

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Liberal Arts and Sciences	Department/School	SHPRS
Prefix:	<b>PHI</b>	Number:	<b>370</b>
Title:	Sports Ethics		Units:
			3

Course description:

Is this a cross-listed course? No If yes, please identify course(s):

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Is this a shared course? No If so, list all academic units offering this course:

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*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials

**Requested designation:** Humanities, Arts and Design–HU **Mandatory Review:** Yes

*Note- a **separate** proposal is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

**A complete proposal should include:**

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**

**Contact information:**

Name Marissa Timmerman E-mail Marissa.R.Timmerman@asu.edu Phone (480)727-0689

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Matthew Delmont Date: 3/26/18

Chair/Director (Signature): 

**Arizona State University Criteria Checklist for**  
**HUMANITIES, ARTS AND DESIGN [HU]**

**Rationale and Objectives**

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

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

<b>ASU - [HU] CRITERIA</b>			
<b>HUMANITIES, 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.</b>			
YES	NO		<b>Identify Documentation Submitted</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1.</b> Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>2.</b> Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>3.</b> Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	<b>4.</b> In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>a.</b> Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	syllabus
<input type="checkbox"/>	<input type="checkbox"/>	<b>b.</b> Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	<b>c.</b> Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	<b>d.</b> Concerns the analysis of literature and the development of literary traditions.	
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:</b>	
		<ul style="list-style-type: none"> <li>• Courses devoted primarily to developing skill in the use of a language.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses devoted primarily to the acquisition of quantitative or experimental methods.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses devoted primarily to teaching skills.</li> </ul>	

Course Prefix	Number	Title	General Studies Designation
PHI	370	Sports Ethics	HU

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)
1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience	Examines a wide-range of moral issues and questions in the practice of sport. It looks at how different moral theories and views can help to understand and evaluate the various moral issues, such as sportsmanship, the use and prohibition of performance-enhancing drugs, the ethics of violence in sport, and issues of fairness and opportunity in sport.	Page 5 and 6 show the topics and readings covered. For example, Week 3 discusses what ought to be the social impact of sport by looking at how sport contributed to breaking down racial and ethnic barriers. Weeks 5 and 6 apply concepts of sportsmanship to evaluating practices in sport. Week 7 looks at moral questions arising from the nature of competitive activities like sport. Week 8 looks at the ethical arguments regarding justification of fighting in sport. Week 9 looks at whether the sport of American football can be morally justified. Weeks 10 and 11 look at the moral arguments to justify a ban on performance enhancing drugs. Week 12 looks at questions involving fairness and opportunity for women in sport.
2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions	The readings in the course are primarily drawn from the philosophy of sport academic literature. The class discussions are built around analyzing the arguments in these texts.	Pages 5 and 6 show the weekly reading assignments.
4a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought	The course starts with a discussion of Socrates as a way of introducing philosophy and philosophical inquiry. The course also starts with the discussion of what sport is: examining the nature of definitions and the role they play in philosophical inquiry. Subsequent weeks often provide readings that are responding to each other: modelling the dialogue and philosophical inquiry that has its roots in Socrates.	Pages 5 and 6 of syllabus: Week 2 discuss Socrates and the nature of sport. Week 4 looks at Keating's definition of sportsmanship and Feezell's criticism and response to it. Week 5 looks at Dixon's argument against criticisms of blowouts and then at Feezell's criticisms of Dixon. Week 6 looks at Fraleigh's argument against intentional fouls and then Simon's criticism and response to Fraleigh. Week 16 looks at Dixon's arguments supporting moderate partisanship for fans and Mumford's critique of Dixon and defense of purist fandom.

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**Arizona State University**  
**PHI 370: Sports Ethics**  
Date/Time: TBD  
Location: TBD

**Instructor Information:**

Shawn E. Klein, Ph.D.  
sklein@asu.edu  
Office: COOR 3324  
Phone: 480-965-5778  
Office Hours: TBD

**Course Description:**

A study of moral issues in sports, including but not limited to the nature and application of sportsmanship, the prohibition of performance enhancing drugs, ethical issues in the economics of sports, the role of violence, and fandom.

