

San José State University
CASA/Kinesiology
KIN 161, Philosophy of Sport, Section 1, Spring 2010

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| Instructor: | Matthew Masucci |
| Office Location: | YUH 204a |
| Telephone: | (408) (924-3021) |
| Email: | mmasucci@kin.sjsu.edu |
| Office Hours: | M/W 10:00-11:30 and by appointment |
| Class Days/Time: | Monday & Wednesday 12:00-1:15PM |
| Classroom: | SPX 77 |

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/faculty/masucci/>
You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

Course Description

Emphasis on systems of philosophy, aesthetic and moral considerations, metaphysical fitness and contemporary issues. Review of leading human movement theorists. (SJSU Catalog) This course is designed to provide a philosophical analysis of the various sub-disciplines under the umbrella of kinesiology. Issues related to sport, fitness, movement efficiency, health, and rehabilitation will be studied from an axiological (ethics & aesthetics), ontological (meaning & significance), and existential perspective. In addition, how sport, fitness, rehabilitation, and movement activities shape individual and group identity (self-concept & self-esteem) will be examined. The mind/body connection will be discussed in terms of optimal performance and optimal health.

Moreover, the ethical implications of contemporary issues related to sport and physical activity will be addressed including; drug enhanced performance, violence, gender and politics in sport.

The design of this course is fourfold in nature:

1. To provide analysis of the leading philosophies and theories related to sport, fitness, movement efficiency, and personal health;

2. To understand ethical, aesthetic, and technical issues related to sport, business, fitness, health, & rehabilitation;
3. To discuss the philosophical, sociological, and psychological aspects of sport, movement, fitness, and health behaviors as related to the development of the individual, as well as diverse groups. This integrative understanding will serve as a basis for developing human potential and skills for responsible social interaction;
4. To understand the role of violence, drugs, and politics in sport, fitness, movement, and rehabilitative activities.

Course Goals and Student Learning Objectives

The objectives of this course are the following:

1. To develop a philosophical analysis of fitness, sport, embodiment, drug-enhanced performance, personal health and rehabilitation;
2. To acquire a philosophical understanding of sport, health, fitness, and rehabilitation within the context of a diverse, multicultural, and interdependent world;
3. To identify philosophical criteria for passing judgment on artistic and technical movement forms;
4. To analyze pertinent issues related to sport, fitness, health, and rehabilitation from an axiological (values), ontological (personal meaning), and ethical perspective;
5. To focus on practical ethical issues in sport, that is, to answer the question: how ought we to act in sport (with special attention to how we ought to treat one another in sport settings);
6. To acquire an understanding of the pursuit of excellence, as well as human limitations; the importance of accepting success, failure, and loss will be analyzed and discussed;
7. To explore in implications of physical activity (including sport) on moral choice making;
8. To be able to articulate a professional philosophy relevant to students' professional work practice.

Required Texts/Readings

Course Reader

Collection of articles related to course content.

Reader can be purchased at *Maple Press*: 481E. San Carlos San Jose, CA 95112
(408) 297-1000

Classroom Protocol

1. It is imperative that students attend class.
2. Make-up exams will not be given except in cases of serious illness or unforeseen emergencies.

3. Promptness is required to maintain a positive and productive learning atmosphere.
4. Papers are expected on the due-date. Late papers will be penalized one half letter-grade per day.
5. In-class & homework assignments may not be made up unless there are serious and compelling circumstances.
6. Please set all electronic devices to “silent” during class.
7. Laptops will *only* be permitted for class related activities.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Assignments and Grading Policy

Methods of Evaluation:

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| Midterm Examination | 20% |
| Sport/moral auto-narrative paper | 20% |
| Final Examination (Final) | 20% |
| Debate Reflections (4 reflections x 3.75%) | 15% |
| Ethical Position Debates + Group Outline | 10% |
| Professional philosophy statement | 5% |
| Quizzes/In-class/Homework assignments | 10% |

Grading:

Traditional 90-80-70-60 scale with plus and minuses (88 is B+, 72 is C-)
 {Note: .5 and above in final grade calculations are rounded-up: Ex. 87.5% (rounds-up to 88%= B+) whereas 87.4% = B}

Work that is graded on a letter-grade scale (primarily papers) will equate to the following percentages: A+ = 98-100 A = 93-97 A- = 90-92 (etc...)

