

San José State University
Department of Kinesiology
KIN 260, Philosophy of Sport, Embodiment and Society

Section 1, Fall 2015

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| Instructor: | Daniel Bohigian |
| Office Location: | SPX 156 |
| Email: | daniel.bohigian@sjsu.edu |
| Office Hours: | Monday and Wednesday, 10:45 AM - 11:45 AM and by appointment. |
| Class Days/Time: | Wednesday 4:00 PM - 6:45 PM |
| Classroom: | SPX 153 |

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. How does sport construct norms regarding the human body and how does this apply to our day to day interactions in society? How does sport help the individual embrace his or her body? How does sport sometimes harm self-image, self-esteem, and self-worth? Do winners serve greater use to society as a whole? These are just a small sample of the questions we shall pursue.

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 and our social interactions.
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

Holowchak, M. A. (Ed.). (2002). *Philosophy of sport: Critical readings, crucial issues*.
Prentice Hall: Upper Saddle River, NJ.

ISBN: 0-13-094122-0

Available at several on-line book retailers including Amazon.com

Other Readings

Additional reading, if assigned, will be sent via email.

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. 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-“).
4. In-class & homework assignments may not be made up unless there are serious and compelling circumstances.
5. Please put away cell phones (and switch them to silent) and mp3 players – 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.

Assignments and Grading Policy

Assignments

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|--|------------|
| -Critical Reflections (3 assignments) | 60 Points |
| -Student Presentation/Outline | 50 Points |
| -Take Home Midterm | 75 Points |
| -Critical Analysis Paper | 125 Points |
| -Final Exam (Critical Analysis Paper Presentation) | 50 Points |

Grades will reflect a traditional letter grade/percentage system.

Major Assignments

Critical Reflections:

On three occasions this semester, I will provide a question that I want you to critically analyze and respond to. You can agree, disagree, argue against, argue for etc., but you must tell me *why*. I am looking for thoughtful, personal response, along with appropriate discussion of the topic relating to the sections in the text. Responses shall be no less than three full paragraphs. Try to limit each response to two type written, double spaced pages using 12 point font.

Student Presentation:

On the days indicated, approximately half of each class session will be devoted to each student presentation. Each student will be expected to facilitate an in-class presentation on their assigned topic. Basically, you are running the show. 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 selected piece and be able to articulate the strengths and weaknesses of the author's position. 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. It may be helpful to organize your thoughts with a slide presentation.

Take Home Midterm:

Much like the Critical Reflections, I will assign three questions for you to respond to. Purposefully, the questions will be trickier, and will require a minimum of two pages worth of response. Try to limit your responses to a maximum of three pages. You will have a week to complete the midterm, so I am expecting thorough responses, along with proper citing of any appeal to the textbook.

Critical Analysis (Final) Paper:

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/works cited page) 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 areas might well be good places to start thinking about potential paper topics!

Final Exam (Paper Presentation):

Rather than a traditional final, you will make a 10-12 minute academic presentation that outlines the main arguments from your term paper. You will provide an outline to distribute to the class so your peers can clearly follow the main points you are presenting. I'm looking for a clear, confident, and guided discussion regarding your Critical Analysis Paper. Your ability to present your main arguments, along with your ability to respond to questions from me and your peers if they arise, will factor in to your grade.

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](http://www.sjsu.edu/senate/S07-2.htm), 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](http://www.sa.sjsu.edu/judicial_affairs/index.html) 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](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/>.

