

Polytechnic, Tempe, and West campuses

1.) DATE: 11/06/2009	2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District
3.) COURSE PROPOSED: Prefix: PHI Number: 251 Credits: 3	
CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;	
Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;	
4.) COMMUNITY COLLEGE INITIATOR: EDDIE GENNA / CRAIG CARLEY PHONE:	
602.285.7965 FAX: 602.285.7843	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.	
MANDATORY REVIEW: <input checked="" type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area). POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: Core Areas: Humanities and Fine Arts (HU) Awareness Areas: Select awareness area...	
6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.	
7.) DOCUMENTATION REQUIRED <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and/or list of required readings/books <input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6.	
8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input checked="" type="checkbox"/> DECPHI prefix <input type="checkbox"/> Elective	
Effective date: 2010 Fall Course Equivalency Guide	
Is this a multi-section course? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	
Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	
Chair/Director: <i>Approved by email JCR 11/15/09</i>	Chair/Director Signature:

AGSC Action: Date action taken: Approved Disapproved

Effective Date:

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA		
<p>HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2, or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.</p>		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.</p> <p>Course Competencies #3, #7, #8, and #9. Course Outline II, V, and VI. Syllabus—Course Schedule Weeks 9-14.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.</p> <p>Course Competencies #3, #5, and #10. Course Outline II, III, and VI. Syllabus—Course Schedule Weeks 2-6.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<p>3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<p>4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.</p> <p>Course Competencies #4, #6, #10. Course Outline III, IV, and VI. Syllabus—Course Schedule Weeks 3-8.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>b. Concerns aesthetic systems and values, literary and visual arts.</p> <p>Course Competencies #7 and #9. Course Outline V and VI. Syllabus—Course Schedule Weeks 9-14.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<p>c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<p>d. Deepen awareness of the analysis of literature and the development of literary traditions.</p>
THE FOLLOWING ARE NOT ACCEPTABLE:		

ASU - [HU] CRITERIA	
	THE FOLLOWING ARE NOT ACCEPTABLE:
	<ul style="list-style-type: none">• Courses devoted primarily to developing a skill in the creative or performing arts, including courses that are primarily studio classes in the College of Fine Arts and in the College of Architecture and Environmental Design.
	<ul style="list-style-type: none">• Courses devoted primarily to developing skill in the use of a language – <u>However, language courses that emphasize cultural study and the study of literature can be allowed.</u>
	<ul style="list-style-type: none">• Courses which emphasize the acquisition of quantitative or experimental methods.
	<ul style="list-style-type: none">• Courses devoted primarily to teaching skills.

Course Prefix	Number	Title	Designation
<u>PHI</u>	<u>251</u>	<u>Philosophy of Sport</u>	<u>HU</u>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	This course will present the major normative ethical theories and use this understanding to make applications to particular ethical issues in sport. This course will also explore the phenomenon of sport as a form of art and beauty.	This will be met when ethical theories are contrasted (Competency #8, Weeks 10-11). Application made to various issues—e.g., performance enhancing drugs, violence, cheating / fair play, racism, sexism, etc (Competency #9 and Weeks 12-14). This criterion will also be met by examining sport as a domain in which aesthetic experience can be appreciated and evaluated (Competency #7). Students will have the opportunity to distinguish sport from other art forms and develop an understanding of aesthetic value (Week 9)
Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	This course will examine both ancient and the growing body of contemporary philosophical texts. Students will be required to understand, analyze, and evaluate various positions with respect to sport from diverse philosophical traditions.	This course will consider the ancients' views of sports, training, education, and competition (Competency #3). The student will develop a historical understanding of the place of sport in ancient human civilizations (Week 2). The student will study the various relations (dialectic and otherwise) which hold between the individual, society, and sport (Competency #5, Weeks 3- 4). The course will raise criticisms of sport from contemporary traditions—e.g., Marxism, Feminism, Eastern Traditions, and the Ordinary Language School (Competency #10, Weeks 4-6).