**Student Learning Objectives:**

- Explain and describe the philosophical terms and concepts discussed.
- Identify and explain the ethical problems and issues of the topics discussed.
- Evaluate the different proposals regarding the problems and issues discussed.

**Readings & Other Requirements:**

- All assigned readings and videos are available on Blackboard, the library, or on the internet.
- Regular access to the internet and ASU email is required.

**Grading and Evaluation**

All students start with 0 points and earn points in the course of the semester through participation and various assignments.

Final grades are based on a 400-point system consisting of the following:

Class Participation	100
Unit Reading Quizzes	100
Exam One	100
Exam Two	100
Total:	400

The grading scale is as follows:

390 - 400	98 – 100 %	A+
374 - 389	94 – 97%	A
358 - 373	90 – 93 %	A-

346 - 357	87 – 89 %	B+
334 - 345	84 – 86 %	B
318 - 333	80 – 83 %	B-
306 - 317	77 – 79 %	C+
278 -305	70 – 76 %	C
238 - 277	60 – 69 %	D
0 - 237	0 – 59 %	E

**Class Participation & Attendance:**

Class participation is an essential part of the philosophical process and classroom learning. Class participation includes actively taking part in class and group discussions, student presentations, or other in-class assignments.

Attendance (mere physical presence) as such is not required, but students are expected to attend every class. Class attendance is integral to academic success and failure to attend will result in a poor grade.

The grade for participation is based on regularly and actively participating in class. Mere physical attendance is not sufficient for earning participation points. The participation grade is divided in to four roughly equal quarters. Each portion of the participation grade will be posted on Blackboard.

If students miss a class, for whatever reason, it is *their* responsibility to find out what work was missed. Students should get class notes from another student before meeting with me about a missed class. Any in-class work missed due to any absence, for whatever reason, cannot be made up. There is no difference between so-called excused and unexcused absences; you are either in class and participating or you are not.

**Unit Reading Quizzes**

At the start of each unit, there will be a quiz covering the assigned reading materials. These Blackboard quizzes will usually be ten, one point questions, typically multiple choice or true/false. It will be due prior to the first class meeting of the unit; due dates and times will be posted on Blackboard. The lowest quiz score will be dropped. No late quizzes are accepted. The first missed quiz will be the quiz dropped.

**Exams**

There are two 100-point essay exams. One close to mid-semester and one during the final exam period. The exams will be on Blackboard. Typically, the exam will consist of five essay questions, each worth twenty points.

The first exam will cover roughly the first part of the semester and the second exam will cover roughly the second part of the semester. Instructor will narrow the material covered by the exam as the exam date gets closer. Unless explicitly declared otherwise, students should expect any material covered in any reading, lecture, or discussion to be fair game for an exam question.

**Late Work**

Notify the instructor *before* an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (local Arizona time) are firm. Late assignments are not accepted except where University policies require accommodation or student has prior permission from instructor. For information on accommodations related to religious observances/practices see ACD 304–04 “Accommodations for Religious Practices:” <https://www.asu.edu/aad/manuals/acd/acd304-04.html>. For information on accommodations related to university-sanctioned events/activities see ACD 304–02 “Missed Classes Due to University-Sanctioned Activities:” <https://www.asu.edu/aad/manuals/acd/acd304-02.html>.

**Cell phones and other electronics:**

All cell-phones, pagers, and other electronic devices must be turned off or silent during class times. *Texting or messaging of any kind is not permitted during class.* See the instructor if there is a reason that you need such a device on during class. The instructor reserves the right to remove a student if they fail to follow this policy.

It is permissible to use a laptop to take notes, but this privilege will be suspended if the laptop is used for a purpose unrelated to classroom activities.

