Seattle University
Center for the Study of Sport and Exercise

Sport Philosophy and Ethics SADL 511
Course Syllabus – Fall 2013

Course Time and Location	***Instructor:***
Time: Mondays, 6-9pm, Sept. 30-Dec. 2 No Final Exam Location: Pigott 109	Dr. Maylon Hanold hanoldm@seattleu.edu Phone: 425.503.7754 Office Hours: By App. Office: Lynn 114

About the Course

Course Description
After successful completion of this course, students will be able to discourse intelligently about moral and ethical issues in sport and sport leadership. They will develop advanced interpretative skills regarding moral and ethical issues in sport. In particular, students will understand the primary ethical issues in contemporary sport and analyze them through four primary ethical lenses: deontology, consequentialism, justice and virtue ethics. Finally, students will refine their understanding of personal morals and ethics in ways that help them become sport leaders committed to moral practices and ethical-decision making.

Overview
The principle aim in this course is to develop students' moral and ethical critical thinking abilities. They will learn to recognize as well as take up ethical issues in sport in a deliberate, scholarly and thoughtful manner. Specifically, students are expected to understand the basic ethical issues in sport as well as develop their own frameworks for ethical decision-making as a sport leader around key questions. What is sportsmanship versus gamesmanship? What place does violence have in sport? What does it mean to be "equitable" or "promote equity" in sport? What constitutes an "unfair competitive advantage?" What issues arise in youth sports and collegiate athletics due to dominant values of the current society?

The design and format of this course are based upon the following assertion: "all genuine learning arises from the activity of the learner's own mind" (Mortimer J. Alder, an eminent American professor and philosopher). Learning by reading, discussion and reflection is a very *active* endeavor. I expect you to be active. Thus, we will function in primarily a seminar-style class. You will also note that this course involves more choice and freedom to pursue topics that interest you. You will also note that there is much less guidance or specific criteria for the assignments. **For all tasks, the criteria is simple: excellent work is a combination of how well/logically you present your thoughts/arguments/position and how well you integrate the concepts learned throughout this course.**

Learning Objectives

After successful completion of this course, the students will:

Objectives	Learning Outcomes	Assessment Tool
1. Understand the major ethical issues involved sport related to gamesmanship vs sportsmanship, violence, equity, competitive advantage, youth and collegiate sport	Content Knowledge	Class discussions, in-class assignments
2. Be able to articulate the basic concepts related to the following ethical theories: utilitarianism, deontology, virtue ethics, and justice theories	Content Knowledge	Class discussions, in-class assignments
3. Be able to recognize and categorize arguments people make for behaviors and practices in sport that have moral and ethical implications	Content Knowledge, Discovery and Inquiry	In-class assignments, written assignments
4. Be able to apply an ethical decision-making framework to various ethical issues in sport	Critical Thinking, Communication, Social Responsibility	Class discussions, In-class assignments, written assignments
5. Critically analyze contemporary practices in sport through moral and ethical lenses	Discovery & Inquiry, Critical Thinking	Class discussions, In-class assignments, written assignments
6. Develop a deeper understanding of and refine a personal and professional sense of morals and ethical practice	Discovery and Inquiry, Lifelong Learning	Written assignments

Course Materials

Listed below is the required book for the course. It can be purchased from many bookstores, including Seattle University Bookstore and online booksellers:

Lumpkin, A., Stoll, S. K., & Beller, J. M. (2012). *Practical ethics in sport management*. Jefferson, N.C: McFarland & Co.

* You will need to do some reading beyond what is listed here in order to complete most assignments.

Writing Requirements

Papers must be written in Times New Roman, 12 pt with 1-inch margins all around. For this course, papers should be written in single spaced format. Use any headings as needed per APA format as you like to make your papers more clear. All written assignments are due on or before 11:59pm on the due date.

There is ONE rubric for all assignments. It is grounded in the criteria for excellence noted above.

Class Participation and Assignments

Class Participation (come prepared to discuss/engage in activities, +/- up to 50pts)
This course depends on engaging discussion and thoughtful reflection. As such, you are expected to come to class having prepared any questions or activities I assign. Go to Canvas before you engage in the readings each week to determine what you need to do. I determine whether or not to adjust your grade in any direction up to, but no more than, 50 points at the end of the quarter. Any adjustment +/- up to 50pts is based on to how well I think you have "presented your thoughts, arguments, and/or position and how well you integrate any concept we have learned" from the readings due each class.

