

**San José State University**  
**CASA/Kinesiology**  
**KIN 161, Philosophy of Sport, Section 1, Spring 2013**

**Instructor:** Matthew Masucci  
**Office Location:** SSC 515  
**Telephone:** (408) (924-3021)  
**Email:** matthew.masucci@sjsu.edu  
**Office Hours:** M/W 10:00-11:30  
By Appointment, and via email/video chat  
**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 the course web page at <http://sjsu.instructure.com>

You are responsible for regularly checking with the messaging system through Canvas (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 Textbook**

McNamee, M. (Ed.). (2010). *The ethics of sport: A reader*. London: Routledge Press.

ISBN-10: 0415478618

### **Readings**

Additional readings may be posted on the Canvas course website.

## Classroom Protocol

1. Since much of the learning in class occurs during in-class discussions, it is vital that students attend class.
2. Make-up exams will not be given except in cases of serious documented illness or unforeseen emergencies.
3. Promptness is required to maintain a positive and productive learning atmosphere.
4. Papers are expected by the class meeting time on the due-date. Late papers will be penalized one half letter-grade per day (i.e. From an "A" to an "A-").
5. In-class & homework assignments may not be made up unless there are serious and compelling circumstances.
6. Please put away cell phones (and switch them to silent) and mp3 players – use of these devices during class time is not appropriate.
7. Laptops will only be permitted for class related activities – if computers are not being used for classroom activities, you will be asked to discontinue use.
8. Email correspondence should include your full name and the class you are inquiring about (KIN 161). For policy or assignment questions, please check the greensheet and the class website first before sending a message to the instructor.

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc.

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:

Midterm Examination	25%
Sport Philosophy Paper	20%
Final Examination (Final)	15%
Debate Reflections (4 reflections x 2.5%)	10%
Ethical Position Debates + Group Outline	10%
On line discussion postings (8 entries x 1.25%)	10%
Quizzes/In-class reflections/Homework assignments (4 assignments x 2.5%)	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 Paper*

This exploratory paper is intended to provide a space for students to define and reflect upon issues of philosophical significance through the lens of sport participation and physical activity. You are required to create papers that are geared toward exploring the philosophically relevant linked to your play, game, and sporting experience. In this paper, you are empowered to express, in your own words, the ways in which ethical issues, moral decisions, and other philosophical issues have intersected (in some important way) with your participation in physical movement. Moreover you may explore how the integration of your experiences, whether primary or secondary, 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. You are required to link your paper to appropriate academic literature by utilizing a minimum of two academic (journal or book) sources.

### *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 the issue assigned for your team to debate. 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. **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 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 Position Summary*

In order to facilitate a productive discussion, class member not participating in the day's debate are required to summarize (one page) the pro and con positions of each side of a debate issue. These typed summaries may be drafted to during the debate, but must be submitted no later than the next class meeting via the Canvas dropbox.

In your response, please indicate which side you think provided the most compelling case for their side of the issue.

**NOTE: 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.)

### *On line discussion postings*

Each student will be required to **Contribute 8 online discussion postings** throughout the course of the semester. The postings will be a space for you to *reflect on readings, class discussions, or current events that relate to class topics. You are expected to write approximately one 1-2 thoughtful paragraphs per entry.*

Online postings may be an original response to the particular topic or a reply to a post from one of your classmates. Please keep your tone, language, and content academic and respectful. Topics may be found on the Canvas system under "discussions" tab.

## **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](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](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 2013, Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/23 W	Course requirements & responsibilities  <u>Introduction to the Philosophy of Sport</u>
2	1/28 M  1/30 W	Introduction to the Philosophy of Sport (cont)  <u>What is Philosophy? The Ethics of Sport?</u> Text: Introduction (p. 1-8)
3	2/4 M  2/6 W	<u>How Do We Define "Sport?"</u> Text 1.2: Suits – Construction of a definition (p. 17-28)  Text 1.3: Huzinga – Nature and significance of play as a cultural phenomenon (p. 29-32)
4	2/11 M  2/13 W	<u>The Philosophy of Fitness</u> Reading posted on Canvas: Shvartz: Nietzsche: A Philosopher of Fitness Video: Nietzsche: <i>Beyond Good and Evil</i>  Philosophical Systems: epistemology; axiology (ethics & aesthetics); metaphysics (ontology & cosmology); logic; existentialism & phenomenology ( Canvas notes)
5	2/18 M  2/20 W	<u>What role should sport play in society?</u> Reading posted on Canvas: Drewe (2003) Chapter 2: Why Sport, and what role should it play in society? From <i>Why Sport?</i> Toronto, CA: Thompson Educational Press.  <u>Fair Play and Competition.</u> Text: 2.1: Introduction (p. 93-95)  Text 2.4: Loland – Fairness in Sport: an ideal and its consequences (p. 116-124)
6	2/25 M	<u>Peak Performance</u> Reading posted on Canvas: Ravizza (1977) – Potential of the sport experience.