<p>Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.</p>	<p>This course will examine the metaphysical nature of sport and will distinguish sport from related concepts. Analyses from various domains within philosophy will be considered. This course will explore sport as a human activity embedded in a culture which fulfills a variety of functional roles.</p>	<p>The course will examine various positions with respect to the philosophy of mind and reflect on the implication that these various philosophical traditions impact our understanding of sport. The student will recognize how the diverse understanding of the relation of mind and body impacts the nature or role of sport in various cultures (Competency #4 and Weeks 5-6). The student will analyze concepts within the philosophy of sport to come to a better understanding of the nature of sport (Competency #6, Weeks 1 and 6-8). These concepts can then be applied to better understand the functional roles which sport plays in culture (Competency #10, Weeks 3-4).</p>
<p>Concerns aesthetic systems and values, literary and visual arts.</p>	<p>This course examines various conceptions of art and beauty. It raises considerations regarding the similarity and differences the competitive sport bears to other forms of art. Finally, it explores various questions regarding the relation between culture, the aesthetic experience and the transmission of values and morality.</p>	<p>The student will examine sport as a vehicle of self expression in a larger cultural context. The student will develop an understanding of philosophical positions with respect to the nature of beauty. The student will recognize how social constructs impact aesthetic values and how these values then help define society (Competency 7, Weeks 2, 9-11). The student will evaluate the relation between cultural norms, aesthetic value, and various ethical issues within the domain of sport (Competency 9, Weeks 12-14).</p>

Official Course Description: MCCCCD Approval: 6-23-09**PHI251 2009 Fall - 9999**LEC 3.0 3.0
Credit(s) Period(s)**Philosophy of Sport**

General consideration of sport in its philosophical dimensions. Possible topics include the Zen of sport, strategy and competition, sport, practice, and play, and cheating versus fair play.

Prerequisites: None.**MCCCCD Official Course Competencies:****PHI251 2009 Fall - 9999 Philosophy of Sport**

1. Distinguish philosophy from other forms of inquiry. (I)
2. Distinguish sport from other forms of activity. (I)
3. Contrast and criticize the views of Plato and Aristotle on sport. (II)
4. Summarize and critique competing positions on the mind-body problem. (III)
5. Analyze the concepts of practice, competition, and individual vs. team sports. (III)
6. Differentiate between and evaluate knowledge paradigms and apply to various sporting scenarios. (IV)
7. Interpret and critique the aesthetic qualities of sport and play. (V)
8. Contrast different normative ethical approaches. (VI)
9. Appraise and evaluate various ethical issues associated with sports. (VI)
10. Critique the role of sport within its social and political context. (VI)

MCCCCD Official Course Outline:**PHI251 2009 Fall - 9999 Philosophy of Sport**

- I. Introduction
 - A. Philosophy
 - B. Sport
- II. Sport and the Ancients
 - A. Plato and Virtue
 - B. Aristotle and Eudaimonia
 - C. The Olympic Games
- III. Metaphysics of Sport
 - A. Minds and Body

1. Philosophical positions
 2. Zen of sport
 - B. Conceptual Analysis
 1. Practice and competition
 2. Individual sport vs. team sport
- IV. Epistemology of Sport
 - A. Philosophical definitions and distinctions
 - B. Games and strategies
 - C. Tacit knowledge
 - D. Pseudo-science, superstition, and luck
- V. Aesthetics and Play
 - A. Play, pretend, and fun
 - B. Sport as Art
 - C. Appreciating sport
 1. Interpretation and evaluation
 2. Logic, reason, and emotion
- VI. Ethics and Sport
 - A. Normative ethical theories
 1. Deontology
 2. Utilitarianism
 3. Virtue ethics
 - B. Applied ethical issues in sport
 1. Cheating and fair play
 2. Performance enhancements
 3. Racism and sexism
 4. Violence
 - C. Sport and society
 1. Social and religious values
 2. The Commons
 3. Justice, equality, and good will
 4. Law

PHILOSOPHY OF SPORT

COURSE SYLLABUS

Course Information		Instructor Information	
College	Phoenix College (Main Campus)	Name	Craig Carley
Semester	Spring 2010	Dept.	Liberal Arts
Name	Philosophy of Sport (PHI-251)	Phone	602.285.7651
	Section	Dept. Fax	602.285.7843
Number	57502	Office	A-137
Type	Face-to-Face	Hours	M/ W/ F: 10:00am – 11:00am T / R: 11:00am – 11:30am and by appointment
Duration	January 20 th – May 14 th	Mobile	480.250.2971
Days	Mon / Wed / Fri	Email	craig.carley@pccmail.maricopa.edu
Time	11:00am – 11:50am		
Location	PSB27		

