

Western University
 Faculty of Health Sciences
 School of Kinesiology
 Kinesiology 2292G - Critical Thinking and Ethics in Kinesiology
 Winter 2020

Instructor: Dr. Michael Heine Office: AHB 3R18 Email: mheine@uwo.ca Phone: 519/661-2111x84113 Office Hrs: Mo. 10.00-12.00h TAs: Denise Kamyuka	Lectures: Tu 8:30am - 10:30am Th 8:30am - 9:30am Room: FIMS & Nursing Bldg Rm 1250
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NOTE: All course information including grades, assignment outlines, deadlines, etc. are available via OWL. Check the website regularly for course announcements

<p>Calendar Course Description (including prerequisites/anti-requisites): The course is designed to teach basic skills in critical thinking and how to address ethical issues such as doping in sport, body image and gender, clinical and management conflict of interest, etc.</p> <p>Antirequisite(s): (taken in 2009-10); the former Kinesiology 2290F/G, 2293F/G; the former Health Sciences 2600F/G.</p> <p>Prerequisite(s): Completion of first year Kinesiology.</p> <p>Extra Information: 3 lecture hours</p>
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You are responsible for ensuring that you have successfully completed all course pre-requisites, and that you have not taken an anti-requisite course.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

NOTE: If you wish to enrol in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.

Course Description

This course examines issues in kinesiology, sport, and physical activity from a philosophical perspective. Drawing on topical materials as well as examining conceptual and foundational issues, the course is designed to encourage critical, reflective philosophical thinking about issues in sport, physical education and recreation, with a particular emphasis on ethical decision-making.

Learning Outcomes

Upon completion of this course, students will be able to:

1. identify and discuss philosophical and ethical issues in kinesiology, sport and recreation. (comprehension)
2. identify and describe various perspectives and major points of argument currently offered in discussions of major issues in kinesiology, sport, and p.a. (knowledge)
3. demonstrate an appropriate level of competence in philosophical concept and issues analysis in kinesiology, sport, and p.a. (application)

Course Schedule

Segment / Unit	Readings
Segment 1: Course Overview - Introduction	
Overview <ul style="list-style-type: none"> • Overview of Course Contents, Approach Concepts and Definitions <ul style="list-style-type: none"> • Philosophy of Sport • Sports, Games, play, recreation, leisure 	Bergmann, chp. 1
Segment 2: The Value of Sport and P.A. The Value of P.A.	
<ul style="list-style-type: none"> • "Why sport?" "Why "p.a."? • The value of sport and p.a. 	Bergmann, chp. 2
Segment 3: The Importance of Competition	
<ul style="list-style-type: none"> • Conceptual and normative considerations 	Bergmann, chp. 3 Delattre
Segment 4: Children and Sport	
<ul style="list-style-type: none"> • It's child's play: • How much organization is necessary? 	Bergmann, chp. 4
Segment 5: Co-Ed Games, Co-Ed Sports	
<ul style="list-style-type: none"> • Should boys and girls play together? What would that do to 'sport'? 	Bergmann, chp. 10, Young
Mid-Term Test One — In class (see OWL 'Important Dates' page for date confirmation or update) - any dates posted on OWL override dates listed in this Course Outline) format: short answer questions	
October 14: Thanksgiving, no class	
Segment 6: Applied Ethics (1)	
<ul style="list-style-type: none"> • The athlete's perspective 	Bergmann, chp. 5
Segment 7: Applied Ethics (2)	
<ul style="list-style-type: none"> • The coach's perspective 	Bergmann, chp. 6
Segment 8: The Coach-Athlete Relationship	
<ul style="list-style-type: none"> • Paternalism and Power. • How close is too close? 	Bergmann, chp. 11
Feb 17: Reading Week	
Mid-Term Test Two — Out of Class (see OWL 'Important Dates' page for date confirmation or update - any dates posted on OWL override dates listed in this Course Outline) format: one hour, true/false, multiple choice	
March 7: Last Day to Drop Second-Term Classes	
Segment 9: Cheating and the 'Good Foul'	

