

Spring 2024
PHIL 299
Sports Ethics
4 Cr. (CRN 35442)
12:00-1:50 pm M, W (154 Straub)

Instructor: Dr. Peg Brand Weiser, Pro Tem Professor, Department of Philosophy; Clark Honors College

Office Hours at Peet's Coffee/Cafe in the Jaqua Center: 11:00-11:45 am M,W & by app't or zoom

Email: pweiser@uoregon.edu

Publications: <https://uoregon.academia.edu/PegWeiser>

CANVAS info: <https://canvas.uoregon.edu/courses/242630>



Description of Course: PHIL 299—Sports Ethics—is the philosophical study of sports ethics and its implication for the athlete and spectator.

We will study sport—amateur, intercollegiate, professional, post-amateur—throughout history as well as current, controversial topics in sport ethics that bear on (student-) athlete performance, fandom (spectatorship, sportsmanship), the value of intercollegiate sports, (student-)athletes' well-being, NIL earnings, gender equity (Title IX “celebrated” 50 years after becoming law in 1972; equal pay), racial discrimination (low numbers of Black coaches and team owners), violence and CTE in the NFL, NBA and “black lives matter,” the Olympics—ancient Greece (776 BC), Olympism (1896), Paris (2024)—and IOC, transgender and intersex women, sports integrity, the commodification of sports, and the power of highly visible sport administrations, particularly the NCAA, Big Ten, IAAF (World Athletics), FINA, NWSL.

There is **no required textbook to purchase** but we will be reading selected chapters from a provided **PDF** (see Modules: Reid Intro) of a text by Heather L. Reid, *Introduction to the Philosophy of Sport*, 2nd ed. (Rowman & Littlefield, 2023). All other readings are PDFs or are linked from the syllabus or found in weekly Modules. Films are accessible through UO Library/Kanopy or through links on the syllabus.

For data, we'll study TIDES (The Institute for Diversity and Ethics in Sport founded by Dr. Richard Lapchick) Making Waves of Change: Latest Publications/Study by Adrien Bouchet, “[The NCAA Division I Men's and Women's Basketball Tournament Teams College Graduation Rates \(March 20, 2024\)](#)”

Course Communications Instructor will post announcements on Canvas and via university email.

Expected Learning Outcomes: General Education Arts and Letters courses enable students to

- critically analyze a range of human sport experience to engage more fully in local/global issues;
- introduce fundamental ideas/practices of sports ethics and apply them to real case studies;
- elicit analytic/critical responses to historical and/or cultural works such as the literature, art, and philosophy of sports ethics, particularly from ancient Greece (Olympics) and Olympism (1896)
- explore the conventions and techniques of significant forms/performance of human expression;
- place sports ethics and sports data within historical/cultural contexts alongside other disciplines;
- analyze/critique different roles of persons who make up the personnel of sports institutions;
- appreciate the competition of athletes as a form of human skill, talent, well-being, and beauty;
- demonstrate critical thinking skills, separate fact from opinion, and argue informed, sound judgments while writing clear, concise, informed, and persuasive prose grounded in logic;
- foster creative individual expression via analysis, synthesis and critical evaluation of sports ethics;
- interpret/engage in arts and letters, making use of the creative process to enrich quality of life.

Course Plan

Students typically view sports as (mere) entertainment; however, learning sports ethics within the broader context of philosophy of sport encourages them to step back and assess a popular worldwide cultural phenomenon as something more than just a game or competition: as a form of performance, agency, identity, well-being, moral virtue, and leadership. Students come to appreciate athletes as role models and skillful competitors while also gaining increased awareness of their own “fan” values that influence how they might apply ethical principles and values used to adjudicate ethics in sport.

Classroom Behavior

To foster a positive learning environment, students and instructors have a shared responsibility to insure a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to study and succeed. Students are expected to be attentive to class discussion (please do not walk in and out of class or disrupt conversation except for an emergency) and to participate/engage as much as possible. [Student Conduct Code](#); [Office of the Dean of Students](#).

Emergency Procedures. Review on-campus [Emergency](#) and [Active Threat](#) procedures fully and regularly. In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Such information will be communicated as soon as possible by email and/or on Canvas. If we are unable to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas. Instructors who may be quarantined due to Covid 19 may teach the course online during that time.

