

San José State University
Department of Kinesiology
KIN 161, Philosophy of Sport, Section 01, Fall 2018

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Office Hours:	Monday and Wednesday, 7:45 AM - 8:45 AM
Class Days/Time:	Monday and Wednesday, 1:30 PM - 2:45 PM
Classroom:	Sweeny Hall 242

Course Description

Emphasis on systems of philosophy, aesthetic and moral considerations, metaphysical fitness and contemporary issues. 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, and 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

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.

Undergraduate Degree Student Program Learning Outcomes (SLOs)

- SLO 1. Students will be able to explain, identify, and/or demonstrate the theoretical and/or scientific principles that can be used to address issues or problems in the sub-disciplines in kinesiology.
- SLO 2. Students will be able to effectively communicate in writing (clear, concise and coherent) on topics in kinesiology.
- SLO 3. Students will be able to effectively communicate through an oral presentation (clear, concise and coherent) on topics in kinesiology.
- SLO 4. Students will be able to utilize their experiences across a variety of health related and skill based activities to inform their scholarship and practice in the sub disciplines in kinesiology.
- SLO 5. Students will be able to identify and analyze social justice and equity issues related to kinesiology for diverse populations.

Required Texts/Readings

Jason Holt, *Philosophy of Sport: Core Readings*, Broadview Press, 2014.

Additional readings will be posted on SJSU Canvas with proper notice (see syllabus for dates).

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. Assignments Papers are expected by the class meeting time on the due-date. Late papers will be penalized one half letter-grade per day late (i.e. From an "A" to an "A-").
5. Please put away cell phones (and switch them to silent) – use of these devices during class time is not appropriate.
6. 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. Use your devices honestly.
7. Email correspondence should include your full name and the class you are inquiring about (KIN 161). For policy or assignment questions, please check the syllabus first before sending a message to the instructor.

Methods of Evaluation/Course Assignments

Critical Reflections - 5 assignments, 5 points each, 25 points total

In Class Midterm Examination - 30 points

Ethical Position Debate - 25 points

Debate Position Summaries - 3 assignments, 5 points each, 15 points total

Final Examination - 35 points

 In Class Portion - 20 points

 Take Home Portion - 15 points

Total Points Available - 130

Grading

Traditional 90-80-70-60 scale with plus and minuses: 87 is B+, 72 is C-, etc.

Example:

A+ (97 % - 100%)

A (93% - 96 %)

A- (90% - 92%)

Note: “.5” and above in final grade calculations are rounded-up. Example: A final tally of 86.5% rounds-up to 87%, a B+, whereas a final score of 86.4% will *not* be rounded up, and will result in a B for the course.

Course Assignments

Critical Reflections

I will provide you with five questions throughout the first half of the semester. The questions will be sensitive to the reading material covered in class the days prior. I am looking for concise, thoughtful, critical and informed analysis regarding the reading from which the question is taken.

There will be five reflections required of you throughout the semester. See the course schedule for assignment dates. Templates for each response will be posted on Canvas.

Responses shall be no more and no less than **one full paragraph** (type written, 12 point font, double spaced, one inch margins). I am NOT looking for a summary of the reading, rather, I am looking for individual analysis. You only have a paragraph to get your thoughts across, so, make them count!

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 schedule for exact dates) the class will stage a series of debates that deal with controversial issues in the larger world of sport and Kinesiology in general. Your goal, in teams of about 5 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 the **con side** of the issue. We will assign teams and topics at random, via the trusted “drawing out of a hat” method during the first few weeks of the semester.

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 five minutes by a second member of each team (in alternate order, each second member receives a five minute rebuttal window), followed by rebuttals to the rebuttals by the

third member of each team. The point of the rebuttals 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. It is the responsibility of each team to research the issue and present their case based on that research.

A **minimum of 5 outside sources** published within the last 5 years (other than the textbook) should be consulted for the debate preparation and those sources should be referenced in the team's outline. Feel free to include more than 5 outside sources if you wish. 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. More information on the debates will be provided as we progress through the semester.

Debate Position Summary

In order to facilitate a productive discussion, class members not participating in the day's scheduled debates are required to summarize in two paragraphs which side you think provided the most compelling case for their side of the issue. **Who do you think won the debate, and why?** Provide specific details, example, arguments, rebuttals etc. These typed summaries must be submitted no later than the next class meeting following the debate itself.

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 four debates during the semester, you would be required to turn in 3 two paragraph summaries of the debate topics that you are NOT involved in arguing.

Midterm Examination

The midterm examination will take place in class. You are required to bring in an 882 - E scantron and a No. 2 pencil. The examination will be open book and open note. Electronic devices will **be allowed** to access lecture notes. Use your devices honestly.

