

ST. OLAF COLLEGE
ESTH 290B SPORT ETHICS IN AMERICAN SOCIETY
 FALL 2013

Instructor: Maya Hamilton
Location: TB 227
Time: T 9:35-11:00 a.m.
 Th 9:30-10:50 a.m.

Office:
Office Hours: T/Th 11:15-12:15
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COURSE DESCRIPTION

Students will examine the conceptual framework for ethical decision-making using sports as a prism to examine normative perspectives. Varied ethical perspectives are analyzed through the conflicts presented in sports-related questions. Course readings and lectures examine the theoretical constructs of ethical decision-making from Christian and non-Christian positions.

Athletes, coaches, physical therapists, trainers, and sport managers in sport frequently face difficult decisions and dilemmas, often with ethical and moral implications. It is therefore critical for current and future participants and leaders in sport to explore their understandings of moral and ethical concepts and principles and how these understandings inform decision-making and policy in sport. This course will challenge you to examine ethical issues central to contemporary sport. You will learn to recognize moral questions, understand various ethical theories and how to apply them to solve moral problems, and develop an appreciation for philosophic inquiry concerning a pervasive and powerful part of American society.

COURSE OBJECTIVES

1. Students will be introduced to a variety of ethical problems in sport and develop skills for distinguishing sound and valid arguments.
2. Students will learn to recognize and distinguish moral questions from other kinds of intellectual considerations that are relevant to contemporary sport.
3. Students will become familiar with various types of ethical analysis and develop competence in applying them to moral problems that are specific to sport.
4. Students will develop critical reasoning skills and apply them to discussions and critical essays concerning ethical issues in sport.
5. Students will develop an appreciation for the importance of philosophic inquiry concerning sport, in general, and matters concerning ethical issues in particular.

Ethical Issues and Normative Perspectives (EIN) intended learning outcomes:

Students will demonstrate:

1. Understanding of particular normative perspectives, including at least one from a Christian tradition.
2. The ability to see similarities and differences in the ethical reasoning of two or more normative perspectives.
3. The ability to analyze current ethical issues from two or more normative perspectives.

Writing in Context (WRI) Intended learning outcomes:

Students will demonstrate:

1. The ability to write effectively in a form appropriate to a particular disciplinary or interdisciplinary course of study.
 2. The ability to write as a means for inquiry, learning, thinking, and communicating.
 3. The ability to engage in writing as a systematic, iterative process, using flexible strategies for generating drafts, responding to feedback, revising, editing, and proofreading.
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TEXTBOOKS AND READINGS

- Rachels, J. & Rachels, S. (2008). *The Elements of Moral Philosophy (7th ed.)* New York: McGraw-Hill.
 - Simon, R. L. (2004). *Fair Play: The Ethics of Sport (3rd ed.)* Boulder, CO: Westview.
 - Supplemental readings: Articles will be posted on Moodle.
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CLASS POLICIES

A. Academic Integrity and Scholastic Dishonesty

Academic integrity means that all students are expected to complete coursework responsibilities with fairness and honesty. *Scholastic dishonesty* includes (but is not necessarily limited to): cheating on assignments or examinations; plagiarizing, which means misrepresenting any part of work done by another as your own; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work.

According to the American Psychological Association (APA) Publication Manual (2010), *plagiarism* refers to misrepresenting the words or ideas of another person as your own. To avoid plagiarism, "quotation marks should be used to indicate the exact words of another. *Each time* you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text" (p. 15). Within this course, **a student engaging in scholastic dishonesty can be assigned a penalty up to and including an F**. If you have any questions regarding the expectations for a specific assignment or exam, ask.

B. Disability Accommodations

It is St. Olaf policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or meet course requirements. To request disability accommodations, please contact the Student Accessibility Services (SAS) (<http://www.stolaf.edu/services/asc/sds.html>) **at the beginning of the semester** and contact me after initial arrangements have been made.

C. Classroom Conduct

Every class is influenced by the fact that students come from diverse ethnic, cultural, religious, and economic backgrounds and hold different values. A key to optimal learning and successful teaching is to hear, analyze, and draw from diverse views. I encourage respectful, active, and lively dialogue. Students are expected to show honesty, fairness, and respect during class. Inappropriate conduct includes racist, sexist, homophobic, etc. language or displayed disrespect for others. Inappropriate conduct is not permitted in this class and will be grounds for removal.

