

**GRANDE PRAIRIE REGIONAL COLLEGE**  
**Department of Physical Education & Athletics**

**PE 2010**

**APPLIED ETHICS IN PHYSICAL EDUCATION AND SPORT**

**COURSE OUTLINE**  
**1995 - 1996** w

**INSTRUCTOR:** Ray Kardas

**OFFICE:** C418 - Main building

**OFFICE HOURS:** TBA

**PHONE:** 539-2990

**COURSE TIMES:** M, W, & F @ 1:00 p.m. - Room J228

**COURSE**

**DESCRIPTION:** A philosophical examination of ethical questions in the professional practice of physical education and sport.

**COURSE**

**OBJECTIVES:** It is anticipated that the following objectives will be met by this course:

- a) Students will be able to competently analyze and critique philosophical writings related to physical educational and sport.
- b) The ability of students to rationally, through reasonable arguments, defend or refute difficult physical education/sport related philosophical issues will be strengthened.
- c) Students will improve their ability to respond to written questions logically and coherently.
- d) Students will enhance their writing skills in terms of originality, grammatical correctness, proper form and style.
- e) Critical thinking skills will improve and the ability to discern between arguments and opinions will be demonstrated.
- f) Students will develop a commitment to rational inquiry.

**REQUIRED TEXTS AND READINGS:**

The following texts are required and may be purchased in the College bookstore:

Lumpkin, Angela., Stoll, Sharon Kay., and Beller, Jennifer M. (1994).  
Sport Ethics, Applications for Fair Play. St Louis: Mosby

Stoll, Sharon Kay. (1993). Who Says This is Cheating?: Anybody's Sport Ethics Book. Dubuque: Kendall/Hunt.

Other required readings will be taken from various texts and scholarly manuals. Please refer to the **Course Sequence**. One copy of these readings will be on reserve in the L.R.C.

**EVALUATION SCHEME:**

Short Written Assignments	20%
Midterm Test	15%
Spot check vocabulary Tests (to be completed by winter break)	10%
Term Paper	25%
Final Exam	30%

**COURSE REQUIREMENTS:****Short Written Assignments:**

On each of the following days: **January 22, February 7, March 8, 27** each student will be required to submit a written piece of work. The nature of the assignment involves some aspect, idea, theme or any appropriate experience that is related to the content of the readings and lectures from the weeks between assignments. This required work can take on any number of forms. It can be a position paper on a given ethical topic (your opinion on a moral issue supported by well-reasoned arguments), a conceptual analysis of an ethical term or expression, the application of an ethical theory to a particular situation, a case study analysis involving an ethical dilemma, a personal introspective commentary related to your moral experiences, or any other comparable task. The required parameters for the assignment are that it be physical educational/sport-related and be connected relevantly to your readings.

The assignment should be **no less than two full-typed double-spaced pages**, with one inch margins all around, and must not exceed **three pages**. It must have a short title at the top of the first page plus include your name and number at the end.

You will be given both a stanine grade for each assignment ranging from 0 to 9 and a corresponding numerical mark. The grade will be based on clarity, coherence, analytical skills, organization, and writing mechanics. Those who fail to hand in the

assignment for any reason (other than medical) will receive an automatic 0. Papers must be turned in by the student at the beginning of the class or they will not be accepted. Those who have been excused due to a medical reason will have the value of their subsequent assignment doubled. In the event that this is the case for the last assignment date, the value of the short written work will be assigned to the final exam.

### **Midterm Test:**

A midterm test will familiarize you with the kinds of questions asked on the final examination and with your answer expectations. It will also provide you with feedback so you know your level of comprehension at this point in the course. Naturally the scope and duration of the midterm test will be considerably less than the final and the precise format will be discussed in class). The midterm will be taken in class, last about an hour and is set for **February 21**.

### **Spot Check Vocabulary Tests:**

As with other disciplines and specializations ethics has its own vocabulary and terms. Before one can argue or debate coherently it is incumbent upon the student to know or understand a sampling of these terms. For the first 6 weeks of the course - that is, prior to the Winter break the students will be given unannounced tests on these ethical terms as provided in the appendix of your text. You will need to know approximately 13 terms/week. If you miss the test, "c'est la guerre."