Segment / Unit	Readings
<ul style="list-style-type: none"> What makes a good sports person? 	Bergmann, chp. 7 Fraleigh
Segment 10: Doping and the Idea of Performance (Enhancement)	
<ul style="list-style-type: none"> Does the importance of the objective justify resorting to every means available? 	Bergmann, chp. 8 Hoberman
Segment 11: Violence in Sports	
<ul style="list-style-type: none"> Is it just 'part of the game'? 	Bergmann, chp. 9
Segment 12: Can Sport Be Art ?	
<ul style="list-style-type: none"> Double Axle, anyone? Better than ringette? Our bodies at the Western gym - can they be 'art' projects ? 	Bergmann, chp. 12

Required Course Readings and Materials

- Bergmann (available at the bookstore)
Bergmann Drewe, Sheryle. 2003. *Why Sport? An Introduction to the Philosophy of Sport*. Toronto, ON: Thompson Educational Publishing.
- Delattre, Edwin J. "Some Reflections on Success and Failure in Competitive Athletics." *Journal of the Philosophy of Sport*. 2 (1975). 133-139.
- Fraleigh, Warren . "Why the Good Foul Is Not Good." *Journal of Physical Education, Recreation & Dance*. January (1982). 41-43.
- Hoberman, John M. 'Sport and the Technological Image of Man." In: W. Morgan & K.V. Meier (eds.). *Philosophic Inquiry in Sport*. 2nd ed. Champaign, IL: Human Kinetics Publ., 1995. 202-208.
- Young, Iris Marion. "The Exclusion of Women from Sport: Conceptual and Existential Dimensions." *Philosophy in Context*. 9 (1979). 44-53.
- Two or three additional journal articles will be added to this list and posted on OWL.
- Case Studies
Topical materials (newspaper clippings, journal or magazine articles, audio/visual) may be included in course discussions as appropriate, and on an ongoing basis. Topical materials relevant to the final or mid-term exams will be placed on the Reader in the Dafoe library

Evaluation

Assignments are due as stated in the course syllabus and will not be accepted late, except under medical or other compassionate circumstances. Submitting a late assignment without appropriate documentation will result in a zero (0) grade. A missed mid-term examination, without appropriate documentation will result in a zero (0) grade. Acceptable reasons might include hospital stays, serious illness, family emergencies (like serious accidents, illness or death) or similar circumstances

Mid-term 1	1 hour / in class	30%
Mid-term 2	1 hour / in class	30%
Term Paper Abstract		5%
Term Paper		35%

Course/University Policies

- Statement on Use of Personal Response Systems ("Clickers")

If Personal Response Systems (“Clickers”) are used in the course, a reference to the Guidelines for their use (Guidelines are shown below). Instructors are to communicate clearly to students information on how clickers are used including: how the student’s privacy will be protected, how clickers may be used by the instructor for data gathering and for evaluating the students, and why they cannot be used by anyone but the student (since the students involved in misuse of a clicker may be charged with a scholastic offence).

2. Academic offences: They are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

A) Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar). All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com <http://www.turnitin.com>

B) Computer marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

3. Electronic Device Usage:

During Exams - Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any of the following electronic devices during ANY of the tests, quizzes, midterms, examinations, or other in-class evaluations: cellphones, smart phones, smart watches, smart glasses, audio players or recorders of any sort, video cameras, video games, DVD players, televisions, laptop/notebook/netbook computers, flashlights or laser pointers.

During Lectures and Tutorials : Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. Please be respectful to your fellow students and turn the sound off. If the professor receives complaints from other students regarding noise or other disruptive behavior (e.g. watching videos on YouTube.com, updating your Facebook status, playing Solitaire), your classroom privileges will be revoked. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

4. Health and Wellness:

Information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

Students who are in emotional/mental distress should refer to Mental Health@Western (<http://www.health.uwo.ca/>) for a complete list of options about how to obtain help.

5. Support Services

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health & Wellness -- <http://www.health.uwo.ca/>
3. Registrar’s Office -- <http://www.registrar.uwo.ca/>
4. Ombudsperson Office -- <http://www.uwo.ca/ombuds/>

November 27th, 2019 (for full-year courses)