

PHIL297, Philosophy of Sport

0.1 Course Information

Course Name: PHIL297, Philosophy of Sport

SECTION: 002

Course Location: UP. Sackett Bldg 109

Course Date & Time: MWF 11:15AM - 12:05PM

Instructor: David W. Agler

Instructor Email: dwa132 AT PSU dot EDU

Website: www.davidagler.com

Office Location / Hours MW 12:15PM-1PM and by appointment (243 Sparks)

Office Mailbox: 232 Sparks

0.1.1 Brief Course Description

Critical introduction to philosophical issues in sport, including the nature of sport, fair play, sportsmanship, professionalism, and relevant metaphysical and ethical issues in the practice of sport (e.g. cheating, performance-enhancing drugs, discrimination, violence, fan participation, determining athletic superiority, play, etc.).

0.1.2 Prerequisites

There are no prerequisites for this course.

0.2 Course Overview

0.2.1 Required Texts

1. Simon, Robert L., Cesar R. Torres, Peter F. Hager. 2015. *Fair Play: The Ethics of Sport*. 4th ed. Boulder, CO: Westview Press. ISBN: 9780813349206
2. I will make available handouts via CANVAS and will distribute these in class.

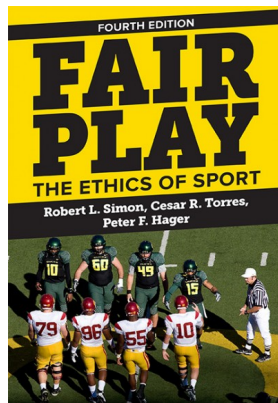


Figure 1 – Simon, Robert L., Cesar R. Torres, Peter F. Hager. 2015. *Fair Play: The Ethics of Sport*. 4th ed. Boulder, CO: Westview Press. ISBN: 9780813349206

0.2.2 Course Objectives

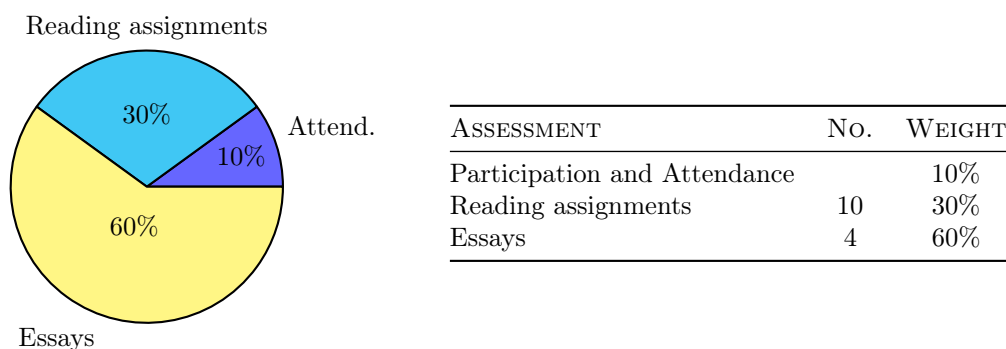
There are a number of objectives for this course. By the end of the course you should be able to do all of the following:

Objective 1, *Key topics in the philosophy of sport*. Students will learn the key topics of the philosophy of sport and will be able to articulate these with some detail.

Objective 2, *Key figures in the philosophy of sport*: Students will be introduced to a number of key thinkers in the philosophy of sport.

Objective 3, *Dialogue and Oral Expression*. Students will develop their ability to engage in respectful conversation with others. Students will be encouraged to formulate their views on questions raised by philosophers, provide reasons for their position, and address the shortcomings of their outlook by considering alternatives.

Objective 4, *Articulation and Writing Skills*. Students will develop the capacity to summarize and take a critical stance on certain key topics and debates in the philosophy of sport.



0.3 Course Work

PARTICIPATION AND ATTENDANCE: Attendance is taken on a semi-regular basis. You will receive points for attending the entire class. Participation will play an important role in whether your grade is rounded.

READING ASSIGNMENTS: Reading assignments consist of a take-home assignments (completed via CANVAS) that covers the **reading** for the day. These assignments will ask you to take a passage from the reading for that day and explain that passage. These assignments are due *before* class.

