

PL 240/SPS 240: Philosophy of Sport (Spring 2021)

Professor: Thornton Lockwood
Office Hours: Tu/Th 2:00-3:00 & by appt.
Office Location: CAS 3, Room 108
Personal Zoom meeting room:
quinnipiac.zoom.us/j/7857819440
Office phone: (203) 582-3345
Class time and Room: Tu/Th 12:30-1:45
(CAS 3, Room 205)

Class Zoom meeting site :
quinnipiac.zoom.us/j/98366919483?pwd=d
XhnWXp5ZFpBYkRjZzh3STV1TjJIQT09
Meeting ID: 983 6691 9483
Passcode: 7j795q
Email: tlockwood@qu.edu

(I) General Course Details and Learning Objectives

Course description

Although humans have been characterized as Homo Sapiens (namely, beings who are wise), we may equally be called Homo Ludens, or beings who play. This course will examine the phenomenon of such beings from four perspectives. In the first part of the course we will look at the questions of what is the nature or essence of sports and how do we distinguish or define sports as distinct from other kinds of activities. In the second part of the course we will examine the relationship between sports and ethics, with a focus upon subject of sportsmanship. In the third part of the course we will focus upon collegiate athletics, more specifically gender equity in college sports and whether scholastic sports are at odds with the values of higher education. Finally, in the fourth part of the course we will examine at length the history and politics of race and sports activism. Students will develop the abilities to think philosophically about what sports tells us about human nature and to exercise practical reason about complicated ethical problems that arise over the practice of amateur and professional athletic competition.

Learning objectives¹

Philosophy is at the heart of a liberal arts education and the learning objectives of this course align with many of QU's Essential Learning Outcomes. As a result of this course, students will:

- Develop mastery of philosophical concepts and ideas (knowledge and literacy)
- Examine philosophical problems as challenges for solutions, using logical and critical reasoning skills (critical and creative thinking)
- Develop the ability to write, speak, read, and listen (effective communication)
- Recognize and use different methods of inquiry in different fields, such as sports studies, history, and sociology (inquiry and analysis)
- Develop the ability to pursue and achieve goals in groups (social and emotional intelligence)
- Recognize diversities, inequalities, and power relationships between different individuals, communities, and cultures (intercultural citizenship and responsibility)

Required texts

Students should obtain physical or electronic copies of all texts ASAP. The required texts are:

- J. Holt, *Philosophy of Sport: Core Readings*. Broadview Press, 2014. ISBN: 978-1-55481-146-5.
- K. McFall and A. Perkiss, *Changing the Game. Title IX, Gender, and Athletics in American Universities*. W.W. Norton, 2020. ISBN: 978-0-393-69666-0.

The course instructor will provide additional required readings, all of which will be posted to the course Blackboard site.

¹ See further <https://myq.quinnipiac.edu/LearningParadigm/Pages/Essential-Learning-Outcomes.aspx>

(II) Classroom Expectations

Q-Flex and Blackboard

The Q-Flex hybrid model of education includes three components: in-person weekly class sessions, synchronous on-line instruction, and asynchronous course materials on Blackboard. We will use Blackboard to provide the following information:

- Weekly course announcements about readings and discussion questions
- A complete and updated course syllabus
- Course handouts, online readings, and any other class materials
- A copy of the Academic Integrity policy
- A complete and updated student gradebook
- Links for the submission of all written work online through Blackboard

Electronic devices

Although students will use laptops, tablets, and other electronic devices to access course materials during class, they are not to be used for non-class related purposes (such as searching the web, shopping, etc.). Phones must be turned off throughout the class. Any student observed using a phone in class (texting, etc.) will be marked absent for that class.

Participation and course recording policies

Interaction with the professor and other students in class are integral parts of the course that directly contribute to the course's learning outcomes. Class attendance (both in-person and synchronous remote learning) is mandatory for every class meeting. **STUDENTS ARE ALWAYS WELCOME TO ATTEND CLASS REMOTELY—THERE IS NO NEED TO ASK PERMISSION.** Students are allowed two absences during the semester; for each absence thereafter, a student's class participation grade will be lowered a mark (e.g., from a B to a B-). Class starts promptly. Please consult with me if there is a conflict that delays your attendance.