### **Term Paper**

Each student will prepare a formal position paper. The paper will examine a specific subject, concept, or argument discussed during the course and delineated in the readings. As a position paper, each student must take a stand on a particular issue and either defend or refute a given proposition. In your choice of references, articles and books derived from philosophical and physical education sources are required as opposed to the use of popular culture materials (translation - don't rely on newspapers, except by short documentation and I urge you to strongly refrain from an overuse of magazines like Sports Illustrated).

The term paper outline is due by **February 23**, details of which will take place in class. The term paper is due on one of four possible dates to be determined by a class lottery system. The selection of due dates and topics will take place during the first full week of classes. Each student will draw a number to determine the selection order of due dates and topics, (the due dates will run from March 11 - April 1). Once each student has made a selection, there will be a short negotiating period to trade due dates and topics with others in the class. Once this haggling session is over, no more trades will be permitted. This means that some students will not get their preferred topic. Therefore, all students are encouraged to have first, second, and third topic choices.

General requirements for the term paper include the following:

- the body of the paper must be between 9 - 10 double spaced typed pages (excluding title page and reference page).
- there must be a title page (with title centred) and in the bottom right-hand corner, your name, student number, instructor name and course name and number.
- number your pages on the top right corner beginning with page two (do not number the title page and page one).
- start page one on the top of the page.
- all margins must be **no more** than one inch all around each page.
- use the APA method of referencing and be accurate and consistent throughout the paper.
- **do not use your text or required readings as primary sources of information.**
- **all papers must be typed** (computer or otherwise), be free of errors and be legible (check your ribbon).
- **proofread the paper** (and have someone else read your paper)
- **make a copy of the paper.**

Because at least 2 papers on the same topic are due at one time, it is important that you develop and write your papers independently. Should any papers closely resemble one another, grounds for plagiarism could be evident. Please avoid even the appearance of this situation and do your own work.

The following list of topic questions addresses issues which may be conduct - or policy - related. these issues, posed as questions, and their appropriate responses are subsumable under the broad question, "How is physical education and sport best conducted?" They also comment upon, practical, ongoing aspects of sport. However, it is important to understand that a philosophic answer to a conduct issue usually presupposes a philosophic view with regard to specific sport-related purposes and definitions. It is important that the latter be made fully explicit as you develop your paper.

**DUE DATES AND TOPIC QUESTIONS:**

- March*  
**February 11** - Is or is not a physical education teacher responsible for teaching sportsmanship?
- Should or should not the physical education teacher seek transfer of ethical behavior from physical activities to other areas of life?
- March 15** - Is there such a thing as unintentional cheating in sport?
- Can boxing be morally justified?
- Is the good foul really good?
- March 22** - Should performance enhancing drugs have a place in sport?
- Is sport a right, a privilege, or something else?
- April 1** - Is meaning in Sport superior to excellence in sport?
- Is there a justifiable way to achieve sex equality in sport?

**Final Examination**

A final examination will be administered during the examination period in April. This exam will follow the mid-term format and cover topics and readings discussed after that point. The final exam will take approximately 2½ to 3 hours to complete.

**TENTATIVE COURSE SEQUENCE AND ADDITIONAL READING ASSIGNMENTS  
(SE = Sport Ethics: Applications for Fair Play)**

	<b>Jan. 5</b>	Brief Introduction to Course/Outline/Philosophical Readiness Questionnaire.
<b>Week 1</b>	<b>Jan. 8</b>	Moral Reasoning in Sport (SE: Chapter 1)/Ethical Issues in Sport - a questionnaire.
	<b>Jan. 10</b>	A Reasoning Strategy for Fair Play Behavior (SE: Chapter 2).
	<b>Jan. 12</b>	A Consistent Game Plan (SE: Chapter 3).