Week	Date	Topics, Readings, Assignments, Deadlines
	2/27 W	<u>Sport and Disability</u> Text 4.3: Tackling Murderball: masculinity, disability, and the big screen. (p. 231-241)  Video: <i>Murderball</i>
7	3/4 M	<u>Sport and Disability (cont.)</u> Video: <i>Murderball</i>
	3/6 W	Midterm Review
8	3/11 M**	<b><u>Midterm Examination</u></b>
	3/13 W	<u>The Ethics of Enhancement</u> Text 3.2: The athletes' viewpoint (p.160-168) Text 3.3: Why not dope? It's still all about the health (p. 169-188)
9	3/18 M	<u>The Ethics of Enhancement</u> Reading posted on Canvas: Brown (1984) Paternalism, drugs, and the nature of sport (from <i>Journal of the Philosophy of Sport</i> , v. 9, 14-22).
	3/20 W**	Video: <i>Dying to Win</i>  <b>**Sport Philosophy Paper due*</b>
10	3/25M	<b>Spring Break – No Class</b>
	3/27 W	<b>Spring Break – No Class</b>
11	4/1 M (NO CLASS)	<u>No Class – Caesar Chavez Day</u>
	4/3 W	<u>Gender and Sport</u>  Text: 4.4: Against sexual discrimination (p. 254-263) Text 4.5 On the definition of 'woman' in the sport context (p. 264-275)
12	4/8 M	<u>Violence in Sport</u> Reading posted on D2L: Parry – Violence and aggression in contemporary sport
	4/10 W	Violence (cont.) Reading posted on D2L: Simon - Violence in Sports Reader: Dixson – Boxing, Paternalism, & Legal Moralism
13	4/15 M	<u>Ethical Development Through Sport?</u> Text 5.2: What moral education significance has physical education? (p.306-315)

Week	Date	Topics, Readings, Assignments, Deadlines
	4/17 W	<u>Sport &amp; Existential Phenomenology</u> How do I experience a sport phenomenon? What meaning do I create in this experience?
14	4/22 M	<u>Coping with Success &amp; Failure</u> Reading posted on Canvas: Blinde & Stratta – The “sport career death” of college athletes: Involuntary and unanticipated sports exits.
	4/24 W	<u>Corruption in Sport</u> Text 6.2: The degradation of sport (p. 369-381)
15	4/29 M	<b>Debate Work day</b>
	5/1 W	<b><u>Student Debate #1</u> – Should the public (help to) finance a professional sport stadium?</b> <b>Team 1 (YES – Okay to use public funds!) &amp; 2 (NO – do not use public funds!)</b> <b><i>TEAM 1 &amp; 2 Outline due</i></b>
16	5/6 M	<b><u>Student Debate #2</u> – Should violent sports (like Boxing, MMA &amp; Football) be banned?</b> <b>Team 3 (YES – ban them!) &amp; 4 (NO – keep them!)</b> <b><i>Team 3 &amp; 4 Outline due</i></b>
		<b><u>Student Debate #3</u> – Should Division I college student-athletes be paid?</b> <b>Team 5 (YES – pay them!) &amp; 6 (NO – Do not pay them!)</b> <b><i>Team 5 &amp; 6 Outline due</i></b>
		<b><i>One page summary for Debate #1 due!</i></b>
	5/8W	<b><u>Student Debate #4</u> – Should Title IX regulations be abolished?</b> <b>Team 7 (YES –get rid of it!) &amp; 8 (NO-keep it!)</b> <b><i>Team 7 &amp; 8 Outline due</i></b>
		<b><u>Student Debate #5</u> – Should Performance Enhancing Drugs be allowed in Sport?</b> <b>Team 9 (YES – allow PEDs!) &amp; 10 (NO – PEDs are not acceptable!)</b> <b><i>Team 9 &amp; 10 Outline due</i></b>
		<b><i>One page summary for debate # 2 and #3 due!</i></b>

Week	Date	Topics, Readings, Assignments, Deadlines
17	5/13 M	<u>Professional Philosophy</u> Canvas notes Wrap-up & exam review.  <i>One page summary for debate # 2 and #3 due!</i>
<b>Final Exam</b>	5/15 Wed	SPX 77 9:45-12:00PM