You must get instructor approval for recording of classroom activities.

**Electronic Communication:**

Unless otherwise noted, I will respond to all emails and course inquiries within 24 hours on weekdays and on the next business day following weekends and official school breaks. Always feel free to send a second email if you do not receive a response within these time limits as the email may not have been received. (This sometimes occurs if the email is sent from a non-ASU email address or some unfamiliar app.) If you send emails outside of Blackboard, please put the course ID e.g. PHI 101 in the subject line of the email and include your full name, so I can better assist you in a timely manner.

**Email and Internet:**

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon emails/announcements within 24 hours. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. All instructor correspondence will be sent to your ASU email account and the instructor strongly recommends that you have not disabled the Blackboard option of receiving the announcements via email.

**Academic Integrity:**

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

**Classroom Behavior:**



It is expected that all students will behave in a polite, respectable manner at all times, and that they will always be tolerant and civil towards their fellow students and instructor. Any other behavior at any time will not be tolerated. The instructor reserves the right to remove a student if they fail to follow this policy.

**Threatening Behavior:**

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

**Dropping/Withdrawal:**

It is part of a student's academic responsibility to decide whether or not to drop or withdraw from a course once enrolled. If you find this course does not meet your needs or that you need to withdraw for some other reason, you must take the appropriate actions to drop or withdraw from the course. If you need to withdraw but are unable to come to campus, please contact me via telephone or email. *Instructor will not drop any students for non-attendance.*

**Reporting Title IX violations:**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

**Disability Accommodations:**

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. You can reach DRC staff at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: [www.asu.edu/studentaffairs/ed/drc](http://www.asu.edu/studentaffairs/ed/drc).

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

## Tentative Weekly Reading and Unit Schedule (subject to change)

Week 1: Course Introduction

Week 2: Philosophy and Sport: What is 'sport' and why study it?

- Heather Reid, "Socrates at the Ballpark" *Baseball and Philosophy*. Edited by Eric Bronson. Open Court: Chicago, 2004, pp 273-283.

Week 3: Sport and Society: What is and ought to be the social impact of sport?

- Jonathan Eig, "Some Good Colored Players" *Opening Day: The Story of Jackie Robinson's First Season*. Simon and Schuster: New York, 2007, pp 26-34.
- Jane Leavy, "The King of the Jews," *Sandy Koufax*. Perennial: New York, 2002, pp 167- 174, 193-4.
- *The 16<sup>th</sup> Man*, Dir. Clifford Bestall. ESPN 30 for 30, 2010. Film.

Week 4: What is sportsmanship?

- James Keating, "Sportsmanship as a Moral Category," *Ethics* Vol. 75, No 1, 1964, pp 25-35.
- Randolph Feezell, "Sportsmanship," *Journal of the Philosophy of Sport*, Vol 13, 1986, pp 1-13.

Week 5: Is it ethical to run up the score?

- Nicholas Dixon, "On Sportsmanship and 'Running Up the Score'"; *Journal of the Philosophy of Sport*, Vol 19, 1992, pp 1-13.
- Randolph Feezell, "Sportmanship and Blowouts: Baseball and Beyond" *Journal of the Philosophy of Sport*, Vol 26, 1999, pp 68-78.

Week 6: Is it wrong to foul?

- Fraleigh, Warren. "Intentional rules violations -- One more time," *Journal of the Philosophy of Sport* Vol. 30, No, 2, 2003, pp 166-176.
- Simon, Robert. The ethics of strategic fouling: A reply to Fraleigh," *Journal of the Philosophy of Sport* Vol. 32, No. 1, 2005, pp 87-95.

Week 7: Is competition moral?

- Kretchmar, R. Scott. "In Defense of Winning," *Sports Ethics: An Anthology*. Ed. By Jan Boxill. Blackwell Publishing, 2003. pp130-135.
- Simon, Robert. "The Critique of Competition in Sports," *Fair Play: The Ethics of Sport*. 2nd Edition. Westview Press: 2004. Pp 19-35.
- Kohn, Alfie. "Fun and Fitness w/o Competition," *Women's Sport & Fitness*, July/August 1990.

