KNES 516: Advanced Study of the Philosophical Perspectives on Human Movement

Course Syllabus: Fall, 2012

# Instructor Info

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# Course Info

Description: Kinesiology is the multi-disciplinary study of human physical activity. In addition to scientific knowledge (e.g. biomechanics, motor control, exercise physiology), we must appreciate that human movement cannot be divorced from its historical, ethical and philosophical foundations. Kines 516 introduces to students to advanced philosophical issues in athletics, sport, kinesiology, play, dance, and other meaningful human movement forms.

 Course Format: Learning is a challenging and frequently uncomfortable process. All education is fundamentally self-education. In this process teachers serve as facilitators in what is primarily a quest by each individual student to acquire knowledge and insight. As one of America's foremost “liberal arts” educators, Mortimer J. Adler, asserts, “all genuine learning arises from the activity of the learner's own mind. It may be assisted, guided, and stimulated by the activity of teachers. But no activity on the part of teachers can ever be a substitute and become the sole cause of a student's learning.” In the end, learning by reading and discussion is fundamentally an active proposition. The passive sort of consciousness through which one approaches television does not work in education. In that spirit, this course facilitates opportunities for students to actively engage in learning with the result being that course material becomes internalized and has value beyond the classroom. At the same time, as graduate students, you are expected to already have started developing your “critical thinking” skills. This course will expect you to continue developing these as well as your “critical communicating” skills. Critical communicating skills involve being able to how to teach, to write for others, and to speak in public. The course will utilize strategies of group-based learning. Student initiative, decision-making, and responsibility will be emphasized throughout the course. A willingness to accept responsibility in group settings and work for collective goals is essential for success in the class and will be an element of one’s final grade. Skill and habit development is crucial. Thus, a willingness to undergo training exercises and practice philosophic skills will be essential to success in the class.

Learning Outcomes: The mission of the Department of Kinesiology is to provide students with a broad understanding of human motor performance and health. This course aims to facilitate student’s ability to understand the socio-cultural, historical and philosophical perspectives of human movement. By the end of the semester students will be able to:

**Change of Syllabus:** Changes may be made, as necessary, during the course of the semester. Any changes will be made in writing.

# Text Info

**REQUIRED**: Andrew Holowchak. *Philosophy of Sport: Critical Readings, Crucial Issues.* Pearson Inc. New Jersey, (2002). ISBN 0-13-094122-0

Okay, I know buying textbooks is so undergrad, but trust me, you will need to own your own copy of the textbook. This is because you will have to actually read the articles and then take quizzes on the articles **before** class. There is no way around actually having the book and reading from it. By the way, I selected a nice “seasoned” textbook which means that you should be able to pick up a solid, used copy for much less than you are spending on your anatomy or sex ed. Textbooks. It will also look impressive on your bookshelf in your future office.

*Strongly Suggested:*

*Writing with Style*, 3rd Ed. By John Trimble, Longman Press (2010).

*Style: Lessons in Clarity and Grace 10th ed*. By Joseph Williams and Gregery Colomb, Longman Press (2010).

No matter how you slice it, you will have to do a lot of writing in this class. If writing is not your strong suit or you plan to have a career where you have to write (which is almost any career), these books will help you write better. If you visit my office, chances are one or both of these books will be on my desk. They are good. Really good. And I would not be where I am today without them. So if you want to do well in this class, write a better master’s thesis, go on for a doctoral degree, or simply write better, I suggest picking up a copy. (Probably an older edition will work ok, but I can only vouch for the recent ones.)

# Assignment Options/Grading….aka How You Earn Your Grade

This is a radical, experimental course when it comes to grading, and I hope you embrace and enjoy this change. If you don't, then you should bail out now, not later. Instead of having everyone do the same assignments and read the same books, I am going to provide three options for grading, thus allowing you to choose your path according to your interests and skills.

It's a 'create your fate' grade: you choose what you want to work on. While we all have a core component of quizzes and attendance, a major portion of your grade is up to you. Are you interested in reading or preparing a lit review for your upcoming masters thesis? Choose option 1. Do you want to create and maintain online content to show off your philosophical chops for future employers and engage the general public? Choose option 2. Do you want to prepare an original piece of scholarly work suitable for presentation at an academic conference and/or publishing in a peer-reviewed journal? Choose option 3. I know that you all have career paths and intentions for taking this course and coming to grad school, even if it is simply the pursuit of knowledge. Nonetheless, it is essential that you develop your critical communication skills whereby you can learn, critique, and share with others. With that in mind, here are the details about your options.