Academic Integrity Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work, reports, abstract, outline, bibliography, and research paper must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the [UO guidelines for Academic Integrity](#) and at all costs, **AVOID PLAGIARISM**; do not cheat by using AI, e.g., ChatGPT! Guidelines: <https://researchguides.uoregon.edu/citing-plagiarism>.

Nondiscrimination and Anti-harassment Policy/Statement [“Title IX Applies to Everyone at the UO.”](#)

Notification of Objectionable Materials The instructor will attempt to provide advance notice when such materials will be used but it is not always possible. Please bring an open mind to such topics.

Attendance and Engagement/Class Participation Policy: Attendance in this class is required; points are recorded to enable you to learn and perform to your best abilities. As stated in UO policy, no written documentation is necessary for missing class except for (1) religious or (2) accessibility reasons* or (3) official UO athletic or other officially sanctioned campus activities. Attendance in 20 classes this term is .5 point each class = 10 points total. (For quarters with less than 20 classes, students will automatically receive credit for attendance as if there had been 20 classes.) There is no extra credit and there is no way to make up for missed *class time* since it takes place *in-person with classmates in class*. Late assignments can be turned in but lose 1 point for every day or partial day past the stated Canvas deadline. Realizing that illness and emergencies arise, please note:

- Students are actively encouraged to stay at home if they feel sick (flu) or have symptoms of COVID-19. Your instructor will work with you to utilize a mutually-agreed upon success strategy that enables you to engage.
- Students are responsible for communicating with their instructor via the means of communication—via Canvas or email (pweiser@uoregon.edu) established by the instructor. For more info and resources:

-Dean of Students “[Emergency Academic Notification](#)” process provides student assistance in notifying instructors and enlisting their help with courses.

-[Withdrawal and Grade Change dates and processes](#) –See this [advising page](#) on options for students

-[Incomplete](#) – If an unexpected situation happens toward the end of the term, an Incomplete may be appropriate. See the *new rules* at <https://provost.uoregon.edu/grades-incompletes-policy>

-[Student Petitions](#) – student petition options after the term if unable to make changes during the term

* The University of Oregon respects the right of all students to observe their religious holidays and will make reasonable accommodations, upon request, for these observances. If you need to be absent from a class period this term because of a religious obligation or observance, please fill out the Student Religious Accommodation Request PDF form and **send it to me within the first weeks of the course** to make arrangements in advance.

***Accessibility and Accommodations** UO works to create inclusive learning environments. Please notify me or [Accessible Education Center](#) if course instruction/design results in disability-related barriers to your participation.

I am a designated reporter/assisting employee with reporting obligations; see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing sex or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] for help or visit safe.uoregon.edu. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123. Additional resources are available at [UO’s How to Get Support webpage](#). I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect.](#)”

Grade Policies: Grades consist of a solid grade of A, B, C, D, as well as F, including the possibility of + or – . See [UO Office of the Registrar for further info](#). The following total points equate to the letter grades:

- A minus = 90–92 points A = 93-96 A+ = 97-100
- B minus = 80-82 points B = 83-86 B+ = 87-89
- C minus = 70-72 points C = 73-76 C+ = 77-79
- D minus = 60-62 points D = 63-66 D+ = 67-69
- F = less than 60 points

Required Materials and Activities/Schedule/Due Dates:

- **Attendance** **10 points**
(.5 point for each class x 19 classes (with free .5 credit for Memorial Day, a holiday) = 10 points). Students are expected to attend all classes. There is no makeup or extra credit available for absences.
- **Participation/Engaging in class discussion** **10 points**
10 points = exceptional: To achieve this level, instructor's expectation is that the student exceeds "A" requirements, e.g., by leading study groups, taking the lead for short presentations when appropriate (summarizing main points, highlighting open questions), taking the lead or supporting fellow students for roles like facilitator in group discussion, plenary rapporteur, a minute taker. Engages at least once/week.
9 points = Excellent: . . . student is recognized as a leader in discussion and consistently both contributes to and brings the conversation to a deeper level, without dominating the discussion to such an extent that it inhibits participation by other students. Engages nearly every week.
8 points = Very Good. . . . student takes a very active role in discussion section: remarks are consistently helpful and on topic. Engages some weeks.
7 points = Good. . . . student participates in discussions, but not consistently. Engages only few weeks.
6 points = Poor. . . . student participates in discussions sporadically. Engages nearly not at all.
5 points = Failing. Student is not a positive contributor to discussions.
- **3 Online Quizzes.** Multiple choice based on assignments and class discussion. 10 points each. **30 points**
Open book based on assigned readings, films, and class discussions. On Canvas: 4/10-12, 5/1-3, 5/22-24.
- **In-class Presentation of chapter or film, original case study, actively lead Q & A** **25 points**
Working with a partner, each student will present a PowerPoint based on (half of) an assigned reading or film, inclusion of their own original Case Study that is tied to the assignment, followed by class discussion of 2 study questions based on the material. Required time is 15-20 min. total. Plan accordingly and submit your PowerPoint on Canvas before your scheduled class. **Rubric:** 10 points for PRESENTING the chapter, 10 for ORIGINAL case study (not borrowed from Reid or our films), and 5 for ACTIVELY leading class Q & A.
- **Written Case Study** (title + minimum 500 words not counting outside bibliographic reference) **25 points**

