ethics in Sport* (Champaign, IL: Human Kinetics, 2001) with a second edition in 2007;
- Mike McNamee, "Sport, Ethics and Philosophy: Context, History and Prospects" *Sport, Ethics and Philosophy* 1:1 (2007): 5.
- Heather L. Reid, "Athletic virtue: between East and West," *Sport Ethics and Philosophy* 4:1 (2010): 16-26.
- Mike McNamee, *Sports, Virtues and Vices* (Routledge, 2008)
- William J. Morgan, *Why Sports Morally Matter* (New York: Routledge, 2006).

General Education Component Matrix

Department: History, Political Science, & Philosophy

Proposed Course Prefix/Number: PHIL 398 (KINS 398)

Course Title: Ethics in Sport & Physical Education

What General Education Goal is this course intended to address? Goal 12

Required Outcomes for this Goal	Relevant Course/Institutional Components (refer specifically to syllabus)	Specific Assessment Method for Outcome
Students will identify the ethical issues implicit in personal behavior and in the operation of political, social, and economic institutions.	Through readings, lecture, and class discussions, students will learn about cheating in sports, good sportsmanship, gender and racial discrimination, and the ethical role of international sporting associations such as the IOC and WADA.	Common questions on final exam.
Students will understand various approaches to making informed and principled choices.	Through readings, lecture, and class discussion, students will learn about the main ethical theories and their application to issues in sport and physical education.	Common questions on final exam.
Students will consider how these approaches might be applied to conflicts in their personal and public lives	Students will write 3-4 papers using the ethical theories and analyses of key concepts in sport and physical education.	Common rubric for paper assignment.
Students will understand the impact of individual and collective choices in society.	In their papers, students will analyze individual choices and their impact on sport and physical education in local, regional, and international settings.	Common rubric for paper assignment.

General Education Criteria	Relevant Course Components (refer specifically to course syllabus)
1. Teach a disciplinary mode of inquiry and provide students with practice in applying their disciplinary mode of inquiry, critical thinking , or problem solving strategies.	Students will write papers that require critical thinking. Every paper will require them to present & explain & evaluate arguments. Students will read over a dozen papers containing philosophical arguments that they will need to analyze.
2. Provide examples of how disciplinary knowledge changes through creative applications of the chosen mode of inquiry.	The course will trace the evolution of the analysis of play, sports, cheating, good sportspersonship, and other key concepts in philosophy of sport. All of these concepts have undergone considerable change as they have been analyzed through critical thinking.
3. Consider questions of ethical values.	Students will study the ethics of sport and sport education, including good sportspersonship, the virtuous athlete, sports in moral education, sports and gender discrimination and issues around cheating.
4. Explore past, current, and future implications of disciplinary knowledge.	The readings include historical and current sources for theory as well as applied issues. Many readings include proposals for future improvements in sport and physical education.
5. Encourage consideration of course content from diverse perspectives.	Multiple modes of philosophical perspectives will be used, including gender, cultural, economic, and political analyses.
6. Provide opportunities for students to increase information literacy through contemporary techniques of gathering, manipulating, and analyzing information and data.	The paper assignments will require students to research their own topics using resources such as the Philosopher's Index and the Stanford Encyclopedia of Philosophy online.
7. Require at least one substantive written paper, oral report, or course journal and also require students to articulate information or ideas in their own words on tests and exams.	Three required papers plus the essay questions on the cumulative final exam.
8. Foster awareness of the common elements among disciplines and the interconnectedness of disciplines.	Through readings and class discussions, using references to cultural anthropology, economic and political models, sport, and educational theory.
9. Provide a rationale as to why knowledge of this discipline is important to the development of an educated citizen.	This course provides critical thinking skills and knowledge of ethical theories and ethical decision making, all of which is crucial to the education of informed citizen leaders.