San José State University  
Department of Kinesiology  
KIN 161, Philosophy of Sport, Section 02, Spring 2019

Instructor: Daniel Bohigian  
Office Location: SPX 170  
Email: daniel.bohigian@sjsu.edu  
Office Hours: Monday and Wednesday, 7:00 - 7:30 AM and 1:15 - 1:45 PM  
Class Days/Time: Monday and Wednesday, 12:00 PM - 1:15 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.

**Kinesiology Undergraduate Degree Student Program Learning Outcomes (PLOs)**

(PLO 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.

(PLO 2) Students will be able to effectively communicate in writing (clear, concise and coherent) on topics in kinesiology.

(PLO 3) Students will be able to effectively communicate through an oral presentation (clear, concise and coherent) on topics in kinesiology.

(PLO 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.

(PLO 5) Students will be able to identify and analyze social justice and equity issues related to kinesiology for diverse populations.

**Course Learning Outcomes (CLOs)**

(CLO 1) To develop a philosophical analysis of fitness, sport, embodiment, drug-enhanced performance, personal health and rehabilitation.

(CLO 2) To acquire a philosophical understanding of sport, health, fitness, and rehabilitation within the context of a diverse, multicultural, and interdependent world.

(CLO 3) To identify philosophical criteria for passing judgment on artistic and technical movement forms.

(CLO 4) To analyze pertinent issues related to sport, fitness, health, and rehabilitation from an axiological (values), ontological (personal meaning), and ethical perspective.

(CLO 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).

(CLO 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.
(CLO 7) To explore in implications of physical activity (including sport) on moral choice making.

(CLO 8) To be able to articulate a professional philosophy relevant to students’ professional work practice.

**Required Texts/Readings**


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* - 7 assignments, 5 points each, 35 points total

*In Class Midterm Examination* - 30 points

*Ethical Position Presentation* - 30 points

*Ethical Position Reflections* - 3 assignments, 5 points each, 15 points total

*Final Examination* - 45 points
   - In Class Portion - 25 points
   - Take Home Portion - 20 points

*Total Points Available* - 155
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+

Course Assignments

Critical Reflections

I will provide you with 7 questions throughout the semester. See the course schedule for assignment dates. Templates for each response will be posted on Canvas. 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. These reflections are not purely “opinion” pieces: you must demonstrate comprehension of the reading material by citing specifics.

Responses shall be no more and no less than one full, 7-10 sentence 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 informed and thoughtful inquiries.

Satisfies PLO 1, 2, 4, & 5

Ethical Position Presentations

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 presentations 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 discuss.

One team will argue and present the pro side (professional athletes should be allowed to use steroids, for example) while the other team will argue and present the con side of the issue (professional athletes should not be allowed to use steroids). We will assign teams and topics at random, via the trusted “drawing out of a hat” method during the third week of the semester.
A **minimum of 7 outside sources** (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 7 outside sources if you wish. You must reference the textbook or any of the additional readings covered in lecture a **minimum of 5 times** throughout the presentation. Each team will be required to prepare a **25 - 30 minute power-point presentation**, along with turning in a detailed outline of their presentation, complete with proper citations to outside material. More information on the presentation will be provided as we progress through the semester.

Satisfies PLO 1, 2, 3, 4, & 5

**Ethical Position Presentation Reflections**

In order to facilitate a productive discussion, class members not participating in the day’s scheduled presentations are required to explain and outline in a **minimum of 2 paragraphs** their own stance on the topic of the day. Reflections will be turned in following the ethical position presentations of the day. You are not responsible for a reflection on the day you are presenting.

Satisfies PLO 1, 2, 3, & 5

**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.

Satisfies PLO 1

**Final Examination**

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

The responses 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.

Satisfies PLO 1, 2, 4, & 5
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 - Spring 2019 Course Schedule