- There is no make-up for reading assignments.
- Your lowest **two** reading assignment grades will be dropped.

ESSAYS: You are asked to write four short argumentative papers, one for each unit that we cover. The paper should be at least 1000 words (include a word count with your paper) and should consist of the following:

0.3.1 Essay Description

You are asked to write four short exploratory papers, one for each book that we read in this course. The paper should be **at least 1000 words - it can be longer** (include a word count with your paper), be submitted as a **PDF**, and should consist of the following:

1. Your name, class name, a paper title, and word count, submitted as PDF.
2. A paper consisting of **four** sections (**explicitly** label and title each of these sections):
 - (a) **Section 1** should be **an introduction** where you do each of the following:
 - i. give a brief summary of one of the core claims/questions/ideas made in one of the topics we have covered.
 - ii. a statement of how you *plan* to explore, clarify, or illustrate this idea by using the reading
 - iii. a single-line statement of your position (your thesis) on this particular topic. This section is introductory; you are simply preparing your reader for what is to come and so be brief but clear.

- (b) **Section 2** should be your **clarification section**. Here is where you introduce the topic you plan to cover, any debate over that topic (what various people think about that topic), and any key arguments or terms that are put forward with respect to that topic. *Your goal here is to make the topic **more understandable** through an analysis of the reading and the use of examples.* You must do the following:
- you must quote at least one line of the reading (be sure to cite any places that you refer to with the appropriate page numbers, e.g., pp.2-3)
 - when you quote some portion of the text, you should also explain the significance of that quote (don't *just quote*). Try to really explain the quote fully.
 - you must make use of an example that illustrates the topic you are discussing (e.g. if you are discussing whether sport rules against PEDs are acceptable, you might cite a case where an individual was caught using such-and-such drug and the penalties they incurred for being caught).
 - if the topic you choose is one where there are different viewpoints concerning it, you should explain those different viewpoints and the *reasons* people have for those views.
- (c) **Section 3** should be your **argumentative section** where you provide an **an argument** that **explicitly** states whether you agree or disagree with the idea you have explored and the reasons for your position. That is, you will state whether some topic in the philosophy of sport is true or false (justified or unjustified) and then provide **at least two** reasons why that claim is true/false or justified/unjustified. In putting forward your argument, here are some tips:
- Tip 1.** If you criticize the idea, make sure you present the strongest possible version of the existentialist's claims / views / ideas. You don't want to criticize a weak version.
- Tip 2.** You are stating whether the claim is true or false, not whether it is true for you (or whether you believe it). You don't need to justify (prove) your own belief, you need to persuade an *impartial* reader whether your view on the matter is right or wrong.
- Tip 3.** Write your argument with the following audience in mind: someone who is intelligent, who is pretty different from you in terms of their beliefs, and who would likely disagree with what you are saying.
- Be explicit about your reasons. It helps to signal them with the following phrases: "There are two reasons for X. First, Y. Second Z."
- Tip 4. Try to tie the book into your reasons. Rather than giving independent reasons without any discussion of the book per se, incorporate some analysis of the book into your reasons.
- (d) **Section 4** should be a **a conclusion** where you (in one to two lines) briefly summarize the contents of your paper.

No need for a Bibliography page unless you use outside sources (you are not required to do this).

0.3.2 What Your Paper Sections Should Look Like: A Formulaic Guide

Your Name
PHIL297 - Philosophy of Sport
Paper #
Word Count: #

Paper Title

1. Introduction

In this paper, I will explore the issue of **A** in the philosophy of sport. In general, this idea **A** is understood as **B**. In section 2, I will develop idea **A** as **B** through several examples and by discussing what various individuals (e.g. sporting agencies, athletes, fans, philosophers) think about **B**. Finally, in section 3, I will argue that **A** is true/false for reasons **D1** and **D2**.

2. Clarification

In the following section, I will both (i) expand on idea **A** through examples E_1 and E_2 and (ii) I will articulate one of the key arguments for/against **A**.

3. Response

Given the analysis of idea **A** in section 2, I contend that **B** for two reasons. **First**, reason **C1** + an articulation/example of reason **C1**. **Second**, reason **C2** + an articulation/example of reason **C2**.

