

**San José State University**  
**Department of Kinesiology**  
**KIN 161, Section 02, Philosophical Perspectives of Sport**  
**Spring 2021**

|                         |  |
|-------------------------|--|
| <b>Instructor:</b>      | Daniel Bohigian  |
| <b>Office Location:</b> | SPX 170 (Canvas message/email for appointment)                                       |
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| <b>Phone:</b>           | 408-924-3010   |
| <b>Office Hours:</b>    | Tuesday and Thursday, 1:15 PM - 2:30 PM  |
| <b>Class Days/Time:</b> | Tuesday and Thursday, 12:00 PM - 1:15 PM   |
| <b>Classroom:</b>       | Online - Zoom - Synchronous (See course schedule for recorded asynchronous lectures) |
| <b>Prerequisites:</b>   | KIN 070 for majors/minors only or instructor consent.                                |

### **Course Description**

Emphasis on systems of philosophy, aesthetics, and moral considerations, along with metaphysical fitness and discussion of 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, along with fitness, movement, and rehabilitative activities.

### **Canvas Learning Management System and SJSU One**

All course materials can and will be found on the Canvas Learning Management System (<https://sjsu.instructure.com>). Be sure to consistently and actively check Canvas for announcements, assignment specifics and templates, assignment commentary and feedback, and posted grades. You are responsible for regularly checking Canvas and the messaging system through SJSU ONE. Also, feel free to send me messages through Canvas. Email is not the only effective means of communication for this course.

### **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 and Additional Readings**

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

To purchase from the SJSU bookstore:

<https://sjsu.bncollege.com/shop/sjsu/textbook/philosophy-of-sport?sectionId=99067200&displayStoreId=65133&sectionList=&booksAddedforSec=&fromTBList=true>

Additional readings will be posted on Canvas under the corresponding module. See the course schedule for dates and further details.

### **Course Protocol**

1. Since much of the learning occurs during in-class discussions and exercises, it is vital that students attend class. You will be working with your peers and along with your instructor during class.
2. Make-up quizzes and/or submitting late assignment will not be an option, unless documented, severe, or compelling circumstances arise.
3. Assignments are expected by the posted due-date. Late assignments will be penalized a letter-grade immediately (i.e. From an "A" to an "B") and an additional half-letter grade per day late after the initial missing of deadline (i.e. From a "B" to a "B-"). Assignments not submitted within 5 days of the original posted due date will not be accepted unless documented, severe, or compelling circumstances arise, or if you have documented arrangements with the AEC.
4. Email correspondence should include your full name and the class you are inquiring about (KIN 161 Section 02). For policy or assignment questions, please check the syllabus and/or Canvas prior to sending a message to the instructor.
5. All materials must be original works of the student. Plagiarism will not be tolerated. Be honest.

### **Zoom Protocol**

\*Remember: The majority of the course will be taught synchronously, meaning lectures, quizzes, and group exercises will take place during scheduled and posted class days and times (Tuesday and Thursday, 12:00 PM - 1:15 PM). Synchronous lectures will not be recorded and posted as a result. See course schedule for dates regarding asynchronous/recorded lectures.

Zoom links for each class meeting will be sent through the Canvas messaging system the day prior (e.g., Zoom link will be sent out Monday for a Tuesday class meeting) until the last day to drop the course (Monday, February 15). A recurring Zoom meeting will be set up thereafter. If technical difficulties arise, message/email me as soon as possible.

### **Students are not allowed to record without instructor permission**

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (<https://www.sjsu.edu/senate/docs/S12-7.pdf>) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

### **Technology Requirements**

Students are required to have an electronic device (laptop, desktop, or tablet) with a camera and built-in microphone in order to participate in Zoom classes. SJSU has a free equipment loan program available for students. For more, visit the following: <https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php>.

Students are responsible for ensuring that they have access to reliable WiFi during tests. If students are unable to secure reliable WiFi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See Learn Anywhere website for current WiFi options on campus: <https://www.sjsu.edu/learnanywhere/>

### **Zoom Classroom Etiquette**

1. Mute your microphone: To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
2. Be mindful of background noise and distractions: Find a quiet place to attend class, to the greatest extent possible.
3. Avoid video setups where people may be walking behind you, people talking/making noise, etc.

4. Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
5. Position your camera properly: Be sure your webcam is in a stable position and focused at eye level.
6. Limit your distractions/avoid multitasking: You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your phone away (unless you are using it to access Zoom).
7. If using a virtual background, it should be appropriate and professional and should not suggest or include content that is objectively offensive or demeaning.

