

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

**School of Historical,
Philosophical and Religious
Studies**

College/School The College of Liberal Arts and Sciences Department/School

Prefix: PHI Number: 371 Title: Philosophy of Sport Units: 3

Course description: *See course syllabus*

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 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**, each topic requires **an individual submission**, separate from other topics.

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.

Submission deadlines dates are as follow:

For Fall 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

Area 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. 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.

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

Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:

Name Marissa Timmerman E-mail Marissa.R.Timmerman@asu.edu Phone 480-727-4029

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Richard Amesbury Date: 1/31/2022

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 <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.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. 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"/>	2. 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"/>	3. 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"/>	4. 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"/>	a. 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. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	General Studies Designation
PHI	371	Philosophy of Sport	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	One large focus of the course is an examination and analysis of the different philosophical theories of sport.	Page 7 through 10 show the topics and readings covered. Starting week 6 with Formalism, we then look at the development of theories of sport beyond this initial theory. As we move through each theory, we examine how it responds to and builds off of the other theories.
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 7 - 10 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 also starts with the discussion of what sport is: examining the nature of definitions and the role they play in philosophical inquiry. Then the course examines how the concept of sport relates to closely-related concepts, such as games and play. This lays the philosophical ground work for analysis of the main philosophical theories of sport.	Pages 7 - 10 of the sample syllabus shows the relevant reading assignments and topics. The writing project assignment has the student analyse these philosophic theories.

Arizona State University
PHI 371: Philosophy of Sport
Date/Time: T/TH 3-4:15 pm
Location: Tempe SS 314

Instructor Information:

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

Course Description:

An inquiry into philosophical issues in sport. Topics and readings will vary, but may include: the nature and definition of sport, an examination of the main theories of sport, metaphysical and epistemological issues, and the aesthetics of sport. Since PHI 370 Sports Ethics examines ethical issues in sport, this course will not primarily deal with ethical issues.

Student Learning Objectives:

- Identify the philosophical terms used.
- Analyze the differences between sport and other related activities.
- Describe and evaluate the different philosophical theories of sport.

Readings & Other Requirements:

- All assigned readings and videos are available on Canvas, the library, or on the internet.
- Regular access to the internet and ASU email is required.
- We will be using Canvas and Yellowdig.

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:

Unit Reading Quizzes	100
Yellowdig Participation	100
Mid Term Essay Exam	100
Final Writing Project	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.

Attendance and participation are expected and a necessary condition of being able to pass the class. Multiple absences may result in grade reductions.

Unit Reading Quizzes

At the start of each unit, there will be a quiz covering the assigned reading materials. These Canvas quizzes will usually be ten, one point questions, typically multiple choice or true/false. Quizzes may be taken twice with the highest scored attempt counting. No late quizzes are accepted. Each morning following the quiz, a quiz review will be posted to Canvas covering select questions.

See Canvas for more information.

Unit Videos

Each unit will have associated video(s) to watch prior to class. These will provide an overview and context for the assigned readings and arguments in these readings. They will also provide questions and/or prompts for the weekly discussions in class and on Yellowdig.

See Canvas for more information.

Weekly Readings

Attached to this syllabus, there is a listing of the tentative weekly reading list. These are articles culled from leading philosophy of sport journals and other sources. They will be available on Canvas either as link to the ASU Library for the full text PDF or as a direct PDF download. Use the quizzes and the unit videos to guide you through these articles.

See Canvas for more information.

Yellowdig Discussion

Yellowdig is a social media platform designed for higher education. Yellowdig integrates with Canvas, allowing students and instructors to interact and engage with each other about course content.

Yellowdig will be an ongoing, regular discussion of questions and ideas brought up in class and in the readings. You will earn points weekly by participating through posting and commenting on this platform. You can also earn points by sharing items (an article, podcast, etc.) that are relevant to the issues raised in the discussion or readings. Yellowdig is a significant part of your final grade, so regular and satisfactory participation is necessary for a good or even passing grade. There is a points buffer in each period that allows you to earn more than the weekly maximum of points to help you catch up for participation periods that maybe have been missed.