4. Conclusion

In this paper, I've shown that idea **A** in the philosophy of sport should be understood as **B**. In general outline, this idea **A** is understood as **B**. In addition to clarifying this existentialist idea, I also argued that existentialist idea **A** is true/false because **reason 1** and **reason 2**.

0.4 Course Policies

0.4.1 Academic Misconduct

The general principles and policy relating to cheating and plagiarism, which are enforced in this class, can be found in the Penn State policy on academic misconduct. Academic Integrity: Academic dishonesty encompasses a wide range of activities, whether intentional or unintentional, that includes, but is not limited to: all forms of fraud, plagiarism, and any failure to cite explicitly all materials and sources used in one's work. Sanctions for these activities include, but are not limited to, failure in a course, removal from the degree program, failure in a

course with an explanation in the permanent transcript of the cause for failure, suspension, and expulsion. If you are unclear about whether you or someone you know is engaging in academic misconduct, read the following: University Statement on Academic Integrity. For more information, see PSU Academic Integrity, Plagiarism Tutor, & PSU Teaching & Learning with Technology

0.4.2 Deadline & Late Work

If you cannot attend an **exam** (and thus turn in your **homework**), it is your responsibility to email me *before* class begins. If you do not, your work will be considered **late** and thus subject to a penalty of a letter grade for each day I do not hear from you.

In rare cases, however, it is impossible to contact me before class begins, e.g. emergencies like hospitalizations. In this case, it will be necessary for you to produce documentation that clearly indicates that (i) you could not attend the exam and (ii) it would have been unreasonable (or impossible) for you to contact me to notify me of your absence. When this is the case, you will be able to make-up the exam and turn in the homework without penalty.

0.4.3 Technical Support

There are a number of ways to receive technical support:

- For UP Students: contact the ITS Help Desk through their website (<http://itservicedesk.psu.edu>) by phone (814-865-HELP (4357) or via email (ITShelpdesk@psu.edu).
- For World Campus Students: contact the Outreach Help Desk via email (ohd@psu.edu), by phone 1-800-252-3592, option 4 (toll free within the United States), or through their website: <http://student.worldcampus.psu.edu/technical-support>.

0.4.4 Grading Scale, Rounding, & Curving

This course uses the following grading scale:

A	B	C	D	F
A: 91–100	B+: 89.0–89.9	C+: 79.0–79.9	D: 60.0–69.9	F: 0–59.9
A–: 90.0–90.9	B: 81.0–88.9	C: 70.0–78.9		
	B–: 80–80.9			

Grades will be rounded up from the second decimal point, e.g. 90.95 rounds up to 91.0 while 90.94 rounds down to 90.90. In the event that eLION does not allow for a particular grade (e.g. D+), you will simply be given the letter grade (e.g. if you have a D+ then you will receive a D, and if you have a C–, you will receive a C).

0.4.5 On Calculating Your Grade

While ANGEL provides a rough approximation of your grade, the syllabus is the definitive guide for determining your grade. Please use the percentages in the Course Work section (??) to determine your grade. See also, University Grading Scale and University Policy 47-00.

0.4.6 On Dropping the Course:

Consult the Registrar or your academic adviser for drop procedures. Consult the Handbook for taking an Incomplete (D/F).

0.4.7 On Curving

The default curving policy is that individual assignments will not be curved. However, in the case that the average grade for students who have fully completed the course is below 75%, a curve will be instated so that the average grade of students who completed the course is 75%.

0.4.8 Accessibility & Further Student Guidance

Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for reasonable academic adjustments in this course, contact the Office for Disability Services (ODS) at 814-863-1807 (V/TTY). For further information regarding ODS, please visit the Office for Disability Services Web site at: <http://equity.psu.edu/ods/>

In order to receive consideration for course accommodations, you must contact ODS and provide documentation.¹ If the documentation supports the need for academic adjustments, ODS will provide a letter identifying appropriate academic adjustments. Please share this letter and discuss the adjustments with your instructor as early in the course as possible. You must contact ODS and request academic adjustment letters at the beginning of each semester.