KIN260 / Philosophy of Sport & Embodiment, Fall 2015, Course Schedule

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|--------|---|
| 1 | 8/26 W | <p>Introduction</p> <ul style="list-style-type: none"> - “The Separation of Body and Soul” by Plato. - “The Real Distinction Between Mind and Body” by Rene Descartes. - “Nietzsche: A Philosopher of Fitness” by Esar Schvartz |
| 2 | 9/2 W | <p>Chapter One: The Nature of Sport</p> <p>Editor’s Introduction: “Why Study Philosophy of Sport”?</p> <ol style="list-style-type: none"> 1. Selections from <i>Homo Ludens</i> - Huizinga 2. The Nature of Sport: A Definitional Effort - Loy 4. Triad Trickery: Playing With Sports and Games - Meier |
| 3 | 9/9 W | <p>Chapter One: The Nature of Sport</p> <ol style="list-style-type: none"> 5. A Matter of Life and Death: Some Thoughts on the Language of Sport - Segrave 6. Practices and Prudence - Brown 7. Moral Liberalism and the Atrophy of Sport - Holowchak <p>Critical Reflection Question #1 Distributed</p> |
| 4 | 9/16 W | <p>Critical Reflection #1 Due</p> <p>Chapter Three: Ethics and Sport</p> <ol style="list-style-type: none"> 13. Three Approaches Toward and Understanding of Sportsmanship - Arnold 14. Sportsmanship and Fairness in the Pursuit of Victory -Simon 15. Can Cheaters Play the Game? - Lehman |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|--------|--|
| 5 | 9/23 W | <p>Chapter Three: Ethics and Sport</p> <p>16. Fair Play: Historical Anachronism or Topical Ideal? - Loland</p> <p>17. What's the Merit if the Best Man Wins? - Carr</p> <p>18. The Overemphasis on Winning: A Philosophical Look -Hundley</p> <p>Critical Reflection #2 Question Distributed</p> |
| 6 | 9/30 W | <p>Critical Reflection #2 Due</p> <p>Chapter Three: Ethics and Sport</p> <p>20. The Dark Side of Competition - Eitzen</p> <p>21. Into the Endzone for a Touchdown: A Psychoanalytical Consideration of American Football - Dundes</p> <p>22. Violence and Aggression in Contemporary Sport - Parry</p> <p>Critical Reflection Question #3 Distributed</p> |
| 7 | 10/7 W | <p>Critical Reflection #3 Due</p> <p>Chapter Three: Ethics and Sport</p> <p>24. Paternalism, Drugs, and the Nature of Sports - Brown</p> <p>25. On Performance Enhancing Substances and the Unfair Advantage Argument - Gardner</p> <p>26. "Aretism" and Pharmacological Ergogenic Aids in Sport: Taking a Shot at the Use of Steroids - Holowchak</p> <p>***Midterm Questions Distributed***</p> |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|---------|---|
| 8 | 10/14 W | <p>***Midterm Questions Due In Class***</p> <p>Chapter Five: Sport and Society</p> <p>29. Is Our Admiration for Sports Heroes Fascistoid? - Tannsjo</p> <p>30. Sports, Fascism, and the Market - Tamburrini</p> <p>31. Television Sport and the Sacrificial Hero - Izod</p> |
| 9 | 10/21 W | <p>Chapter Five: Sport and Society</p> <p>32. Women in Masculine Sports - Postow Presenter 1:</p> <p>33. Title IX and Gender Equality - Boxill Presenter 2:</p> |
| 10 | 10/28 W | <p>Chapter Five: Sport and Society</p> <p>34. The Men's Cultural Centre: Sports and the Dynamic of Women's Oppression/Men's Repression - Kidd Presenter 3:</p> <p>35. Title IX: Equality for Women's Sports? - Francis Presenter 4:</p> |
| 11 | 11/4 W | <p>Chapter Five: Sport and Society</p> <p>36. White Men Can't Run - Burfoot Presenter 5:</p> <p>37. Racial Differences in Sports: What's Ethics Got to Do With It? - Mosley Presenter 6:</p> |

| Week | Date | Topics, Readings, Assignments, Deadlines |
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| 12 | 11/11 W (no class) | Campus Closed For Veteran's Day - No Class |
| 13 | 11/18 W | <p>Chapter Five: Sport and Society</p> <p>38. Education for Peace in Sports Education - De Wachter Presenter 7:</p> <p>39. Virtue Lost: Courage in Sport - Corlett Presenter 8:</p> |
| 14 | 11/25 W | <p>Chapter Five: Sport and Society</p> <p>40. Aggression, Gender, and Sport: Reflections on Sport as Means of Moral Education - Holowchak Presenter 9:</p> <p>41. Sport in the Larger Scheme of Things - Morgan Presenter 10:</p> |
| 15 | 12/2 W (Last Class) | <p>Chapter 5: Sport and Society</p> <p>42. Democracy, Education, and Sport - Arnold Presenter 11:</p> <p>43. Sports and the Making of National Identities: A Moral View -Morgan</p> |
| 16 | 12/16 W | <p>Final Exam Period 5:15 PM - 7:30 PM</p> <p>Final Paper Presentation</p> |