### **Assignments and Grading Policy**

**Critical Reflections:** 7 assignments, 5 points each (3.2%) - 35 points total (23%)

**Canvas Quizzes:** 2 assignments - 25 points each (16%) - 50 points total (32%)

**Final Examination:** 45 points (29%)

Final Canvas Quiz - 35 points (23%)

Written Portion - 10 points (6.5%)

**Group Discussions:** 5 assignments - 5 points each (3.2%) - 25 points total (16%)

**Extra Credit:** 5 maximum points available (not counted in the tally below)

**Total Points Available:** 155

**Grading Scale:** Traditional 100-90-80-70-60-50 scale with plus and minuses: 87 is B+, 72 is C-, etc.

A+ 97% -100%

A 93% - 96%

A- 90% - 92%

B+ 87% - 89%

B 83% - 86%  
B- 80% - 82%  
C+ 77% - 79%  
C 73% - 76%  
C- 70% - 72%  
etc.

**Note:** “.5” and above in final grade calculations are rounded-up. Example: A final tally of 86.5% rounds-up to 87% (B+).

**Remember:** Assignments are expected by the posted due-date. Late assignments will be penalized a letter-grade immediately (i.e. From an “A” to an “B”) and an additional half-letter grade per day late after the initial missing of deadline (i.e. From a “B” to a “B-“). Assignments not submitted within 5 days of the original posted due date will not be accepted unless documented, severe, or compelling circumstances arise, or if you have documented arrangements with the AEC.

## **Course Assignments**

### ***Critical Reflections***

I will provide you with 7 questions throughout the semester. See the course schedule along with regularly checking Canvas for assignment due dates. Templates for each critical reflection will be posted on Canvas under the appropriate weekly module. 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. The reflections are not purely “opinion” pieces and are not solely summaries by any means. Be sure not to rely solely on direct quotes for the bulk of your content. You must demonstrate understanding of the reading material by citing specific ideas from specific philosophers. Demonstrate **objective understanding** of the relevant material along with a **personal subjective interpretation/opinion**.

Two full paragraphs are expected per each critical reflection (type written, 11 point font Arial font preferred, double spaced, one inch margins). Again, I am not solely looking for a summary of the reading or a collection of direct quotes, rather, I am looking for informed and thoughtful responses. A **minimum of two clear and relevant APA style in-text citations** (last name of author/philosopher and page number) to textbook/PDF reading material is required per each

response. Feel free to include citations to material covered in other chapters/readings to demonstrate comprehensive knowledge, but make sure the citations are relevant to the question. A **minimum of one formal APA style reference and APA style in-text citation to an outside source**, exhibiting a relevant “real-world” example not detailed or extensively discussed in lecture is required per response.

Satisfies PLO 1, 2, 4, & 5

### ***Group Discussions***

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. Your goal, in groups of about **5 students**, is to persuasively argue viewpoints on the issues assigned for your team to discuss. Groups will be **assigned randomly via Zoom breakout rooms**. You will have 45 minutes to complete the discussion, allowing for 30 minutes of questions, commentary, and general discussion as a class. The discussions are not a competition, but an opportunity to explore ideas with other people.

Discussion topics will be created in real-time, allowing for flexibility to discuss relevant and contemporary and somewhat controversial issues in sport and society as a whole. Each group will be offered **2 questions/topics to discuss and document**. More detailed information and templates will be provided and posted on Canvas as we get closer to the first group discussion of the semester (scheduled for Tuesday, 2/16).

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

### ***Canvas Quizzes***

**Canvas Quiz 1** - 25 questions worth 1 point each - 25 points total

Canvas quiz 1 will cover material from the following authors/philosophers: Johan Huizinga, Bernard Suits, John Loy, Klaus Meier, Plato, Descartes, Margaret Steel, and Jason and Laurence Holt.

**Canvas Quiz 2** - 25 questions worth 1 point each - 25 points total

Canvas quiz 2 will cover material from the following authors/philosophers: Dennis Hemphill, Iris Marion Young, David Best, Peter J. Arnold, Robert Simon, W.M. Brown, and Esar Shvartz (Nietzsche).

**Final Canvas Quiz** - 35 questions worth 1 point each - 35 points total

The final canvas quiz will be **partially comprehensive**, but 20 of the 35 questions will cover material from the following authors/philosophers: Nicholas Dixon, Craig Lehman, Simon Eassom, Leslie A. Howe, Randolph Feezell. A comprehensive final exam/final quiz review will take place on the last day of instruction (Thursday, 5/13)

Satisfies PLO 1

### ***Final Examination - Written Portion***

Your responses 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 a longer response.