See Canvas for more information.

Mid Term Exam

There is a 100-point essay exam near the middle of the semester. The exam will be on Canvas. Typically, the exam will consist of five essay questions, each worth twenty points.

The exam will cover roughly the first 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.

See Canvas for more information.

Writing Project

There are three options to select for the writing project. The writing project will involve philosophical research and analysis. The options and details will be on Canvas. The final version will be due during finals week.

See Canvas for more information.

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 strictly enforced. 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. Talk with the instructor if there is a legitimate reason that you need such a device on during class. The instructor reserves the right to remove a student or reduce participation grade if they fail to follow this policy.

It is permissible to use a laptop in class to access class related materials and 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 Canvas, please put the course ID e.g. PHI 370 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 Canvas option of receiving the announcements via email. We will be using Canvas, Zoom, and Slack. For technology assistance:

<https://uto.asu.edu/ExperienceCenter/chat>

Academic Integrity:

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. Academic dishonesty will, in most case, result in course failure. Other 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>.

Use of Course Sharing or Research Sharing Websites:

Course sharing or “research” sites are websites that allow students to share course materials with other students. They purport to be for reference or academic support purposes, but are most often used as a means of academic misconduct. Materials (slides, videos, quizzes, etc.) created by the instructor are protected by copyright, and sharing constitutes a violation of copyright. Sharing of work or assignments produced for the class may be a violation of ASU’s Academic Integrity Policy (referenced above). In addition to the ASU’s academic integrity policies as covered above, if any student is caught engaging in academic misconduct by using or sharing quiz questions, results, or any part of any class assessment with others or posting any course materials including those created by the students themselves on social media, blogs, apps, or course sharing websites such as Course Hero, Study Blue, ResearchGate, etc., they will receive an E. Instructor will also forward such cases to the Dean’s office and recommend an XE. This may even entail a retrospective grade change. For instance, if you earn a B in the class, but after the class is over you decide to post course content or assignments on sites such as Course Hero, I will petition for your grade to be changed to an E or XE depending on the severity of the offense.

Students should also not use work posted on such websites as sources for their work. Such use, even when appropriately attributed and cited, may still be a violation of ASU's Academic Integrity Policy. Moreover, it is shoddy and poor scholarship.

Prohibition of Commercial Note Taking Services:

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Copyright:

The course content, including lectures, are copyrighted materials. Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course. Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; instructor reserves the right to delete materials on the grounds of suspected copyright infringement.

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. This applies to online discussions and engagements as well. 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 Student Accessibility and Inclusive Learning Services (SAILS) should contact SAILS immediately. You can reach SAILS staff at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit <https://eoss.asu.edu/accessibility>

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 Student Accessibility and Inclusive Learning Services (SAILS) is required. Disability information is confidential.

Tentative Weekly Reading and Schedule

- *Dates and specific reading assignments subject to change.*
- *All readings available on Canvas (as a direct PDF download or link to ASU Library for Full Text access)*

Week One: Introduction and overview

Week Two: Defining Sport

- Assigned Readings:
 - Bernard Suits, "The Elements of Sport" in Osterhoudt, Robert G. *The Philosophy of Sport: a Collection of Original Essays*. Springfield, Ill., Thomas, 1973
 - McBride, Frank. "Toward A Non Definition of Sport." *Journal of the Philosophy of Sport*, vol. 2, 1975, pp. 4–11.

Week Three and Four: Sport and Play

- Assigned Readings:
 - Suits, Bernard. "Words on Play." *Journal of the Philosophy of Sport*, vol. 4, 1977, pp. 117–131.
 - Roochnik, David. "Play and Sport." *Journal of the Philosophy of Sport*, vol. 2, 1975, pp. 36-44.
 - Feezell, Randolph. "A Pluralist Conception of Play." *Journal of the Philosophy of Sport*, vol. 37, 2010, pp. 147-165.