An original—new/not already covered in our readings or films—case study is a narrative description plus your personal, ethical commentary on an actual event in the world of sport. It must be tied to and informed by an **acceptable philosophical outside source** (essay or book authored by a philosopher, not a blog, op ed, or podcast). Use [Chicago Humanities Style](#) as outlined on the UO Libraries website. Bibliography entry must cite author, title of "article" or *book*, title of *book* or *journal* in which you found article, volume #, date, page numbers, and link. **It is not enough to just cite a link;** please be respectful of authors' and their scholarly product! Cite all required info so that the instructor can look up all references. **Due on Canvas no later than 5 pm, June 14, Finals Week. Rubric:** 5 points for title; 10 points for **acceptable** outside philosophical source; 10 points for 500-word written case study.

You are welcome to use more than one source but at least one source must be an acceptable work, that is, authored by a philosopher. To find a source, use references at the end of each book chapter or choose from **this recommended list** (if in doubt, ask) or some of the additional **optional readings listed at the end of this syllabus:**

[Stanford Encyclopedia of Philosophy](#)

[Sports, Ethics and Philosophy](#)

[Journal of the Philosophy of Sport](#)

[Journal of Intercollegiate Sport](#)

Total points for class = 100 points

Subject to Change Statement: Information contained in the course syllabus may be subject to change with reasonable advance notice, as deemed appropriate by the instructor of this course.

The University of Oregon is located on [Kalapuya Ilihi, the traditional indigenous homeland of the Kalapuya people.](#)

Syllabus/Scheduled Topics/Activities

Week One (April 1, 3) **Introductions. Why study/what is sports ethics? What is a game?**

Read: Heather Reid, "Introduction: Why Study the Philosophy of Sport?" in *Introduction to the Philosophy of Sport*, 2nd edition (Rowman & Littlefield), pages ix-xi **PDF under Modules: Reid Intro**

Week Two (April 8, 10) **SPORT AND EDUCATION. Quiz #1 on Canvas: due 5 pm on Fri., Apr. 12**

Read Heather Reid, Ch. 13, "Collegiate Sports," pages 187-196

View on YouTube or Kanopy before class: "[Sporting Chance: The Lasting Legacy of Title IX](#)" (2012) (7 min. trailer); see also [NCAA page](#) with interviews with key players; [Playing Unfair: The Media Image of the Female Athlete](#) (2002) (30 min.); [Broken Trust: Ending Athlete Abuse](#)" (2020) (31 min)

Week Three (April 15, 17) **ETHICAL ISSUES IN SPORT**

Read: Heather Reid, Ch. 8, "Consequentialism and Play," pages 113-123

View on Kanopy before class: [League of Denial: The NFL's Concussion Crisis \(2013\) \(1:53:41\) \(PBS\)](#)

Week Four (April 22, 24) **ETHICAL ISSUES IN SPORT**

Read: Heather Reid, Ch. 9, "Deontology and Fair Play," pages 125-138

View on Kanopy before class: [Not Just a Game](#) (2010) (1 hr.)