If you are in need of psychological counseling, please do not hesitate to contact Penn State's Counseling & Psychological Services (phone: 814-863-0395). For any problem related to your studies, university policies and procedures, do not hesitate to seek the help of the Student Affairs Services, your Academic Advisor, or arrange a meeting with your instructor who will help you obtain assistance through one of the above, or another, agency.

¹See the documentation guidelines at <http://equity.psu.edu/ods/guidelines/documentation-guidelines>

0.5 Course Calendar

8/22	Course Introduction
8/24	SICK DAY
8/26	Intro, FP:1-5
8/29	Intro, FP:7-18
8/31	Theories of Sport, FP:21-30, RA 1 DUE
9/2	Theories of Sport, FP:30-37
9/5	No Class - Labor Day
9/7	Competition, FP:37-47
9/9	Ethics in Sport (Cheating vs. rule-breaking), FP:59-64
9/12	Ethics in Sport (Strategic fouling), FP:64-71, RA 2 DUE
9/14	Ethics in Sport (Sportsmanship), FP:71-78
9/16	Gender Equality (Title IX and ideals), FP:127-133, RA 3 DUE
9/19	Gender Equality (Pluralism), FP:133-140
9/21	Gender Equality (Title IX and criticism), FP:141-152
9/23	Catch up
9/26	Essay Peer-Review
9/28	Essay 1

Table 1 – Unit I: Theories of sport and ethics in competition

9/30	Collegiate Sports, FP:157-162, RA 4 DUE
10/3	Collegiate Sports (Incompatibility), FP:162-168
10/5	Collegiate Sports (Defense), FP:168-185
10/7	Commercialization (Corruption), FP:189-195
10/10	Commercialization (Corruption), FP:195-206
10/12	Commercialization (Sports Management), FP:206-216, RA 5 DUE
10/14	Sport and moral education, FP:219-228
10/17	Sport and moral education, FP:228-237, RA 6 DUE
10/19	Sport and moral education, FP:237-242
10/21	Essay Peer-Review
10/24	Essay 2

Table 2 – Unit II: College Sports, Commercialization, and education

10/26	PEDs (Intro, Paternalism and harm), FP:81-95, RA 7 DUE
10/28	PEDs (Fairness), FP:95-99
10/31	PEDs (Respect for persons), FP:99-103, RA 8 DUE PED Coercion Game, No Reading
11/2	PEDs (Records) FP:103-111,
11/4	PEDs (Genetic enhancement and Sandel), FP:111-123, RA 9 DUE
11/7	PEDs, Arguments from Fairness
11/9	PEDs, Arguments from Fairness
11/11	PEDS, Arguments from Nature (Respect for Persons)
11/14	PEDS, Arguments from Nature (Records)
11/16	PEDS, Arguments from Nature (Sandel)
11/18	PEDS, Arguments from Nature (Sandel)
11/19-11/27	NO CLASS

Table 3 – Unit III: Performance Enhancing Drugs

11/28	Gender Equality (Transgendered athletes), Reading “Beyond fairness: the ethics of inclusion for transgender and intersex athletes” by John Gleaves and Tim Lehrbach http://www.tandfonline.com/doi/full/10.1080/00948705.2016.1157485
11/30	Cheerleading as a collegiate sport. “Don’t bring it on: the case against cheerleading as a collegiate sport” by Andrew B. Johnson and Pam R. Sailors http://www.tandfonline.com/doi/full/10.1080/00948705.2013.785421
12/2	eSports “Virtual(ly) Athletes: Where eSports Fit Within the Definition of “Sport”” by Seth E. Jennya, R. Douglas Manning, Margaret C. Keiper and Tracy W. Olrich http://www.tandfonline.com/doi/full/10.1080/00336297.2016.1144517 , RA 10 DUE
12/5	Ranking and athletic superiority. “‘All-things-considered,’ ‘Better-than,’ And Sports Rankings” http://www.tandfonline.com/doi/full/10.1080/00948705.2015.1079135
12/7	Amateurism. “For the Love of the Game: A Philosophical Defense of Amateurism” by Angela J. Schneider and Robert B. Butcher. http://www.tandfonline.com/doi/abs/10.1080/00336297.1993.10484100
12/9	Peer-review
12/12-16	Essay 3 (this essay will count for your essay 3 and 4 grade) due during final exam period

Table 4 – Unit IV: Student Choice