- Week 2
- Jan. 15 Physical Education: Does the Profession/Discipline have a role in Moral Education?  
**Additional Readings:**  
 Debusk, Michael., & Hellison, Don. (1989). "Implementing a Physical Education Self-Responsibility Model for Delinquency - Prone Youth." Journal of Teaching Physical Education, 8(2), 104-112.  
 Figley, Grace E. (1984). "Moral Education Through Physical Education." Quest, 36, 80-101.  
 Gibbons, Sandra L., Ebbeck, Vicki., & Weiss, Maureen R. (1995). "Fair Play for Kids: Effects on the Moral Development of Children in Physical Education." Research Quarterly for Exercise and Sport, 66(3), 247-255.
- Jan. 17 Kami, Constance. (1991). "Toward Autonomy: The Importance of Critical Thinking and Choice Making." School Psychology Review, 20(3), 382-388.  
 Romance, Thomas J., Weiss, Maureen., & Bockoven, Jerry V., (1985). "A Program to Promote Moral Development Through Elementary School Physical Education." Journal of Teaching in Physical Education, 5, 126-136.  
 Wandzilak, Thomas. (1985). "Values Development Through Physical Education and Athletics." Quest, 37, 176-185.
- Jan. 19 Wandzilak, Thomas., Carroll, Tim., & Ansorge, Charles J. (1988). "Values Development through Physical Activity: Promoting Sportsmanlike Behaviors, Perceptions, and Moral Reasoning." Journal of Teaching in Physical Education, 8(1), 13-22.
- Week 3
- Jan. 22 SWA Due. Sport Elimination (SE: Chapter 4)
- Jan. 24 **Additional Readings:**
- Jan. 26 Hall, Ann., etal. (1991). Sport in Canadian Society, Toronto: McClelland and Stewart, Chapter 8, particularly pp. 195-204.
- Week 4
- Jan. 29 Eligibility in Sport (SE: Chapter 5)
- Jan. 31
- Feb. 2

Week 5	Feb. 5	Intimidation and Violence in Sport (SE: Chapter 6)
		SWA Due <b>Additional Readings for weeks 5 &amp; 6:</b> Bredemeier, Brenda J., & Shields, David L. (1984). "The Utility of Moral Stage Analysis in the Investigation of Athletic Aggression." <u>Sociology of Sport Journal</u> , 1, 138-149.
		Crosset, Todd W., Benedict, Jeffrey R., & McDonald, Mark A. (1995). "Male Student-athletes Reported for Sexual Assault: A survey of Campus Police Departments and Judicial Affairs Offices." <u>Journal of Sport and Social Issues</u> , 19, 126-140.
	Feb. 7	Katz, Jackson. (1995). "Reconstructing Masculinity in the Locker Room: The Mentors in Violence Prevention Project." <u>Harvard Educational Review</u> , 65, 163-174.
		Masteralexis, Lisa Pike. (1995). "Sexual Harassment and Athletics: Legal and Policy Implications for Athletic Departments." <u>Journal of Sport and Social Issues</u> , 19, 141-156.
Weeks 6 & 7		Melnick, Merril. (1992). "Male Athletes and Sexual Assault." <u>JOPERD</u> 64(5), 32-35.
		Shogan, Debra. (1988). "Rules, Penalties and Officials." <u>CAHPER JOURNAL</u> , Nov-Dec/1988, 6-11.
	Feb. 9	Smith, Michael D. (1979). "Social Determination of Violence in Hockey: A Review." <u>Canadian Journal of Applied Sport Science</u> , 4, 76-82.
	Feb. 12	Intimidation and Violence (cont.)
	Feb. 14	
	Feb. 16	
	Feb. 19	<b>Family Day (No Classes)</b>
	Feb. 21	<b>MID - TERM</b>
	Feb. 23	Drugs and Sport, (SE: Chapter 7) Additional Reading: Duda, Marty. (1986). "Female Athletes: Targets for Drug Abuse." <u>The Physicians and Sports Medicine</u> , 14 (6), 142-146.
	<b>Feb 26 - March 1 - Winter Break.</b>	

Week 8	March 4	Drugs and Sport. (Cont.)
	March 6	
	March 8	SWA Due
Week 9	March 11	The Professionalization and Commercialization of Sport (SE: Chapter 8). <b>Term Paper Due Date</b>
	March 13	
	March 15	<b>Term Paper Due Date</b>
Week 10	March 18	Sport and Racial Issues (SE: Chapter 9).
	March 20	
	March 22	<b>Term Paper Due Date</b>
Weeks 11 & 12	March 25	Gender Issues in Sport: (SE: Chapter 10).
	March 27	SWA Due. <b>Additional Readings:</b>  Gilligan, Carol. (1977). "In a Different Voice: Woman's Conceptions of Self and Morality." <u>Harvard Educational Review</u> , 47, 481-517.
	March 29	
	April 1	<b>Term Paper Due Date</b>
	April 3	
	April 5	<b>Good Friday - No Classes</b>
Week 13	April 8	Special Topics: TBD by Class in progress.
	April 10	
	April 15 - 22	<b>Final Exams</b>