## The Standard Core

**Quizzes:** Almost every week, an on-line quiz will be posted on the TITANium. The quiz will consist of questions from selected chapters of the textbook and sometimes articles posted on titanium to prepare students for the next week’s class discussions. These quizzes are open-notes, open-book, open-website and can be taken as many times as you like. In other words, keep taking the damn thing until you get a 100% on it.

Each weekly quiz will be posted on Monday after class and will be available until the following Monday before class begins, when it will be replaced by the new quiz for that week. Take it early, take it often, but just don’t forget to take it! It’s worth 400 points towards your freakin’ grade!

The weekly quiz will be on selected chapter from the textbook. Your syllabus will tell you exactly what reading the quiz is on (and if there is a quiz that week). Each weekly quiz is only active for exactly a week, at which point it is replaced by the next quiz. As added incentive, if you complete all 13 quizzes with 100%, you will automatically receive a +10 point bonus. Again, take the quizzes as many times as you want! Only your highest grade will be recorded! You should earn 400 points towards your final grade by semester's end.

Again: 13 weekly quizzes worth 30 points plus 10 points bonus for 100%

**Participation**: At the center of an effective educational system is a vibrant community in which learners not only think together but also engage in learning practices together. That means you have to be prepared to contribute in order to ensure that we all learn. As a co-learner in the course, I want to engage your ideas. As a student in this course, you will learn best if you are engaged with other students. For that reason, I have incentivized making sure you get the most out of your education by providing points for engaged attendance, thoughtful discussion, and class involvement.

Twice throughout the semester, I will award up to 100 points for your participation (2x100=200 points). Showing up every day to class on time is a minimum for receiving points. Showing up, actively listening, and occasionally asking a question can earn you a B. Showing up, actively listening, asking questions, and providing critique can earn you an A-. Doing all of this to the best of your ability week in and week out can ensure you max out on points.

Again, if showing up and being engaged is not your thing, drop the class now. If hearing what other people have to say goes against your beliefs, higher education may not be for you. But if you want to be part of a learning community that shares, critiques, and questions, and encourages each other, you will do very, very well.

Again: 2 evaluations worth 100 points totaling 200 points.

## The Reading Option

Along with reading the core text, the “Reading Option” allows you to select 5 philosophy of sport books that interest you. This is great if you are preparing a lit review for your thesis and need to consult some philosophical works. Of course, I have to approve the texts and I am happy to provide you with guidance, but the idea is that these are books that interest you and are of some value to your study. Once you have read the book, you will have to write a 3-5 page book review on the topic. If you don’t know how to write a book review, I strongly suggest checking here to learn: <http://www.lc.unsw.edu.au/onlib/critrev.html> . After you have prepared your book review, you will have to present a synopsis of your book review to our learning community, sharing the basic claims of the book and your insights on the text. **You can only present one book per week, so plan ahead.** The purpose of this option is to not only let you select texts that are useful to you, but to develop your ability to critically engage ideas and then share them with your peers. If you choose this option, more information will be provided. Altogether, reading the book, preparing a review, and doing a presentation are worth 80 points.

Again: 5 reviews worth 80 points equals 400 points

## The Blogging Option

This option requires a much deeper engagement of the weekly reading, some basic comfort with the internet, and the ability to write in a public forum. As academics in the 21st century, being internet-literate is mandatory and creating intelligent internet content can separate you from the crowd. For this option, you will be required to create a weekly blog of 500-1000 words that takes the week’s readings to another level. This can be a critical engagement with an author’s claims, raising a new perspective on the subject, or linking the readings to outside issues. The blogs must make use of links to outside content, multimedia like videos or photographs, and creatively engage the course material. To create a blog, Wordpress.com provides a free and simple platform. Then all you have to do is send me your url so I can find it and grade it. If you are a person that wants to bring knowledge to the masses or simply develop an online portfolio to show what you can do, this is a good option. I will read and grade the blogs before class so you have to make sure they are up Sunday night so everyone (including myself) can read them on Monday. If you are interested, I can provide you with more information

Again 13 blogs for 30 points plus 10 points for setting up your blog and linking it to the class.