Week Five (April 29, May 1) **ETHICAL ISSUES IN SPORT. Quiz #2 on Canvas: due 5 pm on Fri., May 3**

Read: Heather Reid, Ch. 10, "Virtues and Vices," pages 139-156

View on Kanopy before class: [Bigger, Stronger, Faster: The Side Effects of Being American \(1:46\) \(2008\)](#)

Week Six (May 6, 8) **ETHICAL ISSUES IN SPORT**

Read: Ch. 11, "Ethical Spectatorship," pages 157-170

View on Kanopy before class: [More than a Word \(1 hr 9 min, 2017\)](#)

Week Seven (May 13, 15) **SPORT AND SOCIAL EPISTEMOLOGY**

Ch. 14, "Sport, Race, and Class," pages 201-212

View on WTIU before class: [Major Taylor: Champion of the Race \(WTIU 2023\)\(1:29:18\)](#)

Week Eight (May 20, 22) **SPORT AND SOCIAL EPISTEMOLOGY. Quiz #3 on Canvas: due 5 pm Fri., May 24**

Read Ch. 15, "Sport, Sex, and Gender," pages 213-227

View on Kanopy before class: [Beauty Mark: Body Image and the Race for Perfection](#) (2008) (50 min.)

Week Nine (no class May 27; May 29;). **HISTORY AND HERITAGE: The Olympics and Olympism**

Read: Ch. 1, "The Ancient Hellenic Heritage" and Ch. 2, "The Modern Olympic Revival," pages 1-18;19-31

View before class: "[The 1936 Olympic Games: Nazi Secrets at the Berlin Olympics](#)" (2016) (52 min)

Week Ten (June 3, 5) **Final thoughts on sports ethics. Student Course Survey.**

Read: Gunnar Breivek, "Sport as Part of a Meaningful Life," *Journal of the Philosophy of Sport* 49:1 (2022) (2022), 19-36 **PDF**

Final Exam Week (June 10-14) No exam; **Case Study due on Canvas by 5 pm, Fri. June 14**

OPTIONAL PHILOSOPHICAL READINGS and FILMS:

Nancy Kane, "Duty of Care: Non-Traumatic Deaths and D1 Collegiate Football," *College Sports and Ethics*, edited by Shawn Klein and Chad Carlson (Lexington, forthcoming), **DRAFT** pages xxxx **PDF**

John Gleaves, "Caught in Transition: The Ethical Issues of Trans Athletics in Collegiate Sport," *College Sports and Ethics*, edited by Shawn Klein and Chad Carlson (Lexington, forthcoming), **DRAFT PDF**

Colleen English, "Gender and Ethics in College Sports: Hegemonic Masculinity as an Underlying Problem," in *College Sports and Ethics*, edited by Shawn Klein and Chad Carlson (Lexington, forthcoming), **DRAFT PDF**

Seth Bordner, "Reflections on Muddy waters, Marijuana, and Moving Goalposts: Against 'Returning' Reggie Bush's Heisman," in *College Sports and Ethics*, edited by Shawn Klein and Chad Carlson (Lexington, forthcoming), **DRAFT PDF**

Peg Brand Weiser, "Holding Institutions Responsible for Student-Athlete Well-Being," in *College Sports and Ethics*, edited by Shawn Klein and Chad Carlson (Lexington, forthcoming), pages **DRAFT PDF**

[Don McPherson](#), *You Throw Like a Girl: The Blind Spot of Masculinity* ([2020 36 min. film based on 2019 book](#)); Iris Marion Young, "Throwing Like a Girl: A Phenomenology of Feminine Body Comportment, Motility and Spatiality," *Human Studies* 3:2 (1980), 137-156.

Heather L. Reid, "Sport and Moral Education in Plato's *Republic*," in *The Journal of the Philosophy of Sport* 34:2 (2007), 160-175. (Published online 2012) **PDF**; Heather Reid, "Plato on Women in Sport," in *Journal of the Philosophy of Sport* 47:3 (2020), 344-361 **PDF** or Heather Reid, "Heroic *Parthenoi* and the Virtues of Independence: A Feminine Philosophical Perspective on the Origins of Women's Sports," in *Sport, Ethics and Philosophy* 14:4 (2020), 511-524 **PDF**

Megs S. Gendreau, "Why we care about who athletes are: on the peculiar nature of athletic achievement," *Journal of the Philosophy of Sport* 49:2 (2022), 278-291 **PDF**

Aristotle, *How to Flourish: An Ancient Guide to Living Well* (Princeton, 2023) **PDF**

Harry Edwards, *The Revolt of the Black Athlete* (1969; 2018); William Rhoden, *Forty Million Dollar Slaves: The Rise, Fall and Redemption of the Black Athlete* (2007); [More Than a Game: A History of the African American Experience in Sport](#) by David K. Wiggins (Rowman & Littlefield, 2018); Robert W. Turner II, *Not for Long: The Life and Career of the NFL Athlete* (Oxford U Press, 2018)