Weeks 8 & 9: Violence in Sport: Can fighting or football be justified?

- Dixon, Nicholas. "A Critique of Violent Retaliation in Sport," *Journal of Philosophy of Sport*, Vol 37, No. 1, 2010, pp 1-10.
- Zakhem, Abe. "The Virtues of a Good Fight: Assessing the Ethics of Fighting in the National Hockey League," *Sports, Ethics and Philosophy*, Vol. 9, No. 1, 2015, pp 32-46.
- Russell, J.S. "The Value of Dangerous Sport," *Journal of Philosophy of Sport*, Vol. 32, No. 1, 2005, pp 1-19.

- Findler, Patrick, "Should kids play (American) football?" *Journal of Philosophy of Sport*, Vol. 42, No. 3, 2015, pp 443-462.
- Pam Sailors, "'Personal Foul: an evaluation of moral status of football," *Journal of Philosophy of Sport*, Vol. 42, No. 2, 2015, pp 269-286.

Weeks 10 & 11: Should performance-enhancing drugs be banned?

- Savulescu, Julian, Roger Crisp, and John Devine, "Oxford Debate: Performance enhancing drugs should be allowed in sport" University of Oxford, 2014.
- Simon, Robert " "Good competition and drug-enhanced performance," *Journal of the Philosophy of Sport*, Vol. 11, 1984, pp 6-13.
- Hemphill, "Performance enhancement and drug control in sport: ethical considerations," *Sport in Society*, Vol. 12, No. 3, 2009, pp 313-326.

Week 12: How should sport deal with sex and gender equality?

- English, Jane. "Sex Equality in Sports" *Philosophy and Public Affairs*, Vol 7, No 3, 1978, pp 269-277
- Sailors, Pam. "Mixed Competition and Mixed Messages." *Journal of the Philosophy of Sport*, Vol. 41, No. 1, 2014, pp 65–77.

Week 13: Should disabled athletes compete against non-disabled athletes?

- Edwards, S.D. "Should Oscar Pistorius be excluded from the 2008 Olympic Games," *Sport, Ethics and Philosophy* Vol. 2, No. 2: 112-125.
- Burkett, Brendan; Mike McNamee & Wolfgang Potthast. "Shifting boundaries in sports technology and disability: equal rights or unfair advantage in the case of Oscar Pistorius?" *Disability & Society* Vol. 26, No. 5, 2011, pp 643-654.

Weeks 14 & 15: What is the role of money in sport?

- Duncan, Albert. "Does A-Rod Deserve So Much Money? Yes" *Baseball and Philosophy*. Ed. by Eric Bronson. Open Court: Chicago, 2004. pp 297-299.
- Shuman, Joel. "Does A-Rod Deserve So Much Money? No," *Baseball and Philosophy*. Ed. by Eric Bronson. Open Court: Chicago, 2004. pp 300-302.
- Collins-Cavanaugh, Daniel. "Does the Salary Cap Make the NFL a Fairer League?" *Football and Philosophy*. Ed. Michael Austin. The University Press of Kentucky, 2008. pp 165-180.
- Sheehan, Joe. "Salary Cap," *Baseball Prospectus*. Feb. 19, 2002.

Week 16: Is being a fan moral?

- Dixon, Nicholas. "The Ethics of Supporting Sports Teams," *Journal of Applied Philosophy*, Vol. 18, No. 2, 2001, pp 149-158.
- Mumford, Stephen, "The Philosophy of Sports Fans," PhilosophyFile, The University of Nottingham, 2011, video.
- Aikin, Scott F., "Responsible Sports Spectatorship and the Problem of Fantasy Leagues" *International Journal of Applied Philosophy* Vol. 27, No. 2, 2013, pp 195-206.