## The Academic Option….aka prepare a paper for a conference that will be held on campus

As graduate students, many of you aspire to make your own mark on academia through original research. One way to share this research is through conference papers, posters, and peer-reviewed publications. This option is designed to help you prepare a single, polished, conference- or peer review-ready paper on a philosophy of sport topic of your choice. It will involve finding a topic, doing background research, creating an original thesis, and preparing multiple drafts of a single piece of writing. Of course there is no requirement that you share this work with anyone beyond this class, let alone a conference or a journal audience, but it would be a waste of time to do so much work and not at least get a line on your C.V. Points for this option will be accumulated through writing a series of steps including drafting an abstract, doing a lit. review, peer-reviewing other people’s work, and producing multiple drafts of a 10-15 page paper.

Again: A series of “baby step” assignments that will culminate in an academic paper

## BUT BUYER BEWARE

The BAD news: You will have to notify me by Friday August 31, 2012.

The WORSE news: You will not be able to change your mind.

The WORSER news: Missed deadlines will result in a “0 “for the assignment

The WORST news: There are no make-ups, extra credit, extensions for missed work. Period. If you don’t think you can complete your work on time, plan on taking the course another semester.

# Classroom Information

## Classroom Policies

A structured classroom environment enhances the learning process. The following rules are derived from CSUF policies.

1. No behaviors that disrupt the learning environment will be tolerated.

2. Private conversations are not permitted.

3. Habitual tardiness is not permitted.

4. Leaving class during the lectures or discussions is not appropriate behavior. Leaving class after a quiz and not returning for the full discussion will result in a grade of zero on the quiz.

5. “Preparing” to leave class before the lecture is over in not appropriate behavior.

6. The reading of newspapers or materials from this or any other courses during class is not permitted.

7. Cellular phones, text messengers, pagers and all other disruptive devices are not permitted to be in use during class and should be turned off. Use of cell phones or other devices to copy or aid in exams or quizzes is a violation CSUF’s academic integrity policy.

8. The professor’s class attendance policy is no different from that of the University. Each student is responsible for the work conducted in class.

9. Curves or other means of artificially adjusting grades will not be used. Each student will receive the grade earned.

10. Make-up examinations are given only in accordance with the stated policy in this syllabus.

11. Permission from the professor is required to use recording devices during the lecture.

12. Appropriate student behavior is expected. Students should adhere to the behaviors expected in a “professional culture.”

13. Any behaviors which the professor deems disruptive to the learning environment will be grounds for dismissal from the course.

14. Full compliance with CSUF’s academic integrity policy is required. Violations of academic integrity will warrant a failing grade for the course and require a referral to the Office of Judicial Affairs for additional penalties.

## CSUF Policy on Academic Dishonesty:

Academic dishonesty will not be tolerated. The University Catalog and the Class Schedule provide a detailed description of Academic Dishonesty under `University Regulations.’ (Or read this link on CSUF’s policy on [Academic Dishonesty](http://www.fullerton.edu/senate/PDF/300/UPS300-021.pdf).)

The following is a short summary of these policies as they affect you.

Academic dishonesty includes but is not limited to cheating on examinations or assignments, unauthorized collaboration, plagiarism, falsification/fabrication of university documents, any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), assisting or allowing any of these acts, or the attempt to commit such acts.

Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Examples of cheating include, but are not limited to, the following: using notes or aides (including electronic devices) or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor, or any acts which defeat the intent of an examination, plagiarism as defined below, and collaborating with others on any assignment where such collaboration is expressly forbidden by an instructor. Violation of this prohibition of collaboration shall be deemed an offense for the person or persons collaborating on the work, in addition to the person submitting the work. Documentary falsification includes forgery, altering of campus documents or records, tampering with grading procedures (including submitting altered work for re-grading), fabricating lab assignments, or altering or falsifying medical excuses or letters of recommendation.

Plagiarism is defined as the act of taking the work (words, ideas, concepts, data, graphs, artistic creation) of another whether that work is paraphrased or copied in verbatim or near verbatim form and offering it as one’s own without giving credit to that source. When sources are used in a paper, acknowledgment of the original author or source must be made through appropriate citation/attribution and, if directly quoted, quotation marks or indentations must be used. Improper acknowledgment of sources in essays, papers, or presentations in prohibited.

## CSUF Policy on Disabled Students:

The University requires students with disabilities to register within the first week of classes with the Office of Disabled Student Services (DSS), located in UH-101 and at (657) 278 – 3112 in order to receive prescribed accommodations and support services appropriate to their disability. Students requesting accommodations should inform their instructors during the first week of classes about any disability or special needs that may require specific arrangements/accommodations related to attending class sessions, completing course assignments, writing papers or quizzes, tests or examinations.