Written Assignments (600pts, 200 points each- you will do a total of three of these)
You must choose 3 out of the 6 options listed below. **Note**: there is a specific due date attached to each of these options. This allows you not only to choose which ones are of interest, but also consider your personal workload and make choices integrating these considerations. For all papers, you must cite and have a reference list of all references to content and concepts you employ from this course. In almost all cases, you will need to search beyond our text for further support of ideas. The text references many good resources, so use that as a first step. Also, the *Journal of the Philosophy of Sport* is your #1 scholarly resource for all things philosophical and ethical in sport.

a. Sport Ethics: Developing Your Ethical "Self" (Due Sunday, Oct. 20)
This assignment consists of three parts. First you will determine at least three ethical principles by which you live or at least intend to live both personally and professionally. In 1-2 pages identify your ethical principles and discuss what they mean to you and how they emerge from your morals. Second, keep a journal for 5 days. At the end of each day or as you think about, write down any moments in which you were faced with a moral or ethical choice. Describe what you thought, what you did and why you did it. Third, write a 2-3 page reflection analyzing your own ethical-decision making during this time. Did you live by your stated morals and ethical principles? If not, what principles were at work? What was easy? What challenges did you face? Do your personal and professional ethical 'selves' align? How do you plan to move forward from this experience? In other words, what will you do differently and/or the same? Parts 1 and 3 must be turned in. The extent to which you detail your ethical dilemmas in part 3 is up to you, but include enough context so that I can make sense of your reflection.

b. Sport Ethics: The MEDIAted World (Due Sunday, Nov. 3)
In this assignment, you will select a total of seven news articles from reputable print or electronic media sources that relate to the content of this course. In other words, it should have some sort of moral or ethical element to it and be about sport. You will have to read a bit and think critically to make selections of substance. I also suggest that you spread out your search over a period of at least 5 days. Once you have 7 good articles related to sport ethics, you will write a brief summary of each article (200-300 words). This should include the primary issue at hand, key deliberations and final outcomes. Following these summaries, you will write 2-3 page analysis of "what seems to be out there" in the media as it relates to morality and ethics in sport. It will be useful in this assignment to concentrate your articles within an area of interest to you. For instance, if you know you

want to work in universities, select articles related to university athletics or recreation. This assignment focuses on your ability to "observe" sport media critically. For instance, what are the moral or non-moral values that seem to dominate conversations or ethical principles that drive decision-making? You do not need to "take a stand" on an issue unless the context allows it and you feel compelled to do so.

c. Sport Ethics: Analyzing Real (or Imagined) Sport Contexts (Friday, Nov. 15)
In this assignment, you will either watch a film about sport, attend a sport event or attend a lecture/presentation about sport. *Please keep in mind that you must run the film or event by me for approval.* After the event, you will write a 2-4 page analysis of the content of this "real" event (films are arguably an "imagined" event, but nonetheless experienced). You will describe the film or event and relate it to the content and concepts of this course to the best of your ability. Similar to the media assignment above, your task is to critically "observe" dominant values and ethical principles supported or reproduced or brought into conversation as you "experience" the sport 'event.' You do not need to "take a stand" on an issue unless the context allows it and you feel compelled to do so.

d. Sport Ethics: Professional Positioning (Dec 2, an in-class presentation)
If you are going to do this assignment, please let me know on or before the end of class on Oct. 28.

For this assignment, imagine yourself going through an interview process for a position within your preferred sport context (interscholastic sports, university athletics, professional sports, non-profits, sports equipment, sports media, etc.) For the interview, you have been asked to prepare a presentation about your personal position on what you think are the most pressing current ethical and moral issues within your field. You will present this to the class as if you are presenting to an interview committee. The presentation will be evaluated by two peers and me. Your final grade on this will be calculated as follows: 60% instructor and 40% peer. Your presentation should include, but is not limited to the following:

- Introduction
- Objective of your presentation
- Present 3 current ethical issues; for each issue, please include the following:
    - Overview of issue or moral dilemma
    - State your personal position for each dilemma and how it ties into your values and ethics in your potential position
- Conclusion

As you make your points, you are expected to cite relevant concepts learned in this course. For this assignment, you are expected to do extra reading from journal articles found in Sport Discus. Search for articles from the *Journal of the Philosophy of Sport*. You will need a minimum of 5 resources.

Length: 12-15 minutes, 10-12 slides

e. Sport Ethics: Professional Inquiry (Dec. 2, in-class)
If you are going to do this assignment, please let me know on or before the end of class on Oct. 28.
For this assignment, you will explore what real issues sport leaders face. Your task is to familiarize yourself enough with moral and ethical issues faced by leaders/people in the sport context in which you hope to work. You will conduct a semi-structured interview asking them about these issues and how they have responded in the past or would respond. You will present your findings to the class in any format that you think works well. Your task is to present a summary and analysis of what you found by integrating concepts learned in this class to the best of your ability. The presentation will be evaluated by two peers and me. Your final grade on this will be calculated as follows: 60% instructor and 40% peer.