Week Five and Six: Sport and Games

- Assigned Reading:
 - Suits, Bernard. "Tricky Triad: Games, Play, and Sport." *Journal of the Philosophy of Sport*, vol. 15, 1988, p. 1-10.
 - Meier, Klaus V. "Triad Trickery: Playing With Sport and Games." *Journal of the Philosophy of Sport*, vol. 15, 1988, pp. 11–30.
 - C. Thi Nguyen, "Philosophy of Games." *Philosophy Compass*, Vol. 12, No. 8, 2017, p 1-18.

Week Seven: Sport and Art

- Assigned Readings:
 - Cordner, Christopher. "Differences Between Sport and Art." *Journal of the Philosophy of Sport*, vol. 15, no. 1, 1988, pp. 31–47.
 - Holt, Jason. "Sport as art, dance as sport." *AUC Kinanthropologica*, Vol. 53, No. 2, pp. 138–145.

Week Eight: Are E-Sports Sport?

- Assigned Readings:
 - Parry, Jim, “E-sports are Not Sports.” *Sports, Ethics and Philosophy*, Vol 13, 2019, pp 3-18.
 - Gawrysiak, Joey, “E-sport: Video Games as Sport” in *Defining Sport*, edited by Shawn E. Klein, Lexington Books, 2016, pp 207-221

Spring Break

Week Nine: Theories of Sport: Formalism

- Assigned Reading:
 - D’Agostino, Fred. “The Ethos of Games.” *Journal of the Philosophy of Sport*, vol. 8, no. 1, Fall 1981, pp. 7–18.
 - Morgan, William J. “The Logical Incompatibility Thesis and Rules: A Reconsideration of Formalism as an Account of Games.” *Journal of the Philosophy of Sport*, vol. 14, no. 1, Jan. 1987, pp. 1–20.

Weeks Ten and Eleven: Theories of Sport: Broad Internalism/Interpretivism

- Assigned Readings:
 - Simon, Robert. “Internalism and Internal Values in Sport.” *Journal of the Philosophy of Sport*, vol. 27, no. 1, 2000, pp. 1–16.
 - Russell, John. “Are Rules All an Umpire Has to Work With?” *Journal of the Philosophy of Sport*, vol. 26, 1999, pp. 27–49.
 - Dixon, Nicholas. “Canadian Figure Skaters, French Judges, and Realism in Sport.” *Journal of the Philosophy of Sport*, vol. 30, no 2, 2003, pp. 103–116.

Week Twelve: Theories of Sport: Practices and Narratives

- Assigned Readings:
 - Brown, W. Miller. “Practices and Prudence.” *Journal of the Philosophy of Sport*, vol. 17, no. 1, Jan. 1990, pp. 71–84
 - Gleaves, John. “Sport as Meaningful Narratives.” *Journal of the Philosophy of Sport*, vol. 44, 2017, pp. 29–43.

Week Thirteen: Theories of Sport: Deep Conventionalism

- Assigned Readings:
 - Morgan, William. “Broad Internalism, Deep Conventions, Moral Entrepreneurs, and Sport.” *Journal of the Philosophy of Sport*, vol. 39, 2012, pp. 65–100.
 - Moore, Eric. “Against Deep Conventionalism.” *Journal of the Philosophy of Sport*, vol. 45, no. 3, 2018, pp. 228–40.

Week Fourteen: Mind and Body

- Assigned Readings:

- Breivik, Gunnar. “Zombie-Like or Superconscious? A Phenomenological and Conceptual Analysis of Consciousness In Elite Sport.” *Journal of the Philosophy of Sport*, Vol. 40, no 1, 2013, pp. 1–22.
- Sheets-Johnstone, Maxine, “Rationality and Caring: An Ontogenetic and Phylogenetic Perspective,” *Journal of the Philosophy of Sport*, Vol. 29, no. 2, 2002, pp. 136-148.

Week Fifteen: Knowing in Sport

- Assigned Readings:
 - Steel, Margaret, “What We Know When We Know A Game,” *Journal of the Philosophy of Sport*, vol. 4, no. 1, 1977, pp. 96-103.
 - Birch, Jens Erling, “Skills - do we really know what kind of knowledge they are?” *Sport, ethics and philosophy*, Vol.10, no. 3, 2016, pp.237-250

Finals Week

- Writing Project Due