Major Course Assignments:

Sport Philosophy Auto-narrative Paper

This exploratory paper is intended to provide a space for students to define and reflect upon issues of philosophical and/or moral significance through the reflective space of sport participation and /or physical activity. Students are required to create papers that are geared toward exploring the philosophically relevant content often bound up in one's sporting experience. In this paper, you are empowered to express, in your own words, the ways in which moral issues, moral decisions, and/or philosophical issues have intersected (in some important way) your participation in sport. Moreover you may explore how the integration of your experiences, whether primary or tertiary, impact who you see yourself as (i.e., your identity), how you choose to make particular decisions, or how you make sense of the world. It is important that you incorporate one or more of the philosophical and theoretical positions introduced over the balance of the semester in your paper but you are not required to write a "research paper" in the strict sense. Creativity is highly encouraged. Paper guidelines: 5-6 doubled spaced type-written pages.

Ethical Position Debates

One of the goals in this course is to get you to think, write and talk about sport in disciplined, thoughtful and creative ways. For many of you it will be an opportunity to discuss and write about sport in ways that you have never thought about or considered. Toward the end of the semester (check the course plan for exact dates) the class will stage a series of debates that deal with controversial issues in the larger world of Kinesiology. Your goal, in teams of about 4 students, is to persuasively argue opposing viewpoints on one of the ethical issues considered over the course of the semester. One team will argue the pro side (athletes should be allowed to use performance enhancing drugs for example) while the other team will argue to con side of the issue. I will assign teams and topics at random. The format of the debate is as follows: one person from each team (in alternate order) will present an opening statement of approximately five minutes outlining their main position on the issue; this is to be followed by a rebuttal of about ten minutes by a second member of each team (in alternate order) the point of which is to answer possible criticisms and objections to your position you are defending – *thus you will have to anticipate possible attacks the other team may make on your position!* At this point, the debate will be opened up to the entire class so they can question and challenge either side; finally, the last member of each debate team gets to make a closing statement of about five minutes. Every member of the debate team must participate in the oral discussion. You may refer to an outline or notes during the debate, but are not allowed to read from either in making your case. It is the responsibility of each team to research the issue and present their case based on that research. **A minimum of 4 additional academic sources should be consulted for the debate preparation and those sources should be referenced in the team's outline. Each team will be required to turn in a detailed outline of their opening, rebuttal, and closing statements along with an indication of what each member specifically contributed.**

Debate Summary

In order to facilitate a productive discussion, class member not participating in the day's debate are required to have read and summarized (one page) the pro and con positions of each side of a debate issue. These typed summaries may be referred to during the debate, but must be handed in at the end of the class that a debate happens. If you are debating, you do not need to turn in a summary in addition to your team outline. For example, since there are five debates during the semester, you would be required to turn in four one-page summaries of the debate topics that you are NOT involved in arguing. **No late or hand-written debate position outlines will be accepted.**

Professional Philosophy Assignment

Students will be asked to develop and submit a professional philosophy statement relevant to their intended professional work practice. The statement will synthesize elements of the students' respective professional subdisciplinary occupational code of ethics, in addition to the beliefs, values, and attitudes that they may bring to the work place

University Policies

Academic integrity

Students should know that the University's [Academic Integrity Policy](http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html) is available at http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development.