The response shall be a **minimum of three full paragraphs** (type written, 11 point Arial font, double spaced, one inch margins). Try to limit the 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. A **minimum of 4 clear and relevant APA style in-text citations** (last name of author/philosopher and page number) to textbook/PDF reading material is required per each response. You are encouraged to **demonstrate comprehensive knowledge** of course material. A **minimum of one APA style citation and reference to an outside source**, exhibiting a relevant “real-word” example is required.

Satisfies PLO 1, 2, 4, & 5

### **San José State University Policies**

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available

student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

### KIN 161 / Philosophy of Sport - Spring 2021 Course Schedule

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

| Week/<br>Module | Date                          | Topics, Readings, Assignments, Deadlines   | Reading<br>Requirements   |
|-----------------|-------------------------------|--|---|
| 1               | 1/28<br>Th.                   | Course Requirements and Responsibilities - Meet and Greet  | Syllabus posted on Canvas                                       |
| 2               | 2/2<br>Tu.<br><br>2/4<br>Th.  | <u>Introduction to the Philosophy of Sport</u><br><br><b>Lecture:</b> "Philosophy of Sport" by R. Scott Kretchmar<br><br><u>The Nature of Sport: Playing Games</u><br><br><b>Lecture:</b> "The Nature and Significance of Play" by Johan Huizinga  | PDF posted on Canvas<br><br>pp. 3 - 17                          |
| 3               | 2/9<br>Tu.<br><br>2/11<br>Th. | <u>The Nature of Sport: Playing Games</u><br><br><b>Lecture:</b> "The Elements of Sport" by Bernard Suits<br><br><u>The Nature of Sport: Defining Sport</u><br><br><b>Lecture:</b> "The Nature of Sport: A Definitional Effort" by John W. Loy and "Triad Trickery: Playing With Sport and Games" by Klaus V. Meier<br><br><b>Critical reflection #1 is due via file upload on Canvas by 11:59 PM.</b> | pp. 19 - 34<br><br>pp. 35 - 79<br><br>Template posted on Canvas |

| Week/<br>Module | Date                           | Topics, Readings, Assignments, Deadlines  | Reading<br>Requirements   |
|-----------------|--------------------------------|---|---|
| 4               | 2/16<br>Tu.<br><br>2/18<br>Th. | <p><b>Group Discussion 1</b></p> <p><u>The Nature of Sport: Sport Epistemology</u></p> <p><b>Lecture:</b> “The Separation of Body and Soul” by Plato and “The Real Distinction Between the Mind and Body of Man” by Rene Descartes.</p>   | <p>Prompt posted on Canvas</p> <p>PDF posted on Canvas</p>              |
| 5               | 2/23<br>Tu.<br><br>2/25<br>Th. | <p><u>The Nature of Sport: Sport Epistemology</u></p> <p><b>Lecture:</b> “What We Know When We Know a Game” by Margaret Steel</p> <p><u>The Nature of Sport: Sport Epistemology</u></p> <p><b>Lecture:</b> “The Ideal Swing, the Ideal Body: Myths of Optimization” by Jason Holt and Laurence E. Holt</p> <p><b>Critical reflection #2 is due via file upload on Canvas by 11:59 PM.</b></p> | <p>pp. 81 - 91</p> <p>pp. 93 - 105</p> <p>Template posted on Canvas</p> |
| 6               | 3/2<br>Tu.<br><br>3/4<br>Th.   | <p><b>Group Discussion 2</b></p> <p><b>Canvas Quiz 1</b></p>  | <p>Prompt posted on Canvas</p>  |
| 7               | 3/9<br>Tu.<br><br>3/11<br>Th.  | <p><u>The Nature of Sport: Exploring Physicality</u></p> <p><b>Lecture:</b> “Cybersport” by Dennis Hemphill and</p> <p><b>Critical reflection #3 is due via file upload on Canvas by 11:59 PM</b></p> <p><b>Asynchronous/Recorded Lecture:</b> “Throwing Like a Girl: A Phenomenology of Feminine Body Comportment, Motility, and Spatiality” by Iris Marion Young</p>                        | <p>pp. 107-125</p> <p>Template posted on Canvas</p> <p>pp.127-149</p>   |

