## GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course Information:**
Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>College/School</th>
<th>Department/School</th>
<th>PHI</th>
<th>Number</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Liberal Arts and Sciences</td>
<td>SHPRS</td>
<td>PHI</td>
<td>370</td>
<td>Sports Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Course Description:**

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

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

**Note:** For courses that are cross-listed 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: MD (Required)

**Requested designation:** Humanities, Arts and Design–HU

**Mandatory Review:** Yes

**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.

**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.

### ASU - [HU] CRITERIA

HUMANITIES, ARTS AND DESIGN [HU] courses must meet *either* 1, 2 or 3 *and* 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.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑️</td>
<td></td>
<td>1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience. syllabus</td>
</tr>
<tr>
<td>☑️</td>
<td></td>
<td>2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions. syllabus</td>
</tr>
<tr>
<td></td>
<td>☑️</td>
<td>3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.</td>
</tr>
<tr>
<td></td>
<td>☑️</td>
<td>4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought. syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Concerns aesthetic systems and values, especially in literature, arts, and design.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Emphasizes aesthetic experience and creative process in literature, arts, and design.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Concerns the analysis of literature and the development of literary traditions.</td>
</tr>
</tbody>
</table>

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:

- Courses devoted primarily to developing skill in the use of a language.
- Courses devoted primarily to the acquisition of quantitative or experimental methods.
- Courses devoted primarily to teaching skills.
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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions</td>
<td>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.</td>
<td>Pages 5 and 6 show the weekly reading assignments.</td>
</tr>
<tr>
<td>4a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought</td>
<td>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.</td>
<td>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 tat 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.</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Class Participation</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Reading Quizzes</td>
<td>100</td>
</tr>
<tr>
<td>Exam One</td>
<td>100</td>
</tr>
<tr>
<td>Exam Two</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

The grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>390 - 400</td>
</tr>
<tr>
<td>A</td>
<td>374 - 389</td>
</tr>
<tr>
<td>A-</td>
<td>358 - 373</td>
</tr>
</tbody>
</table>

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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 XF), 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](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), [https://eoss.asu.edu/counseling](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?

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

Week 4: What is sportsmanship?

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

Week 6: Is it wrong to foul?

Week 7: Is competition moral?

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

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

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

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

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

Week 16: Is being a fan moral?