The [LARC website](http://www.sjsu.edu/larc/) is located at <http://www.sjsu.edu/larc/>.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

KIN 161 / Philosophy of Sport, Spring 2010, Course Schedule

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|---------------------|---|
| 1 | 1/27 W | Course requirements & responsibilities |
| 2 | 2/1 M 2/3 W | Introduction to the Philosophy of Sport What is Philosophy? Reader: Castell & Borchert. Chapter - What is Philosophy? In Castell & Borchert (eds.) <i>An Introduction to Modern Philosophy</i> . Reader: Kretchmar - Determining your Philosophical Readiness |
| 3 | 2/8 M 2/10 W | How Do We Define "Sport?" Reader: Suits – The Elements of Sport Reader: Huzinga – Selections from Homo Ludens. In Holowchack (Ed.) <i>Philosophy of Sport: Critical Readings, Crucial Issues</i> . The Philosophy of Fitness Reader: Shvartz: Nietzsche: A Philosopher of Fitness |
| 4 | 2/15 M 2/17 W | No Class: Furlough Day Philosophical Systems: epistemology; axiology (ethics & aesthetics); metaphysics (ontology & cosmology); logic; existentialism & phenomenology (notes) |
| 5 | 2/22 M 2/24 W | Sport & Meaning Reader: Thomas - (chapter 6) Sport and Meaning Competition in Sport Reader: Thomas - (chapter 5) Competition Reader: Eitzen – The dark side of competition |
| 6 | 3/1 M 3/3 W | Peak Performance Reader: Ravizza – Potential of the sport experience Values and Self-knowledge Reader: Hyland - (chapter 3) Sport and self-knowledge |
| 7 | 3/8 M 3/10 W | Aesthetics & Sport Reader: Hyland – (chapter 5) Sport, art, and the aesthetic Sport and Ethics Reader: Morgan – Ethics, ethical inquiry, and sport: An introduction Reader – Thomas (chapter 10) Ethical Considerations |
| 8 | 3/15 M | Midterm Review |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|--------|---|
| | 3/17 W | <u>Midterm Examination</u> |
| 9 | 3/22 M | Performance Enhancing Drugs Reader: Brown - Paternalism, Drugs, and the nature of sport |
| | 3/24 W | No Class: Furlough Day |
| 10 | 3/29 M | No Class: Spring Break |
| | 3/31 W | No Class: Spring Break |
| 11 | 4/5 M | No Class: Furlough Day |
| | 4/7 W | Performance Enhancing Drugs (Cont.) Reader: Gardner – On performance-enhancing substances and the unfair advantage argument Video: <i>Dying to Win</i> |
| 12 | 4/12 M | Violence in Sport Reader: Parry – Violence and aggression in contemporary sport Video <i>The Smashing Machine</i> |
| | 4/14 W | Violence in Sport (cont.) Reader: Simon - Violence in Sports Reader: Dixson – Boxing, Paternalism, & Legal Moralism Video <i>The Smashing Machine (cont.)</i> |
| 13 | 4/19 M | Paradigms for Ethical Decision Making |
| | 4/21 W | Coping with Success & Failure Reader: Blinde & Stratta – The “sport career death” of college athletes: Involuntary and unanticipated sports exits *Sport Philosophy auto-narrative paper due** |
| 14 | 4/26 M | In-Class Debate work-day |
| | 4/28 W | <u>Student Debates</u> – Do sports benefit children? Team 1(YES) & 2 (NO) Outline due Everyone else: One page summary due! |
| 15 | 5/3 M | <u>Student Debates</u> – Should combat sports (Boxing & MMA) be prohibited? Team 3 (YES) & 4 (NO) Outline due Everyone else: One page summary due! |
| | 5/5 W | <u>Student Debates</u> – Should college student-athletes get paid? Team 5 (YES) & 6 (NO) Outline due Everyone else: One page summary due! |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|-------------------|----------------------|--|
| 16 | 5/10 M 5/12 W | <p><u>Student Debates</u> – Should Title IX be abolished? Team 7 (YES) & 8 (NO) Outline due Everyone else: One page summary due!</p> <p><u>Student Debates</u> – Should Performance Enhancing Drugs be allowed in Sport? Team 9 (YES) & 10 (NO) Outline due Everyone else: One page summary due!</p> |
| 17 | 5/17 M | Last Day of Class Wrap-up and review |
| Final Exam | 5/25 T | SPX 77 9:45-12:00PM |