Length: 10-12 minutes

F. Sport Ethics: Exploring Topic of Interest (TBD)
If you are going to do this assignment, please let me know on or before the end of class on Oct. 14.
If none of the options above are going to meet your specific needs to explore exactly how ethics relates to your work as a sport leader, you may come up with a project that you would like to pursue. It should directly help you in the work you see yourself doing and directly involve and relate to the content of this course. See descriptions above for some guidelines as you think about what the project would involve. You must discuss your idea with me prior to October 14 and make a final decision about whether or not you will do this by the end of class that day. You will also have a choice about the due date and format of project (paper, presentation, video, etc.); but it should be completed on or before Dec. 2.

Ethical Decision Making: Engaging Thoughtful Discussion (400pts- 200pts, each)
You are required to do both of these assignments.

a. Youth Sports: Discussion Board Assignment (Week of Oct. 29- Nov. 4)
For this assignment, we will use the Discussion feature in Canvas. It consists of two parts. By the end of the day on Oct. 29, I will post 1-2 discussion questions based on chapter 8 in your text regarding youth sports. You are to write a direct response to each question I pose. Each response should consist of 300-400 words. It should utilize the concepts in the chapter or any prior knowledge from this course. Second, as comments are posted, you need to post at least TWO 200-300 word responses to other's comments. The total number of minimum responses is 4- two direct responses and two other responses of other's comments (your choice as to whether or not they deal with the same or different original questions). Your responses should be thoughtful and in complete sentences. As a reminder, there is NO CLASS on Nov. 4. This assignment is in lieu of that class.

a. Commercialization of Sport: Leading 'Ethical' Conversations (In-class, Nov. 25)
The commercialization of sport presents perhaps the most frequent and egregious ethical issues. Chapter 10 in your text focuses on precisely this aspect of sport and the tensions that exist in sport when money is on the line. Your task is to read the chapter thoroughly to understand the key issues that arise because of the commercialization of sport. Then, create an ethical dilemma based in the commercialization of sport. Perhaps this is framed as a short case study, it could be posed as a "what would you do" based on some prior or current experience, or it could be posed as an exploratory question. Regardless it should be a topic that you want to discuss more with your peers and learn more about around the topic of commercialization of sport. Your assignment is to lead a discussion in-class with two other peers for 20 minutes. Your grade will be based on your own reflection of how well you facilitated moral and ethical thinking using our standard rubric.

Course Outline and Schedule

CLASS SCHEDULE*

Mondays Dates	**Topics**	**Readings**	**Important Class Details** *See Canvas each week for details on readings and task that will be due each class period. All in-class activities are based on this.*
Unit 1 **Sept. 30**	Introduction to Course Fundamentals of Ethics Moral Reasoning	Chapters 1 & 2	**In class** Overview of course/expectations Introduction to morality and ethics
Unit 2 **Oct. 7**	Ethical Values and the Challenges of Sport Contexts Sportsmanship vs Gamesmanship	Chapter 3 & 4	**In class** Overview of ethical decision making- 5 steps Overview of ethical lenses: deontology, consequentialist, justice theories and virtue ethics Applying ethical lenses
Unit 3 **Oct. 14**	Violence	Chapter 5	**In class** Review what constitutes (un)acceptable violence in sport Is sport different from "real" life? What is competition? What does respect for competition mean? **End of Class** **Deadline for confirming whether or not you will do the 'Sport Ethics: Exploring Topic of Interest' assignment** **Final Due date TBD**
Sunday, Oct. 20 - Sport Ethics: Developing Your Ethical "Self" Due (200pts)			
Unit 4 **Oct. 21**	Equity	Chapter 6	**In class** What does equity mean? How do we determine equity? How should we determine equity?

Unit 5 **Oct. 28**	Competitive Advantage PEDs	Chapter 7	**In class** Has sport always been about competitive advantage? What constitutes an (un)fair competitive advantage? **End of Class** **Deadline for confirming whether or not you will do either of the following assignments that are due in-class on Dec. 2** **- Sport Ethics: Professional Positioning Presentation (200pts)** **- Sport Ethics: Professional Inquiry Presentation (200pts)**
Sunday, Nov. 3 - Sport Ethics: The MEDIAted World Due (200pts)			
Unit 6 **Nov. 4**	Youth Sports	NO CLASS Chapter 8	**Discussion Board Assignment (200pts)** See Canvas- Due by the end of the day
Unit 7 **Nov. 11**	Veterans Day	NO CLASS	**Work on Final Projects**
Friday, Nov. 15 - Sport Ethics: Analyzing Real (or Imagined) Sport Contexts Due (200pts)			
Unit 8 **Nov. 18**	Academics in Universities for Student-Athletes	Chapter 9	**In class** Identifying and working through real issues that confront universities and their athletic departments
Unit 9 **Nov. 25**	Ethical thinking on Race & Gender	Chapter 10	**In class** **Commercialization of Sport: Leading 'Ethical' Conversations Assignment (200pts)**
Unit 10 **Dec. 2**	Being Sport Leaders Committed to Ethical Decision Making	No New Readings	**In class** **Sport Ethics: Professional Positioning Presentation (200pts)** **Sport Ethics: Professional Inquiry Presentation (200pts)** **Other activity- TBD**

