San José State University
Department of Kinesiology
KIN 260, Philosophy of Sport & Embodiment, Section 1, Spring 2010

Instructor: Matthew Masucci
Office Location: YUH 204a
Telephone: (408) (924-3021)
Email: mmasucci@kin.sjsu.edu
Office Hours: (Days and time)
Class Days/Time: Tuesday 4:00-6:45PM
Classroom: SPX 68

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

Course Description
Development of a consistent set of basic professional values compatible with individual differences which may serve as a frame of reference for professional behavior.

In addition, we will examine a range of topics related to sport and embodiment using the literature in sport philosophy as our guide. Amid the sometimes abstract, theoretical discussions we will have in this seminar my hope is that we continually seek ways in which to connect this material with our lives both personally and professionally as we engage with sport and movement.
Course Goals and Student Learning Objectives

1. Recognize the ways in which dualistic concepts of the body are imbedded in language, training, and attitudes within Kinesiology and sport.

2. Critically examine dualistic and holistic perspectives related to embodiment and the implications these orientations have upon our understanding and approach to human movement and sport.

3. Recognize how “the body” has been and continues to be socially constructed, and the implications this construction has on movement and sport.

4. Develop an understanding of the place and significance of philosophy as it relates to deepening our understanding of human movement and sport.

5. Describe and analyze philosophers’ arguments on sport and; doping, the “natural” body, technology, and a range of social justice issues.

Required Texts/Readings

Textbook

ISBN: 0-13-094122-0
Available at several on-line book retailers including http://www.Amazon.com

Other Readings

Additional reading will be assigned and posted on the course website

Classroom Protocol

1. Papers will not be accepted late.

2. Incompletes will only be assigned for serious and compelling reasons.

3. Extra credit will not be assigned.

4. Make-up tests will only be administered when serious and compelling reasons exist.

5. As a courtesy to others, please turn off your cell phones or put them on vibrate mode while in class.
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 section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop 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.

Assignments and Grading Policy

Assignments

Reflective Journal (25%)
Student Presentation (20%)
Critical Analysis Paper (30%)
Final Exam (25%)

Grading Scale

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>PERCENTAGE RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>&gt; 97</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59</td>
</tr>
</tbody>
</table>

Major Assignments

Reflective Journal (25%): You are to keep a critical journal of all the essays discussed in class. The purpose of the journal is to critically explore some feature of the readings that is of particular interest to you. You are not to otherwise summarize the material, but only to critically react to points raised in the readings. Each entry should be a minimum of one page and a maximum of two pages (typed and double-spaced). These entries will be collected as indicated in the greensheet course plan. I will make comments on your entries but will only assign them a grade when I collect the final set of entries—please keep a running file for your critical reactions and turn them in as a complete set.
**Student Presentations (20%)**: On the days indicated, approximately half of each class session will be devoted to student presentations. Each student will be expected to facilitate an in-class presentation on a topic listed in the greensheet. The presentations are intended to examine additional essay literature that deals with the topics listed—all of which are connected to the required reading for that day. This additional essay literature can be gleaned from our text, *The Journal of the Philosophy of Sport*, or other substantive literature (to include; other philosophical and scholarly journals and probing journalistic pieces that appear in such publications as *The New York Times*, and occasionally *Sports Illustrated*).

One week before your presentation you are to bring (or provide a link for) at least one additional reading to class that you wish for us to read. Please look over the course topics and sign up for one that interests you the most – the topics will be assigned on a first-come-first-served basis. On the day of your presentation, you will be responsible for guiding the class through the reading that you have selected. You should be able to identify the main arguments of the piece as well as be able to articulate the strengths and weaknesses of the author’s position. It will be important to tie your discussion to the additional course readings for your topic. On the day of your presentation: The floor is yours! While this is not a formal presentation per se, it will be important that you have a thorough understanding of your essay and be able to facilitate a discussion (perhaps by identifying inquiry questions) rather than simply walk us through the day’s reading. You will be expected to turn in an outline of your presentation on the day of your selected topic.

**Final paper (30%)**: We are going to cover a range of topics within philosophy of sport over this semester. Unfortunately, each week we can only scratch the surface in terms of the literature on the topics I’ve chosen. Thus your assignment for the final paper (and I’m purposely leaving this assignment open-ended) is to select a topic from one we’ve reviewed or one you’ve chosen (and I’ve agreed to) and present a thorough interrogation of the issue in a 12-15 page paper (sources are in addition to this page total). In the first few weeks of the semester we will talk much more about the paper, for now I encourage you to begin to think about where your interests/passions lie within movement/sport – those places might well be good places to start thinking about potential paper topics!

**Final Exam (25%)**: A final, comprehensive essay exam will be administered on May 24. Study questions for the exam will be given out no later than May 11. Bluebooks are required.

**University Policies**

**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires 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 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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 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 (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 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 is located at http://www.sjsu.edu/writingcenter/about/staff/.
# Table 1 Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/26</td>
<td>Introduction</td>
</tr>
<tr>
<td>2</td>
<td>2/2</td>
<td>The “nature” of play, games, &amp; sport.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Readings # 1, 2, 8</td>
</tr>
<tr>
<td>3</td>
<td>2/9</td>
<td><em>No Class: Furlough Day</em></td>
</tr>
<tr>
<td>4</td>
<td>2/16</td>
<td><strong>Body [parts]?</strong> (linked to the course website)**</td>
</tr>
<tr>
<td>5</td>
<td>2/23</td>
<td><strong>Holism and the “lived body”</strong> (linked to the course website)**</td>
</tr>
<tr>
<td>6</td>
<td>3/2</td>
<td><strong>Gender/Sport</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading# 33, 34, 35</td>
</tr>
</tbody>
</table>

---

*>>Journals Due<<*
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
</table>
| 7    | 3/9    | Issues of pedagogy: Doing it for the ‘kids?’  
Reading# 39, 40  
Clip from documentary: *Playing to Extremes*. |
| 8    | 3/16   | Winning isn’t everything...or is it?  
Reading# 17, 18, 19 |
| 9    | 3/23   | The moral making of sport heroes.  
Reading# 29, 30 |
| 10   | 3/30   | *No Class: Spring Break* |
| 11   | 4/6    | Cheating and fair play.  
Reading # 15, 16  
>>>Journals Due<<< |
| 12   | 4/13   | Doping and sport.  
Reading # 24, 25 |
| 13   | 4/20   | *No Class: Furlough Day* |
| 14   | 4/27   | Doping and sport (cont.).  
Reading # 26 + additional reading (TBA  
Documentary: *Bigger, Stronger, Faster* |
| 15   | 5/4    | Justice for all (?) in sport?  
Reading # 36, 37 |
| 16   | 5/11   | Last Day of Class  
Sport in Society  
Reading # 41, 42, 42  
>>>Final Journals Due<<< |
|      | 5/17   | >>>Final Paper Due in my campus mailbox by 4:45PM<<< |
|      | 5/24   | Final Exam  
SPX 684:00-6:15PM |