REQUIRED TEXTS

- ***Philosophy of Sport: Critical Readings, Crucial Issues***
 - By: M. Andrew Holowchak
 - Prentice Hall Publishers
 - ISBN: 0130941220
- ***Philosophy of Sport***
 - By: Drew Hyland
 - Paragon House Publishing
 - ISBN: 1557781893
- ***Additional course content will be made available online (Blackboard).***
 - Hardcopies will be made available only upon request.



COURSE DESCRIPTION

- ***General consideration of sport in its philosophical dimensions. Possible topics include the Zen of sport, strategy and competition, sport, practice, and play, and cheating versus fair play.***
- ***Prerequisites: None***

COURSE COMPETENCIES

Since this course is entitled, “Philosophy of Sport”, we will be exploring sport from a philosophical point of view. So, one of my objectives will be to introduce you to various philosophical techniques and skills—things like, recognizing arguments, identifying fallacies, evaluating arguments, comparing ideas, and analyzing concepts. We will be

looking at competition, games, and play from a variety of perspectives and applying philosophical tools so that by the end of the semester everyone will be able to:

1. Distinguish philosophy from other forms of inquiry.
2. Distinguish sport from other forms of activity.
3. Contrast and criticize the views of Plato and Aristotle on sport.
4. Summarize and critique competing positions on the mind-body problem.
5. Analyze the concepts of practice, competition, and individual vs. team sports.
6. Differentiate between and evaluate knowledge paradigms and apply to various sporting scenarios.
7. Interpret and critique the aesthetic qualities of sport and play.
8. Contrast different normative ethical approaches.
9. Appraise and evaluate various ethical issues associated with sports.
10. Critique the role of sport within its social and political context.

MY PHILOSOPHY OF EDUCATION

I believe that it was Mortimer J. Adler who once said that, "Lecturing is a process, where the notes of the teacher become the notes of the student without passing through the mind of either." While this quote may have more than a hint of cynicism embedded in it, it does illumine an important point—namely, that lecturing is not identical to educating. The mere accumulation of facts, either in your notebook or your mind, does not constitute an education. Although facts play a critical role in the process of education, something more is needed. René Descartes said that, "...it is not enough to have a good mind: one must use it well...and those who walk slowly can, if they follow the right path, go much farther than those who run rapidly in the wrong direction." Facts are not the path, they are merely the things found along the path. However, education is also not the path. Education is the process of acquiring the skills necessary to correctly identify the path, discern the signs along the path, and negotiate the challenges of the terrain.

MY TEACHING METHOD

There are many teaching methods and the effectiveness of any given method depends on many factors. One method that I have found to be quite effective is known as the Socratic Method (also referred to as the ELENCHUS or MAIEUTIC method). In this method of teaching, the instructor will ask a question in an attempt to elicit ideas from the student. Socrates saw himself as a midwife who helped others give birth to their ideas (note that the teacher does not impregnate the student with ideas, rather he or she tries to draw out what is already within the student). Although I will lecture from time to time, what I would prefer is that you read the assigned material carefully so that we can analyze and discuss it together. This dialectic approach will help all of us better understand and appreciate what we have read.

COURSE REQUIREMENTS

FINAL GRADE CALCULATION

Your final grade will be determined on the basis of a 150 point scale. The letter grade will be determined by calculating the percentage of points earned versus the number of possible points. The following table reflects how the letter grades will be distributed:

Grade	Point Range	Percentage Range
A	135 to 150	90% to 100%
B	120 to 134	80% to 89.9%
C	105 to 119	70% to 79.9%
D	90 to 104	60% to 69.9%
F	0 to 89	0 to 59.9%

ASSESSMENTS AND POINT DISTRIBUTION

There is a total of 150 possible points for this course. The distribution of these possible points is given in the following table:

Assessment Type	Possible Points
Attendance / Participation	30
Reflective Papers (10)	20
Discussion Leader	30
Argumentative Paper	
Outline	10
Rough Draft	20
Final Draft	40
TOTAL	150

DETAILS OF ASSESSMENTS

• Attendance / Participation

- In order to earn all 30 of the possible points in this category, a student must:
 - i. Attend every class or have an excused absence as provided in the student handbook.
 - ii. Arrive to class on-time and stay for the duration.
 - iii. Have read the materials assigned and will engage in the discussion in a respectful and thoughtful manner.