D. Late Policy

All assignments are due at the beginning of class on the date listed in the course outline. **Late assignments will not be given full credit**. Please note that hard copies (**not email attachments**) of all assignments are required in order to receive full credit. If you anticipate being absent the day an assignment is due, please contact me **PRIOR to the due date** in order to determine an alternative plan to submit your paper. In the event of an unanticipated absence the day that an assignment is due, please contact me **as soon as possible** to determine the best course of action for submitting an assignment. If you do not turn in your assignment on time, you may choose to turn it in late for partial credit. Each day that an assignment is late will result in a 25% reduction in grade. On the fourth day an assignment is late, you will receive a zero for that grade, however all assignments must be turned in to pass the course.

E. Make-up Policy

Exams, papers, and attendance points can only be made up in the event of unavoidable or legitimate circumstances. Such circumstances include, but are not limited to, verified illness, religious observances, and

intercollegiate athletic events, music events, or other group activities sponsored by the college. **You must provide documentation to verify the reason for the absence.** Please inform me of any conflicts as far in advance as possible so that we can schedule a make-up exam, paper, or additional make-up assignments.

CLASS PROCEDURES/EXPECTATIONS

1. Students should be **on time, prepared, engaged, and respectful** during class.
 3. Students should **complete assigned readings & assignments prior to class** to provide a knowledge base needed for discussion, participation, and greater understanding of class material.
 4. Everyone has a responsibility to actively participate and contribute to class discussions. Active contributions enhance individual and classroom intellectual development as well as create a positive, optimal learning environment. You are encouraged to share your questions, unique perspectives, and personal experiences with the class to foster learning.
 5. To maximize student learning, please **turn off or put away** electronic devices (e.g., cell phones, iPods, etc.).
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COURSE EVALUATION

1. Class Participation (20%)

Attendance and participation from students is essential to an effective learning climate. Accordingly, each student is expected to be present in class and prepared to contribute. You will be graded on your attendance and participation throughout the semester. Participation in class includes (but is not limited to): daily attendance, preparing assigned readings/tasks in advance, engaging in class discussions and debate topics, completing in-class writing activities, being actively involved in small groups, and performing on pop quizzes. Please see additional handout: Class Participation Rubric and Guide.

2. Current Event Mini-Presentation (5%)

Each student will sign up for a class day on which to give a 2-3 minute mini-presentation on a current event relating to ethical issues in sport that explains the event, connects it to class material, and includes at least one discussion question for the class.

2. Film Review Project (15%)

Small groups will be assigned/choose a film to review. The group will create a proposal for a presentation and class discussion (lasting a total of 30 minutes) of the film that must be sent to me by 4:00 p.m. THREE days before the scheduled class discussion. The rest of the class must receive the group's discussion questions by 4:00 p.m. TWO days before class discussion. The proposal must include:

- The ethical dilemmas that will be addressed
- Two (minimum of two, but more can be used) ethical perspectives used to evaluate the issues
- Five discussion questions (these need to be approved by me in advance)
- Outline of class discussion & PowerPoint (presentation should include the "true story" behind the film and bring in additional information to help educate the class on the various topics covered in the film)

All members of your group will lead the discussion of your film. All students not presenting on the film must turn in a 1-2 page typed response to the discussion questions posed. Group members do not need to turn in discussion question responses for their film.

3. Ethical Analysis Essays (2 @ 10% each)

Students will analyze a current ethical issue in sport (chosen from a national news outlet such as *Sports Illustrated*, *Time*, *Newsweek*, *Harper's*, the *Atlantic Monthly*, the *New York Times*, etc.) using three ethical theories presented in class or readings. The essay should include a *brief* paragraph summarizing the issue/argument, followed by an extended critique of that argument that demonstrates proper application of the ethical theories. It should be approximately 2-3 pages (double-spaced, Times New Roman, 12 pt. font). Students

will give a 3-4 minute oral summary of their critique in class on the paper due date. The purpose of the essays is to evaluate your ability to think critically and write clearly and concisely about a current controversial issue.

As part of the writing process, students must visit and provide documentation of a meeting with a consultant at the Writing Help Desk. Consultants at the Help Desk can help with any stage of the writing process. The Help Desk is located near the Reference Desk in Rolvaag. Hours are: M-Th 10 a.m.-5 p.m. and 7 p.m.-10 p.m., F 10 a.m.-5 p.m., Sat 11am-5pm and Sun 1:30-5pm and 7-10pm. Make an appointment by calling the Academic Support Center (ext. 3288 (507-786-3288)). Walk-in appointments are possible on a first-come, first-served basis.

4. Exams (20% each)

There will be a midterm and a final exam. The exams are unit exams and there is not a cumulative final exam; however, topics build on each other throughout the semester. Thus, a thorough understanding of concepts along the way will be advantageous for the final exam.