| Week/<br>Module | Date                           | Topics, Readings, Assignments, Deadlines  | Reading<br>Requirements  |
|-----------------|--------------------------------|---|--|
| 8               | 3/16<br>Tu.<br><br>3/18<br>Th. | <p><b>Group Discussion 3</b></p> <p><u>Rules and Values: Sport Aesthetics</u></p> <p><b>Lecture:</b> “The Aesthetic in Sport” by David Best</p> <p><b><i>Critical reflection #4 is due via file upload on Canvas by 11:59 PM</i></b></p>  | <p>pp. 179-199</p> <p>Template posted on Canvas</p>                    |
| 9               | 3/23<br>Tu.<br><br>3/25<br>Th. | <p><u>Rules and Values: Banning Drugs</u></p> <p><b>Lecture:</b> “Good Competition and Drug-Enhanced Performance” by Robert L. Simon</p> <p><u>Rules and Values: Banning Drugs</u></p> <p><b>Lecture:</b> “Paternalism, Drugs, and the Nature of Sports” by W.M Brown</p> <p><b><i>Critical reflection #5 is due via file upload on Canvas by 11:59 PM.</i></b></p> | <p>pp. 201-213</p> <p>pp. 215-228</p> <p>Template posted on Canvas</p> |
| 10              | 3/30<br>Tu.<br><br>4/1<br>Th.  | <p><b>Spring Recess - No Class</b></p> <p><b>Spring Recess - No Class</b></p>   |  |
| 11              | 4/6<br>Tu.<br><br>4/8<br>Th.   | <p><u>Rules and Values: Beyond Rules</u></p> <p><b>Lecture:</b> “Nietzsche - A Philosopher of Fitness” by Esar Shvartz</p> <p><b>Group Discussion 3</b></p>   | <p>PDF posted on Canvas</p> <p>Prompt posted on Canvas</p>             |

| Week/<br>Module | Date        | Topics, Readings, Assignments, Deadlines  | Reading<br>Requirements                        |
|-----------------|-------------|---|--|
| 12              | 4/13<br>Tu. | <b>Canvas Quiz 2</b>  |  |
|                 | 4/15<br>Th. | <u>Rules and Values: Beyond Rules</u><br><b>Asynchronous/Recorded Lecture:</b> "Boxing, Paternalism and Legal Moralism" by Nicholas Dixon   | PDF posted on Canvas                           |
| 13              | 4/20<br>Tu. | <u>Rules and Values: Beyond Rules</u><br><b>Asynchronous/Recorded Lecture:</b> "Boxing, Paternalism and Legal Moralism" by Nicholas Dixon   | PDF posted on Canvas                           |
|                 | 4/22<br>Th. | <b>Group Discussion 4</b>   | Prompt posted on Canvas                        |
| 14              | 4/27<br>Tu. | <u>Rules and Values: Breaking Rules</u><br><b>Asynchronous/Recorded Lecture:</b> "Can Cheaters Play the Game" by Craig K. Lehman<br><br><b>Critical reflection #6 is due via file upload on Canvas by 11:59 PM.</b> | pp. 229 - 238<br><br>Template posted on Canvas |
|                 | 4/29<br>Th. | <u>Rules and Values: Breaking Rules</u><br><b>Asynchronous/Recorded Lecture:</b> "Playing Games With Prisoners Dilemmas" by Simon Eassom  | pp. 239 - 259                                  |
| 15              | 5/4<br>Tu.  | <u>Rules and Values: Beyond Rules</u><br><b>Lecture:</b> "Gamesmanship" by Leslie A. Howe<br><br><b>Critical reflection #7 is due via file upload on Canvas by 11:59 PM.</b>  | pp. 261 - 280<br><br>Template posted on Canvas |
|                 | 5/6<br>Th.  | <b>Group Discussion 5</b>   | Prompt posted on Canvas                        |

| Week/<br>Module | Date                           | Topics, Readings, Assignments, Deadlines   | Reading<br>Requirements  |
|-----------------|--------------------------------|--|--|
| 16              | 5/11<br>Tu.<br><br>5/13<br>Th. | <b>Lecture:</b> "Sportsmanship" by Randolph M. Feezell<br><i><b>Extra credit is due via file upload on Canvas by 11:59 PM</b></i><br><br><b>Lecture:</b> Final canvas quiz review and final exam written response posted on Canvas | pp. 281 - 297<br><br>Template posted on Canvas<br><br>Review sheet/ final exam written portion template posted on Canvas |
| 17<br>Final     | 5/21<br>F                      | <b>Final Canvas Quiz   9:45 AM - 12:00 PM</b><br><br><i><b>Final exam written response due via file upload on Canvas by 12:00PM</b></i>  |  |