• Reflective Papers

- There will be a total of ten reflective writing assignments over the course of the semester. Each reflective paper can earn 0-2 points.
 1. A reflective paper will earn two points if the paper would earn a "C" or better on a letter grade scale.

2. A reflective paper will earn one point if it falls short of a "C" on a letter grade scale, but it is evident that the student has made a genuine effort and has taken the assignment seriously.

3. A reflective paper will earn no points if it is evident that the student has made little or no effort to complete the assignment.

○ Reflective Papers are due on the first class of every week. The topic of your reflective writing must be on some portion of the material that has been assigned for that week. Apart from this constraint, the topic is entirely up to you. You may choose to summarize a reading, expound on a passage within a reading, briefly present the author's perspective and point out its strengths and/or weaknesses, etc.

○ Reflective Papers are to be typed, double-spaced, and 425-550 words in length (that is approximately two pages). Please use correct spelling and grammar.

• **Discussion Leader**

○ Each student, individually or with a partner, will adopt the role of a discussion leader at one point in the semester. The role of a discussion leader is to facilitate and direct the ensuing discussion. Although individuals will differ in their styles of leading a discussion, all students who wish to earn high marks on this assignments should be able to do the following:

1. Briefly summarize the author's conclusion and supporting arguments.
2. Identify sections of the reading that are problematic and/or difficult.
3. Ask insightful, leading, or open-ended questions that will help the class explore and analyze the topic at hand.

○ In the second week of class I provide a sign-up sheet where you can volunteer for the reading that you wish to use to fulfill this assignment. Please remember that no more than two individuals may volunteer for the same reading.

• **Argumentative Paper**

○ This assignment is worth nearly half of your final grade, so please take it seriously. This assignment is broken down into three parts:

1. In the topic selection and outline part, I want you to provide me with your thesis statement and an outline of how you propose to defend your thesis.
 - i. This should be typed on a single sheet of paper and include your name at the top.
 - ii. This part is due on or before April 6th.
 - iii. This phase of the assignment is worth 10 points.
2. In the rough draft portion of this assignment, I wish to see a paper that is 90% complete or more. An acceptable rough draft is more than an embellished outline. It contains complete sentences, correct spelling, and proper grammar. Your rough draft must touch on each item in your outline. The purpose of this phase of the assignment is for you to submit your work for criticism.
 - i. When submitting your rough draft, also submit your thesis and outline as the last page of your packet.
 - ii. The rough draft should be typed, double-spaced, and be approximately 1000-1800 words in length.
 - iii. Your name should appear at the top of your paper.

- iv. Your paper should be stapled in the upper left-hand corner (no folders, paper covers, or binders please).
 - v. This part of the assignment is worth 20 points and is due on April 22nd.
3. When submitting your final draft, please subscribe to the following criteria:
- i. The first page of your packet should be a cover page which includes: the title of your paper, your name, the class, and the date.
 - ii. The paper should be 1000-1500 words in length (please include the word count at the end of your paper).
 - iii. The paper should be double-spaced, have 1" margins, and use a 12-point font.
 - iv. Your paper should be stapled in the upper left-hand corner (no folders, paper covers, or binders please).
 - v. This part of the assignment is worth 40 points and is due on May 13th.

CLASS POLICIES

• Attendance

- As attendance contributes to your final grade, it is in your best interest to come to each class. I will take attendance every day and reserve the right to withdraw you for excessive unexcused absences (missing more than three hours of class time). However, it is ultimately your responsibility to withdraw from the course should you find that necessary. If you are absent, it is your responsibility to obtain missing notes from a classmate..
- If you do wish to withdraw for any reason, please email me to make arrangements. Do not simply stop attending class.

• Withdrawing

- March 5th is the Last Day for withdrawal without Instructor's signature.
- April 26th is the Last Day for withdrawal with Instructor's signature.