*** All written assignments must be submitted BOTH electronically on Moodle and in hard copy at the beginning of class on the assigned due date.**

Assignment	Percent
Class Participation	20
Current Event Mini-Presentation	5
Film Review Project	15
Ethical Analysis Essay 1	10
Ethical Analysis Essay 2	10
Midterm Exam	20
Final Exam	20
Total	100

GRADING CRITERIA

92.1-100 A 90.0-92.0 A-	Achievement that is outstanding relative to the level necessary to meet course requirements.
88.0-89.9 B+ 82.1-87.9 B 80.0-82.0 B-	Achievement that is significantly above the level necessary to meet course requirements.
78.0-79.9 C+ 72.1-77.9 C 70.0-72.0 C-	Achievement that meets the course requirements in every respect.
68.0-69.9 D+ 60.0-67.9 D	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
Below 60 F	Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an "I"
Incomplete I	Assigned at the discretion of the instructor and with Registrar approval when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. <i>Requires a written agreement between instructor and student by the end of the current term.</i>

COURSE OUTLINE AND CALENDAR

WK	DATE	TOPIC	READINGS	ASSIGNMENTS
1	Th 9/5	Course Overview/Introduction; What Is Morality?	Rachels Ch. 1	
2	Tu 9/10	Relativism & Subjectivism	Simon Ch. 1; Rachels Ch. 2, 3	
	Th 9/12	Utilitarianism	Rachels Ch. 7, 8	
3	Tu 9/17	Kant's Categorical Imperative	Rachels Ch. 9, 10	
	Th 9/19	Role of Religion in Morality, Social Contract Theory	Rachels Ch. 4, 6	
4	Tu 9/24	Feminist Ethics, Virtue Ethics	Rachels Ch. 11, 12	
	Th 9/26	Definition & Categories of Sport; Competition	Simon Ch. 2; Hughes & Coakley (1991)—Positive Deviance among Athletes	
5	Tu 10/1	Presentations; Competition from a Christian Perspective	Hoffman (2010)—Christians and the Killer Instinct	Ethical Analysis 1 due
	Th 10/3	Competition/Sportspersonship	Simon Ch. 3; Keating (2007)—Sportsmanship as a Moral Category	
6	Tu 10/8	Sportspersonship	Dixon (2007)—On Winning and Athletic Superiority	
	Th 10/10	Sportspersonship	Sailors (2010)—Mercy Killing	<i>Eight Men Out</i>
7	Tu 10/15	Fall Break		
	Th 10/17	Performance Enhancement	Simon Ch. 4 (pp. 71-99)	
8	Tu 10/22	Genetic Engineering/Technology	Simon Ch. 4 (pp. 100-110); Scholarly article pro or con	
	Th 10/24	Mid-term Exam		
9	Tu 10/29	Violence in Sport	Simon Ch. 8 (pp. 208-215); Dixon (2010)—A Critique of Violent Retaliation in Sport	
	Th 10/31	Violence in Sport	Gladwell (2009)—Offensive Play	<i>Million Dollar Baby</i>
10	Tu 11/5	Gender, Race, Human Rights	Simon Ch. 5; Racial & Gender Report Card— http://www.tidesport.org/racialgenderreportcard.html	
	Th 11/7	Gender, Race, Human Rights	Muller (2007)—The Contested Terrain of the WNBA Arena; Silvers & Wasserman (2007)—Convention and Competence	
11	Tu 11/12	Presentations & TBA		Ethical Analysis 2 due
	Th 11/14	College Athletics	Simon Ch. 6; Wertheimer (2007)—The Exploitation of Student Athletes	
12	Tu 11/19	College Athletics	Brand (2006)—The Role & Value of Intercollegiate Athletics or Corlette (2013)— On the Role and Value of Intercollegiate Athletics in Universities	<i>Glory Road</i>
	Th 11/21	Commercialization & Professionalization of Sport	Simon Ch. 7 Herbert (2005)—Selling Their Soles	

13	Tu 11/26	Sports Administration	Hums, Barr, & Guillon (1999)—The Ethical Issues Confronting Managers in the Sport Industry	
	Th 11/28	Thanksgiving Break		
14	Tu 12/3	Coaching and Leadership	Hardman, Jones, & Jones (2010)—Sports coaching, virtue ethics, and emulation	
	Th 12/5	Youth Sport	Torres & Hagar (2007)—De-emphasizing Competition in Organized Youth Sport; Devereux (2000)—Backyard vs. Little League Baseball	<i>Friday Night Lights</i>
15	Tu 12/10	Ethical & Moral Development through Sport	Simon Ch. 8; Arnold (1994)—Sport and Moral Education	
	Th 12/12	Course Overview		
16	Mon 2/16	Final Exam: 2:00-4:00 p.m.		

Note: This syllabus contains a general outline for course activities. Changes may be made to readings and due dates based on how we progress as a class.