Class sessions will be recorded by instructor in whole or in part for use by enrolled students in this class, including those who are unable to attend in-person. These recordings are the intellectual property of the instructor and they may not be shared or reproduced without the explicit, written consent of the faculty member. Further, students may not share these sessions with those not in the class or upload or distribute them via or to any other online environment. Doing so would be a breach of the Academic Integrity Policy and, in some cases, a violation of the Family Educational Rights and Privacy Act ([FERPA](#)), a federal law governing privacy and students' academic records.

Paper extensions

I will grant paper extensions only if you consult with me at least 3 days ahead of the due date. If you think you will be unable to submit your best work for a paper, please contact me ASAP.

(III) University Policies

Academic Integrity (AI) Policy

QU is committed to integrity and honesty in the educational process. As a member of the campus community and a student enrolled in this course, you agree to know and observe the university's [Academic Integrity \(AI\) Policy](#). Academic misconduct includes, but is not limited to, cheating, facilitation, fabrication, unauthorized collaboration, and plagiarism. You must produce original work and know what constitutes plagiarism. You must also know what constitutes cheating. If you are not certain what sources you can rely on when completing an assignment or exam, including any on-line assessment, you should contact me for clarification. All assignments you submit in this class must be original work completed by you for this specific course. A failure to abide by the AI Policy could lead to a grade penalty on the assessment, failure in the course, an "FAI" notation on your transcript, AI probation, suspension or any other sanction outlined in the university's AI Policy. If you have questions about what constitutes academic misconduct, please contact the course instructor.

ADA Policy

QU is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability, or think you may have a disability, you may also want to meet with the Office of Student Accessibility, to begin this conversation or to request reasonable accommodations. Quinnipiac University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Please contact the Office of Student Accessibility by emailing access@qu.edu, or by calling (203) 582 – 7600. If you have already been approved for accommodations through the Office of Student Accessibility, please meet with me so we can develop an implementation plan together.

Title IX Policy

QU is dedicated to fostering a healthy and safe environment that is free from all forms of sex discrimination and sexual misconduct. The University complies with Title IX of the Education Amendments of 1972. Title IX prohibits discrimination on the basis of sex in educational programs or activities that receive federal financial assistance. If you believe that you have been subjected to discrimination on the basis of sex or gender, you are encouraged to file a complaint with the University's Title IX Coordinator, Dennis Kwarteng. The Title IX Coordinator can be contacted by phone at (203) 582-7327, or by email at dennis.kwarteng@qu.edu.

CARE Policy

Quinnipiac is dedicated to supporting our students through high-touch practices from CARE (Community, Assessment, Response and Evaluation). The CARE team employs a caring, preventive, early intervention approach with students who exhibit concerning or disruptive behaviors. The CARE team works to promote student well-being and success in the context of community safety. CARE referrals are submitted by faculty, staff, students, and community members. Referrals range from topics including: helping a student during difficult times such as the passing of a loved one; when a student needs support for their physical, emotional, mental,

spiritual, financial health; and/or when experiencing social challenges with roommates, friends, and/or peers. More information about the CARE team, behaviors of concern, how to make a referral, and answers to frequently asked questions can be found on the [CARE page](#) on MyQ. If you are concerned about a peer, student, or yourself, please submit a referral [CARE and Conduct Incident Reporting Form](#).

Learning Commons

On the Mount Carmel Campus, the Learning Commons is located in the North wing of the Arnold Bernhard Library and on the North Haven Campus on the third floor of the Law School (SLE-340). Students are encouraged to visit The Learning Commons for support with class content, to improve study skills, to consult on academic success strategies, and for general developmental advising needs.

(IV) Student evaluation

The formula for your final grade is:

Grade component	Example(s)	Points
Class participation, preparation, and presence	Attendance, participation, reading/discussion questions	15 points
Formal writing	Two formal papers (due on 2/23 and 3/18)	20 points (10 points per paper)
Midterm exam	Blackboard exam administered on 3/25	20 points
Title IX role-playing game	1 st position paper (10 points) 2 nd position paper (10 points) Podium speech (10 points) Game-play (10 points) Reading Quiz (5 points)	45 points

Class participation, preparation, and presence (15 points)

All class sessions will include regular student participation and discussion. Students should be prepared to discuss the day's reading assignment for every class. Students are also responsible for submitting reading/discussion questions three times during the first two parts of the course. Each submission of reading/discussion questions is worth four points (see further details under course assignments on Blackboard). Students will also receive 0-3 points based on general course participation.