• Participation

- Although I will do my best to make the class an entertaining and significant experience, your participation is required. Please ask questions, make comments, offer criticisms, and state your opinions and views. Although my classes are loosely structured, I don't want the discussion time to become a free-for-all, so some respect and consideration is required. Also, please address each other in a respectful manner and only criticize the position, never the individual.

• Academic Misconduct

- Academic misconduct includes, among other things, plagiarism, cheating on exams or papers, and disruption of class. At a minimum, you will receive a score of zero on any exam, quiz, or paper involving academic misconduct. Depending on the seriousness of the offense, I may also reduce a final grade, remove the student from class, and/or refer the student for disciplinary action.
- If you feel lost or insecure about the course material, making an appointment with me is a much better option than resorting to cheating or plagiarism. I sincerely want to help you learn the material and prepare you for whatever career path you are traveling. Cheating prevents

you from learning, prevents me from helping, and ultimately could stand in the way of your future success.

- **Email**

- I will often communicate with the class and send materials through email. Also, please note I generally respond to all email messages I receive within 48 hours (except during vacations, holidays, and weekends). If I do not respond to an email, assume I didn't receive it.

- **Late Work**

- No late work will be accepted unless a documented family/medical emergency, religious obligations, or college-sanctioned activity conflicts. I am happy to accommodate such events, but I must be told as far in advance as possible.

- **Extra Credit**

- No extra credit opportunities will be available.

- **Returning Graded Work**

- I strive to return graded work within one week from its submission. You should always retain a copy of what you submit and the graded work I return. If you do not collect your graded work by the last day of the semester, it may be discarded. You may leave me a self-addressed, stamped envelope if you wish to have your work returned to you by mail.

- **Grade Disputes**

- I will carefully and thoughtfully grade all of your assignments. If you disagree with a grade on any assignment or assessment, you must submit a written statement of the reasons for your disagreement within one week of receiving the grade.

- **Electronic Devices**

- As a courtesy to the class, and me, all cell phones, beepers, etc. should be turned off during class. If you are expecting an urgent call, please use non-audible settings and leave the classroom before answering.
- Please do not electronically record the class without my prior permission.

STUDENT RESOURCES

- **Disability Accommodations**

- I am more than happy to make reasonable accommodations for disability-related limitations. Please see me to discuss any special needs you might have. If you have, or believe you have, a disability and would benefit from any accommodations, you may wish to self identify by contacting:

- The Disability Resource Center (DRC) coordinates services which will ensure students with disabilities equal access to college programs and resources.
 - Services include: interpreting for the deaf/hard of hearing, note-taking, reading, testing accommodations, adaptive technology, enlarged print and Braille text for handouts and course materials, audio tapes and special seating arrangements.
 - Certain classroom accommodations such as interpreting services, audio taped texts and converted Braille material require preparation time. For this reason, students with disabilities are encouraged to contact the DRC office prior to registration in order to

provide the necessary documentation. All disability-related information obtained by the DRC remains confidential.

- LC Building
- Phone (602) 285-7477
- Fax (602) 285-7663
- <http://www.pc.maricopa.edu/index.php?page=127&subpage=398>
- **Testing Center** (Face-to-Face Lecture Sections Only)
 - If you miss a quiz or test, I may ask you to take it at the Testing Center.
 - LC Building
 - Phone (602) 285-7844
 - Fax (602) 285-7933
 - <http://www.pc.maricopa.edu/index.php?page=127&subpage=418>
- **Success Center**
 - The Success Center provides services, resources and programs to support students at Phoenix College so they can develop skills essential for successful learning. Students improve their study habits and receive assistance through:
 - Tutoring in academic subjects
 - Study skills development
 - Homework help
 - Success coaching
 - Multimedia materials
 - Workshops, study groups, individual study plans
 - Location
 - The Success Center is located in B-228.
 - 602.285.7486
 - <http://www.pc.maricopa.edu/index.php?page=127&subpage=404>
- **Compliance with Policies, Rules and Regulations:**
 - Every student is expected to know and comply with all current published policies, rules and regulations as printed in the college catalog, class schedule and/or student handbook.
 - Copies are available in the Liberal Arts Department (A-building, Room 126).
 - College Catalog and Student Handbook
 - <http://www.pc.maricopa.edu/index.php?page=127&subpage=27403>

 COURSE SCHEDULE / READING LIST

For the latest and up-to-date schedule of assignments please see the schedule posted on Blackboard.