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
<th>Textbook P. #’s</th>
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<tbody>
<tr>
<td>1</td>
<td>1/28 M</td>
<td>Course Requirements and Responsibilities - Meet and Greet.</td>
<td>PDF posted on Canvas</td>
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<td></td>
<td>1/30 W</td>
<td>Introduction to the Philosophy of Sport</td>
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<td>“Philosophy of Sport” by R. Scott Kretchmar (Posted on Canvas)</td>
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<td>2</td>
<td>2/4 M</td>
<td>The Nature of Sport: Playing Games</td>
<td>P. 3 - 17</td>
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<td></td>
<td>2/6 W</td>
<td>“The Nature and Significance of Play” by Johan Huizinga</td>
<td>P. 19 - 34</td>
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<td>Critical Reflection #1 is due The Nature of Sport: Playing Games</td>
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<td>“The Elements of Sport” by Bernard Suits</td>
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<td>3</td>
<td>2/11 M</td>
<td>The Nature of Sport: Defining Sport</td>
<td>P. 35 - 79</td>
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<td></td>
<td>2/13 W</td>
<td>“The Nature of Sport: A Definitional Effort” by John W. Loy and “Triad Trickery: Playing With Sport and Games” by Klaus V. Meier</td>
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<td>Critical Reflection #2 is due Ethical Position Presentation “Draft” / Team Meet and Greet</td>
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<td>Week</td>
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| 4    | 2/18 M | **The Nature of Sport: Sport Epistemology**  
“The Separation of Body and Soul” by Plato and “The Real Distinction Between the Mind and Body of Man” by Rene Descartes.  
**Critical Reflection # 3 is due** | PDF posted on Canvas      |
|      | 2/20 W | **The Nature of Sport: Sport Epistemology**  
“What We Know When We Know a Game” by Margaret Steel | P. 81 - 91               |
| 5    | 2/25 M | **The Nature of Sport: Sport Epistemology**  
“The Ideal Swing, the Ideal Body: Myths of Optimization” by Jason Holt and Laurence E. Holt  
**Critical Reflection # 4 is due** | P. 93 - 105              |
|      | 2/27 W | **The Nature of Sport: Exploring Physicality**  
“Cybersport” by Dennis Hemphill and “Throwing Like a Girl: A Phenomenology of Feminine Body Comportment, Motility, and Spatiality” by Iris Marion Young | P. 107 - 125 & P. 127 - 149 |
| 6    | 3/4 M  | **The Nature of Sport: Exploring Physicality**  
“Throwing Like a Girl: A Phenomenology of Feminine Body Comportment, Motility, and Spatiality” by Iris Marion Young (continued)  
**Critical Reflection # 5 is due** | P. 127 - 149             |
|      | 3/6 W  | **Rules and Values: Sport Aesthetics**  
“The Aesthetic in Sport” by David Best | P. 153 - 178             |
| 7    | 3/11 M | **Rules and Values: Banning Drugs**  
“Good Competition and Drug-Enhanced Performance” by Robert L. Simon | P. 201 - 213             |
|      | 3/13 W | **Critical Reflection #6 is due**  
**Rules and Values: Banning Drugs**  
“Paternalism, Drugs, and the Nature of Sports” by W.M Brown | P. 215 - 228             |
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<td>3/20 W</td>
<td>In Class Presentation Preparation</td>
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<td>Rules and Values: Beyond Rules “Nietzsche - A Philosopher of Fitness” by Esar Schvartz</td>
<td>PDF posted on Canvas</td>
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<td>9</td>
<td>3/25 M</td>
<td>Midterm Examination Review and In Class Presentation Preparation</td>
<td>Review sheet posted on Canvas</td>
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<td>3/27 W</td>
<td>Midterm Examination</td>
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<td>Bring an 882 - E scantron and a No. 2 pencil</td>
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<td>10</td>
<td>4/1 M</td>
<td>Spring Recess - No Class</td>
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<td></td>
<td>4/3 W</td>
<td>Spring Recess - No Class</td>
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<td>11</td>
<td>4/8 M</td>
<td>Rules and Values: Beyond Rules “Boxing, Paternalism and Legal Moralism” by Nicholas Dixon</td>
<td>PDF posted on Canvas</td>
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<td></td>
<td>4/10 W</td>
<td>Rules and Values: Beyond Rules “Boxing, Paternalism and Legal Moralism” by Nicholas Dixon (continued)</td>
<td>PDF posted on Canvas</td>
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<td>12</td>
<td>4/15 M</td>
<td>Rules and Values: Breaking Rules “Can Cheaters Play the Game” by Craig K. Lehman</td>
<td>P. 229 - 238</td>
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<td>4/17 W</td>
<td>Critical Reflection #7 is due</td>
<td>P. 239 - 259</td>
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<td>Rules and Values: Breaking Rules</td>
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<td>“Playing Games With Prisoners Dilemmas” by Simon Eassom</td>
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<td>Week</td>
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<td>Textbook P. #’s</td>
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<tr>
<td>13</td>
<td>4/22 M</td>
<td>Rules and Values: Breaking Rules&lt;br&gt;“Playing Games With Prisoners Dilemmas” by Simon Eassom (continued) and “Gamesmanship” by Leslie A. Howe</td>
<td>P. 239 - 259 &amp; P. 261 - 280</td>
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<td></td>
<td>4/24 W</td>
<td>Rules and Values: Beyond Rules&lt;br&gt;“Gamesmanship” by Leslie A. Howe (continued)&lt;br&gt;In Class Presentation Preparation</td>
<td>P. 261 - 280</td>
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<tr>
<td>14</td>
<td>4/29 M</td>
<td>Ethical Position Presentations - Team 1 A and Team 1 B&lt;br&gt;Topic: Professional athletes should be allowed to use steroids.</td>
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<td>5/1 W</td>
<td>Ethical Position Presentations - Team 2 A and Team 2 B&lt;br&gt;Topic: Professional American football should be banned due to concerns over concussions and CTE.</td>
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<td>15</td>
<td>5/6 M</td>
<td>Ethical Position Presentations - Team 3 A and Team 3 B&lt;br&gt;Topic: Professional athletes should be allowed to use marijuana for medicinal purposes.</td>
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<td>5/8 W</td>
<td>Ethical Position Presentations - Team 4 A and Team 4 B&lt;br&gt;Topic: Division 1A college athletes should be monetarily compensated beyond a scholarship.&lt;br&gt;Take Home Final Examination questions distributed on Canvas</td>
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<tr>
<td>16</td>
<td>5/13 M</td>
<td>“Sportsmanship” by Randolph M. Feezell&lt;br&gt;Final Examination Review (Last Class Meeting)</td>
<td>P. 281 - 297</td>
</tr>
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<td>Final</td>
<td>5/17 F</td>
<td>Final Examination Period</td>
<td>9:45 AM - 12:00 PM&lt;br&gt;Bring an 882 - E scantron and a No. 2 pencil&lt;br&gt;Take home questions due upon completion of in-class portion.</td>
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