Formal writing assignments (10 points per paper, total 20 points)

During the course of the semester you will write two formal essays (approximately 3-4 pages each) that are due on February 23rd and March 18th. In general, your papers will be graded on the basis of three criteria: How well have you understood and responded to the philosophical problem or text you are writing about? How well have you incorporated textual material or examples to support your point? How well have you organized and expressed your points grammatically? Please note that copy-editing and revision are integral parts of the writing process. Papers that exhibit substantial grammatical errors (for instance, four or more errors in a paragraph) will be returned with a grade of Incomplete. Students who receive an Incomplete

will have one week to revise it; after one week, the grade for the paper will automatically change from an Incomplete to a D.

Midterm exam (20 points)

Students will be tested on material from the first and second parts of the course by means of a midterm exam administered on Blackboard during our class session on March 25th. The exam will include two parts. The first part will consist of short identifications (either terms, concepts, or textual passages from works we have read) which you will need to identify and explain the significance of. The second part of the exam will consist of essay questions. The exam will be “open book” although collaboration between students is forbidden. The instructor will provide a midterm review sheet in advance of the exam.

Role playing game: *Changing the Game* (45 points)

During the third part of the course the class will simulate or role-play a debate about Title IX and the predicament of women’s athletics at a New England University in the 1990s. The class will imaginatively enter into such a scenario, with students assigned roles such as university administrators, journalists, university alumni, and student-athletes. Every student in the class will be assigned a specific role in the game; each role (with a couple of exceptions) will require a student to write two short policy papers (approximately 2-3 pages in length) and to give one podium speech to the entire class. Students will be provided with game materials, although they must purchase the required gamebook (which will be the basis of their research for participating in the game).

(V) Reading and Discussion Schedule

Textual abbreviations:

BB: Available on course Blackboard site (under “Course Materials”)

PoS: Holt, ed., *Philosophy of Sport: Core Readings*

CtG: McFall and Perkiss, eds., *Changing the Game*

Part I: The nature and aesthetics of game, sport, and play

Tue: 1/26	Discussion Topic: <i>Homo ludens</i> and an introduction to the course Reading Assignment: Huizinga, “The Nature and Significance of Play” (pp. 3-5 on BB)
Thur: 1/28	Discussion Topic: The characteristics of play Reading Assignment: Huizinga, “The Nature and Significance of Play” (pp. 5-17 in PoS) Blue Jays reading/discussion questions due on Blackboard by 9:00 AM. Friday (1/29): Drop/add deadline
Tue: 2/2	Discussion Topic: The elements of games and sports? Reading Assignment: Suits, “The Elements of Sport” (pp. 19-32 in PoS) Red Sox reading/discussion questions due on Blackboard by 9:00 AM.
Thur: 2/4	Discussion Topic: Distinguishing sport and game Reading Assignment: Loy, “The Nature of Sport: A Definitional Effort” (pp. 37-52 in PoS); Strudler, “The Impact of Mass Media on the Definition of Sport” (BB) Yankees reading/discussion questions due on Blackboard by 9:00 AM.

Tue: 2/9	Discussion Topic: Identifying sport and game, one last time Reading Assignment: Meier, "Triad Trickery: Playing with Sport and Games" (pp. 55-77 in PoS); Suits, "Tricky Triad: Games, Play, and Sports" (BB) Mets reading/discussion questions due on Blackboard by 9:00 AM.
Thur: 2/11	Discussion Topic: Borderline Cases Reading Assignment: Sailors, et al., "Borderline Cases: CrossFit, Tough Mudder, and Spartan Race" (on BB); Gawrysiak, "E-sport: Video Games as Sport" (on BB) Phillies reading/discussion questions due on Blackboard by 9:00 AM.
Tue: 2/16	Discussion Topic: Are sports art? No! Reading Assignment: Best, "The Aesthetic in Sport" (pp. 155-178 in PoS) Blue Jays reading/discussion questions due on Blackboard by 9:00 AM.
Thur 2/18	Discussion Topic: Are sports art? Sometimes! Reading Assignment: Arnold, "Sports, the Aesthetic and Art: Further Thoughts" (pp. 179-200 in PoS) Red Sox reading/discussion questions due on Blackboard by 9:00 AM.