Click on the links for further information about the services provided by DSS to [students](http://www.fullerton.edu/DSS/handbook/DSSGenInfo.htm) and the obligations of [faculty](http://www.fullerton.edu/DSS/handbook/Gordon_letter.htm) in making accommodations for students registered with the office of DSS.

## Emergency Policies:

All students should be aware of what needs to be done in the case of an emergency, such as an earthquake, a fire, or other disasters, natural or otherwise. Be sure to look at the [CSUF Emergency Preparedness](http://prepare.fullerton.edu/CampusPrep.htm) website for critical information about your safety.

## Late Work

No late work is accepted. Work must be turned in as scheduled.

## Behavior and Decorum.

Any behavior that disrupts the learning process unnecessarily will not be tolerated. Because this section of Kines 380 is structured around small-group work and inter-group dialogue, group members and other classmates need to be treated with all due courtesy. Because it is important in philosophy to think and speak freely, classmate perspectives and opinions should be respected, even if they differ from one’s own positions. Disagreements, debates, and other contentious dialogue will be carried out in a manner that focuses on finding better answers, not making ad hominum attacks.

# Schedule for Course (NOTE: Blogs are due Sunday at 11:59PM each week)

Date

August 27 Week1: Intro to Phil of sport No assigned readings No Quiz

September 3 No Class Labor Day Holiday No Quiz

September 10 Week 2: Play Fink: The Ontology of Play (TITANium) Quiz 1/ Blog 1

 Suits: Words on Play (TITANium)

 Esposito: Play and Possibility (TITANium)

 Huizinga: The Nature of Play (TITANium)

September 17 Week 3: Games and Sports Tricky Triads: Games, Play and Sports (Holowchak) Quiz 2/ Blog 2

Triad Trickery: Playing Sports and Games (Holowchak)

Segrave: A Matter of Life and Death (Holowchak)

Kretchmar: From Test to Contest (TITANium)

September 24 Week 4 : Game Rules Practices and Prudence, W. Miller Brown (Holowchak) Quiz 3/ Blog 3

 D’Agostino: The Ethos of Games (TITANium)

 Morgan: The Logical Incompatibility Thesis (TITANium)

October 1 Week 5: Sportsmanship Arnold: Three Approaches (Holowchak) Quiz 4/ Blog 4

 Simon: Mutual Quest for Excellence (TITANium)

Feezell: Sportsmanship (TITANium)

Dixon: Running Up the Score (TITANium)

October 8 Week 6: Fair Play Pearson: Deception (TITANium) Quiz 5/ Blog 5

 Fraleigh: Why the Good Foul is not Good (TITANium)

Loland: Fair Play (Howolochak)

October 15 Week 7: Winning Carr: Where’s the Merit (Holowchak) Quiz 6/ Blog 6

 Hundly: Overemphasis on Winning (Holowchak)

 Dixon: Winning and Athletic Superiority (Holowchak)

 Eitzen: The Dark Side of Competition (Holowchak

October 22 Week 8: Doping Simon: Drugs and Sports (TITANium) Quiz 7/ Blog 7

 Hoberman: ??? (TITANium)

October 29 Week 9 Doping Dimeo: Introduction (TITANium) Quiz 8/ Blog 8

Brown: Paternalism, Drugs, and the Nature of Sports (Holowchak)

Gardner: On Performance-Enhancing Substances (Holowchak)

November 5 Week 10: Aesthetics Mcfee: Aesthetics in Performance Sport (Titanium) Quiz 9/ Blog 9

Best: The Aesthetic in Sport (Holowchak)

Boxil: Beauty, Sport, and Gender (Holowchak)

Cordner: Differences Between Sport and Art (Holowchak)

November 12 No Class

November 19 No Class In honor of my birthday (and Thanksgiving)

November 26 Week 13 Gender Postow: Women and Masculine Sports (Holowchak) Quiz 10/ Blog 10

 Boxil: Title IX and Gener Equity (Holowchak)

 Kidd: The Men’s Cultural Center (Holowchak)

 Francis: Title IX (Holowchak)

December 3 Week 14 Sports on Campus Simon: Sports on Campus (TITANium) Quiz 11/ Blog 11

 Branch: The Shame of College Sports (TITANium)

 Brand: The Role and Value of Intercollegiate Athletics (TITANium)

 December 10 Week 15 Sports in Society Morgan: Sport in the larger Scheme (Holowchak) Quiz 12/Blog 12

 Arnold: Democracy, Education, and Sport (Holowchak)

 Sports and the Making of National Identities (Holowchak)