Cheryl Cooky, La Toya D. Council, Maria A. Meers, Michael A. Messner, and Michela Musto, "[One and Done: The Long Eclipse of Women's Televised Sports: 1989-2019](#)," *Communication and Sport* 2021, Vol. 9(3), 347-371

Paul Davis and Charlene Weaving, eds., *Philosophical Perspectives on Gender in Sport and Physical Activity* (Routledge, 2010); Heather L. Reid, "Athletic Beauty in Classical Greece: A Philosophical View," *Journal of the Philosophy of Sport* 39:1 (2012), 1-17; "Examining 50 Years of 'Beautiful' in *Sports Illustrated* Swimsuit Issue," *Journal of the Philosophy of Sport* 43:3 (2016), 380-393; Peg Brand Weiser and Edward B. Weiser, "[Misleading Aesthetic Norms of Beauty: Perceptual Sexism in Elite Women's Sports](#)," in *Body Aesthetics* (Oxford, 2016), 192-221; Peg Brand Weiser, "[Changing Perceptions of Beautiful Bodies: The Athletic Agency Model](#)," in *Somaesthetics and Sport*, ed. A. Edgar (Brill, 2022)

Myles Brand (past NCAA President (2003-2009), past President of the University of Oregon (1989-1994), and past president of Indiana University (1994-2002) on [“Social Justice,” Mondays with Myles podcast \(1/21/2008\)](#). I created the <https://www.mylesbrand.com> website; it contains over 300 items of audio, transcripts, and video—use the link, scroll down to 1//21/2008 for audio recording and transcript

- [Press Release: “NCAA Executive Committee Issues Guidelines for Use of Native American Mascots at Championship Events”](#) (August 5, 2005, under NCAA President Myles Brand)
- [Myles Brand, “The Role and Value of Intercollegiate Athletics in Universities,” *Journal of the Philosophy of Sport* 33:1 \(2006\), 9-20.](#) (Myles Brand, philosopher, was UO president from 1989-1994)
- Peg Brand Weiser and R. Scott Kretchmar, [“Editors’ Introduction”](#) (pages 1-4) in Peg Brand Weiser and R. Scott Kretchmar, eds., Special Issue entitled [“The Myles Brand Era at the NCAA: A Tribute and Scholarly Review,” *The Journal of Intercollegiate Sport* 14:3 \(2021\)](#)
- [Peg Brand Weiser, “Life is an Adventure: From Action Theory to Action,”](#) (pages 17-38) or any other essay on the legacy of Myles Brand in the Special Issue entitled [“The Myles Brand Era at the NCAA: A Tribute and Scholarly Review,” *JIS* 14:3 \(2021\)](#)

[“The Origins of Title IX”](#) and the 56-page report, [“NCAA Title IX 50th Anniversary: The State of Women in College Sports;”](#) also peruse [NCAA page and interviews](#) and [NCAA info;](#)

Molly Hensley-Clay, [“Colleges cut sports to save money amid the pandemic. Then came the Title IX lawsuits,”](#) WAPO (March 25, 2021); [“NCAA External Gender Equity Review Phase I and II”](#) by Kaplan Hecker & Fink LLP; 13-page [“NCAA Kaplan Report Executive Summary”](#) post-UO WFinal Four (8/2/2021)

Paul Davis and Charlene Weaving, “COVID-19, Lip Gloss, and the Threat to Women’s Sports,” in Jeffrey P. Fry and Andrew Edgar, eds., *Philosophy, Sport and the Pandemic* (Routledge, 2022); Celia Brackenridge, *Spoilsports: Understanding and Preventing Sexual Exploitation in Sport* (Routledge, 2001); Jaime Schutz, *Women’s Sports: What Everyone Needs to Know* (OUP, 2018); *Sporty Girls: Gender, Health and Achievement in a Postfeminist Era* (Palgrave Macmillan, 2021)[See my review for *Hypatia* journal]

Natalie Diaz, ed., *Bodies Built for Game: The Prairie Schooner Anthology of Contemporary Sports Writing* (University of Nebraska Press, 2019; *When My Brother Was an Aztec* (Copper Canyon Press, 2012)

John Gleaves and Tim Lehrbach, [“Beyond fairness: the ethics of inclusion for transgender and intersex athletes,” *Journal of the Philosophy of Sport* 43:2 \(2016\), 311-326](#) [PDF](#)