Part II: The ethics of sports: rules, sportsmanship, and deception

Tue: 2/23	Discussion Topic: The normativity of sports: internalism, externalism, and conventionalism Reading Assignment: Simon et al., "Theories of Sport" (pp. 21-37 on BB) Yankees reading/discussion questions due on Blackboard by 9:00 AM. Formal Paper #1 Due on Blackboard
Tue: 2/25	Discussion Topic: From theory to practice—mutualism as a theory of competition Reading Assignment: Simon et al., "Theories of Sport" (pp. 37-54 on BB) Mets reading/discussion questions due on Blackboard by 9:00 AM.
Tue: 3/2	Discussion Topic: Cheating and strategic fouling Reading Assignment: Simon et al., "Ethics in Competition" (pp. 59-71 on BB) Phillies reading/discussion questions due on Blackboard by 9:00 AM.
Thur: 3/4	Discussion Topic: Is cheating incompatible with sportsmanship? Reading Assignment: Pearson, "Sportsmanship, Deception and Ethics," and Keating, "Sportsmanship as a Moral Concept" (both on BB) Blue Jays reading/discussion questions due on Blackboard by 9:00 AM.
Tuesday, March 9th: Self-Care Day—No classes	
Thur: 3/11	Discussion Topic: Going beyond the rules—in a bad way Reading Assignment: Howe, "Gamemanship," (pp. 263-277 in PoS) Red Sox reading/discussion questions due on Blackboard by 9:00 AM.
Tue: 3/16	Discussion Topic: Going beyond the rules—in a good way Reading Assignment: Feezell, "Sportsmanship" (pp. 281-294 in PoS) Yankees reading/discussion questions due on Blackboard by 9:00 AM.
Thur: 3/18	Discussion Topic: Sportsmanship and running up the score Reading Assignment: Dixon, "On Sportsmanship and 'Running up the Score'" (on BB) Mets reading/discussion questions due on Blackboard by 9:00 AM.

Tue: 3/23	Discussion Topic: Sportsmanship and running up the score (an alternative view) Reading Assignment: Sailors, "Mercy Killing: Sportsmanship and Blowouts" (on BB) Phillies reading/discussion questions due on Blackboard by 9:00 AM.
Thursday, March 25: Blackboard Midterm Exam Friday, March 26: Last day to drop course with a W	

Part III: *Changing the Game. Title IX, Gender, and College Athletics*

Tue: 3/30	Discussion Topic: introduction to <i>Changing the Game</i> Reading Assignment: McFall and Perkiss, Parts 1-3 (pp. 3-65 in CtG) Formal Paper #2 Due on Blackboard
Thur: 4/1	Discussion Topic: introduction to <i>Changing the Game</i> Reading Assignment: McFall and Perkiss, Core Texts (pp. 66-110 in CtG)
Tue: 4/6	Discussion Topic: introduction to <i>Changing the Game</i> Reading Assignment: McFall and Perkiss, Core Texts (pp. 111-158 in CtG) Gamebook Reading Quiz
Thur: 4/8	<i>Changing the Game</i> : Game Play Game session 1a: Faculty Senate Listening Session
Tue: 4/13	<i>Changing the Game</i> : Game Play Game session 1b: Faculty Listening Session
Thur: 4/15	<i>Changing the Game</i> : Game Play Game session 2: Board of Directors Listening Session
Tue: 4/20	<i>Changing the Game</i> : Game Play Game session 3: Radio Talk Show Policy paper #1 due on BB
Thur: 4/22	<i>Changing the Game</i> : Game Play Game session 4: Student Government Listening Session and Gala
Tue: 4/27	<i>Changing the Game</i> : Game Play Game session 5: Board Meeting
Thur: 4/29	<i>Changing the Game</i> : Game Play Coda: Responses Policy paper #2/graded podium speech due on BB
Friday, May 4th, 10:30-12:30 (final exam time slot): <i>Changing the Game</i> debrief session	