To log into Blackboard, direct your browser to the following address:

- <https://ecourses.maricopa.edu/webapps/login/>

If you are unable to log into Blackboard or PHI251 does not show up in your list of courses please contact me immediately.

Week 1	Philosophy and the Nature of Sport
	Philosophy of Sport: Introduction, Hyland Why Study Philosophy of Sport?, M. Andrew Holowchak. Selections from Homo Ludens, John Huizinga. A Matter of Life and Death: Some Thoughts on the Nature of Sport, Jeffrey O. Segrave. Is Sport Unique? A Question of Definability, S.K. Wertz.
Week 2	The Nature of Sport and its Beginnings
	Sumer, Egypt, China, and Mesoamerica, Handout Excerpts from Plato's Republic, Handout Excerpts from Plato's Phaedo, Handout Greece and Rome, Handout Aristotle's View of Education, Eudaimonia, and Friendship, Handout
Week 3	The Individual, Sport, and Society
	Philosophy of Sport: Sport and Society, Hyland Moral Liberalism and the Atrophy of Sport: Autonomy, Desire, and Social Irresponsibility, M. Andrew Holowchak. Is Our Admiration for Sports Heroes Fascistoid?, Torbjörn Tännsjö. Sports, Fascism, and the Market, Claudio M. Tamburrini. Television Sports and the Sacrificial Hero, John Izod.
Week 4	Sport, Competition, and The Marxist Critique
	Philosophy of Sport: Overemphasis on Winning, Hyland Philosophy of Sport: Competition, Hyland Philosophy of Sport: Alienation and Sport, Hyland Television Sports and the Sacrificial Hero, John Izod. Sports, Fascism, and the Market, Claudio M. Tamburrini.
Week 5	Sport and Metaphysics--The Mind / Body Problem
	Philosophy of Sport: Dualism, Hyland Philosophy of Sport: Materialism or Physicalism, Hyland Philosophy of Sport: Phenomenology, Hyland Philosophy of Sport: The Platonic View, Hyland
Week 6	Sport and Metaphysics--Analysis of Some Concepts
	History and Philosophy in Sport and Physical Education, Handout

Excerpt from Philosophical Investigations, Wittgenstein
 Tricky Triad: Games, Play, and Sport, Bernard Suits.
 Triad Trickery: Playing with Sports and Games, Klaus V. Meier.

Week 7 Sport and Epistemology--Part One

Philosophy of Sport: The Self-Knowledge of Psychoanalysis, Hyland
 Philosophy of Sport: Zen and Self-Knowledge, Hyland
 Philosophy of Sport: Socratic Self-Knowledge, Hyland

Week 8 Sport and Epistemology--Part Two

On Reaching First Base with a 'Science' of Moral Development in Sports: Problems with Scientific Objectivity and Reductivism, Russell W. Gough.
 An Epistemologist Looks at the Hot Hand in Sport, Stephen D. Hales.

Week 9 Sport and Aesthetics

Philosophy of Sport: Sport, Art, and The Aesthetic, Hyland
 The Well-Played Game: Notes Towards an Aesthetics of Sport, E.F. Kaelin.
 The Aesthetic in Sport, David Best.
 Beauty, Sport, and Gender, J.M. Boxill.
 Differences Between Sport and Art, Christopher Cordner.

Week 10 Sport and Pedegogy

Education for Peace in Sports Education, Frans De Wachter.
 Virtue Lost: Courage in Sport, John Corlett.
 Aggression, Gender, and Sport: Reflections on Sport as a Means of Moral Education, M. Andrew Holowchak.