Final Examination

Your response for the take home portion of the final examination will be similar to what I expect from your critical reflections. The question assigned will be more difficult, covering more dense and technical subject matter. Also, I expect longer responses.

The response shall be a *minimum* of three full paragraphs (type written, 12 point font, double spaced, one inch margins). Try to limit each individual response to a maximum of two pages. If

you feel like you need to write more than two pages, feel free, but make sure the material is relevant.

The in class portion of the final will require an 882 - E scantron form and a No. 2 pencil. The examination will be open book and open note. Electronic devices will **be allowed** to access lecture notes. Use your devices honestly.

San José State University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page. For more information on general university policies, visit the following link: <http://www.sjsu.edu/gup/syllabusinfo>

KIN 161 / Philosophy of Sport - Fall 2018 Course Schedule

If necessary, changes to course schedule/material will be disclosed with ample prior notice.

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/22 W 8/27 M	Course Requirements & Responsibilities - Meet and Greet. <u>Introduction to the Philosophy of Sport</u> "Philosophy of Sport" by R. Scott Kretchmar (Posted on Canvas)
2	8/29 W 9/3 M (No Class)	<u>The Nature of Sport: Playing Games</u> "The Nature and Significance of Play" by Johan Huizinga Labor Day - No Class
3	9/5 W 9/10 M	*Critical Reflection #1 is due <u>The Nature of Sport: Playing Games</u> "The Elements of Sport" by Bernard Suits <u>The Nature of Sport: Defining Sport</u> "The Nature of Sport: A Definitional Effort" by John W. Loy (Last day to drop courses without an entry on students permanent record)

Week	Date	Topics, Readings, Assignments, Deadlines
4	9/12 W 9/17 M	<p>*Critical Reflection #2 is due</p> <p>In Class Debate Team Selection/Team Meet and Greet</p> <p><u>The Nature of Sport: Defining Sport</u></p> <p>“Triad Trickery: Playing With Sport and Games” by Klaus V. Meier</p>
5	9/19 W 9/24 M	<p>*Critical Reflection # 3 is due</p> <p><u>The Nature of Sport: Defining Sport</u></p> <p>“The Separation of Body and Soul” by Plato and “The Real Distinction Between the Mind and Body of Man” by Rene Descartes. (Both short selections posted on Canvas)</p> <p><u>The Nature of Sport: Sport Epistemology</u></p> <p>“What We Know When We Know a Game” by Margaret Steel</p>
6	9/26 W 10/1 M	<p>*Critical Reflection # 4 is due</p> <p><u>The Nature of Sport: Sport Epistemology</u></p> <p>“The Ideal Swing, the Ideal Body: Myths of Optimization” by Jason Holt and Laurence E. Holt</p> <p><u>The Nature of Sport: Exploring Physicality</u></p> <p>“Cybersport” by Dennis Hemphill and “Throwing Like a Girl: A Phenomenology of Feminine Body Compartment, Motility, and Spatiality” by Iris Marion Young</p>
7	10/3 W 10/8 M	<p><u>The Nature of Sport: Exploring Physicality</u></p> <p>“Throwing Like a Girl: A Phenomenology of Feminine Body Compartment, Motility, and Spatiality” by Iris Marion Young (continued).</p> <p><u>Rules and Values: Sport Aesthetics</u></p> <p>“The Aesthetic in Sport” by David Best</p>

Week	Date	Topics, Readings, Assignments, Deadlines
13	11/14 W 11/19 M	<u>Rules and Values: Beyond Rules</u> “Nietzsche: A Philosopher of Fitness” by Esar Shvartz <u>Rules and Values: Beyond Rules</u> “Gamesmanship” by Leslie A. Howe and “Sportsmanship” by Randolph M. Feezell
14	11/21 W (No Class) 11/26 M	Thanksgiving Break - No Class In Class Debate - Team 1 A v. Team 1 B Debate Topic: Professional athletes should be allowed to use steroids
15	11/28 W 12/3 M	In Class Debate - Team 2 A v. Team 2 B Debate Topic: Professional American football should be banned due to concerns over concussions and CTE. In Class Debate - Team 3 A v. Team 3 B Debate Topic: Professional athletes should be allowed to ingest marijuana for medicinal purposes.
16	12/5 W 12/10 M (Last Class)	In Class Debate - Team 4 A v. Team 4 B Debate Topic: Division 1A college athletes should be monetarily compensated beyond a scholarship. Final Examination Review Come prepared with questions!
17	12/12 W (Final)	Final Exam Period 12:15 PM - 2:30 PM Bring an 882 - E scantron and a No. 2 pencil