*** I reserve the right to modify this syllabus at any time.**

Course Details

Canvas

Everything you need to access is now in the new LMS, Canvas. Please consult Canvas before beginning your readings for each class. You should see this class in your list when you log in to Canvas. Should you not have access to a computer or the internet, please see Dr. Hanold to discuss alternatives.

Grading

Letter grades will be assigned according to the distribution table below: Final Grades will be posted on SU Online by 6pm December 18.

93.33%+ = A	76.67+% = C+
90.00+% = A-	73.33+% = C
86.67+% = B+	70.00+% = C-
83.33+% = B	60.00+% = D
80.00+% = B-	00.00+% = F

This graduate-level course requires active participation in class discussions and activities. In addition, high-quality written work is expected. Written work should be clear, logical, grammatically correct, and spell-checked. It should also adhere to APA formatting for citations and references. It should represent the student's best effort.

SU Mission and Professional Accountability

Mission Statement:
Seattle University is dedicated to educating the whole person, to professional formation, and to empowering leaders for a just and humane world.

Vision
We will be the premier independent university of the Northwest in academic quality, Jesuit Catholic inspiration, and service to society.

Values

- **Care**
  We put the good of students first.
- **Academic Excellence**
  We value excellence in learning with great teachers who are active scholars.
- **Diversity**
  We celebrate educational excellence achieved through diversity.
- **Faith**
  We treasure our Jesuit Catholic ethos and the enrichment from many faiths of our university community.
- **Justice**
  We foster a concern for justice and the competence to promote it.
- **Leadership**
  We seek to develop responsible leaders committed to the common good.

Attendance
Students are expected to attend all indicated days of class and be in the classroom from 6:00-9:00pm. Please notify Dr. Hanold (via phone or email) prior to the class if you will not be in attendance due to unforeseen circumstances. All missed work will be handled on a case-by-case basis. Should you have extenuating circumstances, please speak communicate with Dr. Hanold to discuss options. Being pro-active and a high degree of personal responsibility are expected.

Accommodations & Student Services
If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in the class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100 (206-296-5740). Disability-based adjustments to course expectations can be arranged only through this process. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the Seattle University's Counseling and Psychological Services (CAPS) [(206)-296-6090; http://www.seattleu.edu/student/counsel/index.asp] for assistance, support and advocacy. This service is free and confidential.

Academic Integrity
Just as ethics and integrity are important in management practice, academic integrity is important in this course. Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty will be addressed according to the Academic Honesty Policy. Without regard to motive, student conduct that is academically dishonest, evidences lack of academic integrity or trustworthiness, or unfairly impinges upon the rights and privileges of others is prohibited. See the following academic policy integrity document for additional information;
https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78679

Questions and Out-of-Class Communication
Please direct questions to Dr. Maylon Hanold via email. I will communicate with the class through your SU email and update Canvas as needed. Be sure to check both regularly. I check email regularly and you can expect a response within 24 hours.

Professional Conduct
Professional behavior is expected throughout the class. This means respectful communication both inside and outside of class and comments should be aimed at moving the discussion forward. This does not mean that students must always agree with others since reasoned, respectful dissention may be part of the discovery process and lead to previously unconsidered options. In addition, **please silence and put away all cell phones and PDAs** prior to class and **refrain from texting, emailing or web surfing during class**. If you are awaiting an urgent call and need to leave your phone on during class, let the instructor know prior to class.

Anti-Discrimination Statement
Seattle University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, gender identity, political ideology or status as a Vietnam-era or special disabled veteran in the administration of any of its education policies, admission policies, scholarship and loan programs, athletics, and other school-administered policies and programs, or in its employment related policies and practices. All University policies, practices and procedures are administered in a manner consistent with Seattle University's Catholic and Jesuit identity and character. Inquiries relating to these policies may be referred to the University's Assistant Vice President for Human Resources and Equal Opportunity Officer at (206) 296-5870.