Week 11 Sport and Ethics--The Major Positions

Philosophy of Sport: The Stance of Sport, Hyland
 Virtue Ethics, Handout
 Utilitarianism, Handout
 Deontology, Handout
 Ethical Egoism, Handout

Week 12 Sport and Ethics--Performance Enhancing Drugs

Philosophy of Sport: Drugs in Sport, Hyland
 Paternalism, Drugs, and the Nature of Sports, W. M. Brown.
 On Performance-Enhancing Substances and the Unfair Advantage Argument, Roger Gardner.
 Aretism' and Pharmacological Ergogenic Aids in Sport: Taking a Shot at the Use of Steroids, M. Andrew Holowchak

Week 13 Sport and Ethics--Racism and Sexism

White Men Can't Run, Amby Burfoot.
 Racial Difference in Sports: What's Ethics Got to Do with It?, Albert Mosley.
 Women in Masculine Sports, B.C. Postow.
 Title IX and Gender Equity, Jan Boxill.
 The Men's Cultural Centre: Sports and Dynamic of Women's Oppression/Men's Repression, Bruce Kidd.

Title IX: Equality for Women's Sports? Leslie P. Francis.

Week 14 Sport and Ethics--Violence, Winning, and Sportsmanship

Violence and Aggression in Contemporary Sport, Jim Parry.

Three Approaches Toward an Understanding of Sportsmanship, Peter J. Arnold.

Where's the Merit if the Best Man Wins?, David Carr.

The Overemphasis on Winning: A Philosophical Look, Joan Hundley.

On Winning and Athletic Superiority, Nicholas Dixon.

The Dark Side of Competition, D. Stanley Eitzen.

Week 15 Overview and Review

DISCLAIMER

This syllabus is a tentative plan for the course and likely will be altered, orally or in writing, at my discretion. Course content may also vary from this syllabus to meet the needs of this particular class. It is your responsibility to keep abreast of changes to the syllabus.

DESCRIPTION OF HOW PHI251 MEETS THE SPECIFIC CRITERIA FOR [HU]

PHI251 is a philosophy course that includes rigorous analysis and interpretation of a uniquely human phenomenon—namely, sport. Students will examine ancient and contemporary philosophical works concerning the nature of sport. Students will recognize and classify major philosophic traditions and positions within the domain of philosophy in general, and, philosophy of sport in particular. Students will demonstrate their understanding of this domain of discourse by making application of a variety of philosophical tools to the metaphysics, epistemology, aesthetics, and ethics of sport. Students will integrate their knowledge of the evolution of sport as a cultural phenomenon and evaluate the impact of sport from a social-political perspective. This course involves a detailed study in the humanities area of philosophy, history, ethics, culture, and aesthetics. Further, this course will ground and equip students with the philosophical resources required for reasoning cogently and arguing persuasively with respect to a wide range of personal and cultural issues.

Holowchak - Table of Contents

Title *Philosophy of Sport: Critical Readings, Crucial Issues*

Author M. Andrew Holowchak

Publisher Prentice Hall Publishers

ISBN 130941220

1.0 THE NATURE OF THE SPORT.

- 1.1. Selections from Homo Ludens, John Huizinga.
- 1.2 The Nature of Sport: A Definitional Effort, John W. Loy, Jr.
- 1.3 Tricky Triad: Games, Play, and Sport, Bernard Suits.
- 1.4 Triad Trickery: Playing with Sports and Games, Klaus V. Meier.
- 1.5. A Matter of Life and Death: some Thoughts on the Nature of sport, Jeffrey O. Segrave.
- 1.6 Practices and Prudence, W. Miller Brown.
- 1.7 Moral Liberalism and the Atrophy of sport: autonomy, Desire, and Social Irresponsibility, M. Andrew Holowchak.
- 1.8. Is sport Unique? A Question of Definability, S.K. Wertz.

2.0 AESTHETICS AND SPORT.

- 2.9. The Well-Played Game: Notes Towards an Aesthetics of Sport, E.F. Kaelin.
- 2.10 The Aesthetic in Sport, David Best.
- 2.11. Beauty, Sport, and Gender, J.M. Boxill.
- 2.12. Differences Between sport and Art, Christopher Cordner.