[Mizuho Takemura, “Gender Verification Issues in Women’s Competitive Sports,” *An Ethical Critique of the IAAF DSD Regulation,” *Sport, Ethics and Philosophy* 14: 4 \(Nov., 2020\), 449-460:*](#) the entire issue is devoted to [“Women in Sport”](#) (see [introductory essay by editor Angela Schneider](#)) including essays on transgender, intersex athletes and the contested “women’s category in sport”

George Tyler, “The Moral Responsibilities of Fandom,” *Journal of the Philosophy of Sport* 48:1 (2021), 111-128

Dave Zirin, *The Kaepernick Effect: Taking a Knee, Changing the World* (2021); John Feinstein, *Raise a Fist, Take a Knee: Race and the Illusion of Progress in Modern Sports* (2021)

Tim L. Elcombe and Douglas Hochstetler, “Rethinking Sports Ethics in a Complex Post-Pandemic World,” *Philosophy, Sport and the Pandemic*, eds Jeffrey P. Fry and Andrew Edgar (2022), 247-260 [PDF](#)

In-Class Presentations Signup List**Week Two (April 8, 10) SPORT AND EDUCATION**

Mon., April 8: Read Heather Reid, Ch. 13, "Collegiate Sports," pages 187-196

Maggie Troxell **Jack Reichenberger**

Wed., April 10: View before class: "[Sporting Chance: The Lasting Legacy of Title IX](#)" (2012) (7 min. trailer); [Playing Unfair: The Media Image of the Female Athlete](#) (2002) (30 min.); [Broken Trust: Ending Athlete Abuse](#)" (2020) (31 min) **Sydney France** **James Machado**

Week Three (April 15, 17) ETHICAL ISSUES IN SPORT

Mon., April 15: Read Heather Reid, Ch. 8, "Consequentialism and Play," pages 113-123

Elizabeth Burket-Thoene **Maddie Carson-Cotton**

Wed., April 17: View before class: [League of Denial: The NFL's Concussion Crisis \(2013\) \(1:53:41\) \(PBS\)](#)

Brandon Ackert **Henry Lin**

Week Four (April 22, 24) ETHICAL ISSUES IN SPORT

Mon., April 22: Read Heather Reid, Ch. 9, "Deontology and Fair Play," pages 125-138

Kailee Romo **Zoey Hock**

Wed., April 24: View before class: [Not Just a Game](#) (2010) (1 hr.)

Blake Gill **Ellen Danielson**

Week Five (April 29, May 1) ETHICAL ISSUES IN SPORT

Mon., April 29: Read Heather Reid, Ch. 10, "Virtues and Vices," pages 139-156

Ariel Eisen **Brady Short**

Wed., May 1: View before class: [Bigger, Stronger, Faster: The Side Effects of Being American \(1:46\) \(2008\)](#)

Michael O'Neal **Lucho Roman**

Week Six (May 6, 8) ETHICAL ISSUES IN SPORT

Mon., May 6: Read Ch. 11, "Ethical Spectatorship," pages 157-170

Daivon Hendrix **Macy Galloway**

Wed., May 8: View before class: [More than a Word \(1 hr 9 min, 2017\)](#)

Ryan Kato **Devon Huester**

Week Seven (May 13, 15) SPORT AND SOCIAL EPISTEMOLOGY

Mon., May 13: Read Ch. 14, "Sport, Race, and Class," pages 201-212

Casey Barrett **Joshua Bettisworth**

Wed., May 15: View before class: [Major Taylor: Champion of the Race \(WTIU 2023\)\(1:29:18\)](#)

Sophie Kirkwood **Maya Demontreaux**

Week Eight (May 20, 22) SPORT AND SOCIAL EPISTEMOLOGY

Mon., May 20: Read Ch. 15, "Sport, Sex, and Gender," pages 213-227

Skylar Perez **Meena Shah**

Wed., May 22: View before class: [Beauty Mark: Body Image and the Race for Perfection](#) (2008) (50 min.)

Sydney Miller **Yadhira Vasquez**

Week Nine (no class May 27; May 29;). HISTORY AND HERITAGE: The Olympics and Olympism

Wed., May 29: Read Ch. 1, "Ancient Hellenic Heritage;" Ch. 2, "Modern Olympic Revival," pages 1-18;19-31

Alex Gries-Homman **Nathan Wana**

View before class: "[The 1936 Olympic Games: Nazi Secrets at the Berlin Olympics](#)" (2016) (52 min)