3.0 ETHICS AND SPORT.

- 3.13 Three Approaches Toward an Understanding of Sportsmanship, Peter J. Arnold.
- 3.14 Sportsmanship and Fairness in the Pursuit of Victory, Robert Simon.
Cheating.
- 3.15 Can Cheaters Play the Game?, Craig K. Lehman.
- 3.16. Fair Play: Historical Anachronism or topical Ideal? Sigmund Loland.
Winning.
- 3.17 Where's the Merit if the Best Man Wins?, David Carr.
- 3.18. The Overemphasis on Winning: A Philosophical Look, Joan Hundley.
- 3.19 On Winning and Athletic Superiority, Nicholas Dixon.
- 3.20. The Dark Side of Competition, D. Stanley Eitzen.
Violence.
- 3.21, Into the EndZone for a touchdown: A Psychoanalytic consideration of American football, Alan Dundes.
- 3.22 Violence and Aggression in Contemporary Sport, Jim Parry.
- 3.23. sports and Speciesism, Maurice L. Wade.
Performance-Enhancing Drugs.
- 3.24 Paternalism, Drugs, and the Nature of Sports, W. M. Brown.
- 3.25 On Performance-Enhancing Substances and the Unfair Advantage Argument, Roger Gardner.
- 3.26. Aretism' and Pharmacological Ergogenic Aids in sport: Taking a Shot at the Use of Steroids, M. Andrew Holowchak

4.0 EPISTEMOLOGICAL ISSUES IN SPORT.

- 4.27. On Reaching First Base with a 'Science' of Moral Development in Sports: Problems with Scientific Objectivity and Reductivism, Russell W. Gough.
- 4.28. An Epistemologist Looks at the Hot Hand in Sport, Stephen D. Hales.

M. Andrew Holowchak

5.0 SPORT AND SOCIETY.

- Heroism.
- 5.29 Is Our Admiration for Sports Heroes Fascistoid?, Torbjörn Tännsjö.
- 5.30 Sports, Fascism, and the Market, Claudio M. Tamburrini.

- 5.31 Television Sports and the Sacrificial Hero, John Izod.
Gender.
- 5.32 Women in Masculine Sports, B.C. Postow.
- 5.33 Title IX and Gender Equity, Jan Boxill.
- 5.34 The Men's Cultural Centre: Sports and Dynamic of Women's Oppression/Men's Repression, Bruce Kidd.
- 5.35 Title IX: Equality for Women's Sports? Leslie P. Francis.
Race.
- 5.36 White Men Can't Run, Amby Burfoot.
- 5.37 Racial Difference in Sports: What's Ethics Got to Do with It?, Albert Mosley.
Pedagogy.
- 5.38 Education for Peace in Sports Education, Frans De Wachter.
- 5.39 Virtue Lost: Courage in Sport, John Corlett.
- 5.40 Aggression, Gender, and Sport: Reflections on Sport as a Means of Moral Education, M. Andrew Holowchak.
Sport in Society.
- 5.41 Sport in the Larger Scheme of Things, William J. Morgan.
- 5.42 Democracy, Education, and Sport, Peter J. Arnold.
- 5.43 Sports and the Making of National Identities: A Moral View, William J. Morgan.

Hyland - Table of Contents

Title *Philosophy of Sport*

Author Drew Hyland

Publisher Prentice Hall Publishers

ISBN 1557781893

1.0 SPORT AND SOCIETY

1.1 Sport and Values

1.2 Racism in Sport

1.3 Sexism in Sport

1.4 The Athlete as Hero

2.0 ETHICAL ISSUES IN SPORT

2.1 The Overemphasis on Winning

2.2 Competition

2.3 Alienation and Sport

2.4 Drugs in Sport

3.0 SPORT AND SELF-KNOWLEDGE

3.1 The Self-Knowledge of Psychoanalysis

3.2 Zen and Self-Knowledge,

3.3 Socratic Self-Knowledge

4.0 MIND AND BODY IN SPORT

4.1 Dualism

4.2 Materialism or Physicalism

4.3 Phenomenology

4.4 The Platonic View

5.0 SPORT, ART, AND THE AESTHETIC

5.1 Sport as Art

5.2 The Stance of Art and Play

5.3 The Kinship of Sport and Art

6.0 THE STANCE OF SPORT

6.1 The Stance of Play as Responsive Openness,

6.2 Finitude,

6.3 Possibility,

6.4 Freedom,

6.5 Risk-Taking and Trust,

6.6 Value, Fun Play and Human Being