

## Sport Philosophy and Ethics | SADL 5110

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### Syllabus and Schedule | Fall 2014

#### Course information

Course code: SADL 5110  
Credits: 3  
Location: Garrand 112  
Class times: Mondays 6:00 – 8:40 PM  
First session: September 29, 2014  
Last session: December 1, 2014  
No Final Exam

#### Instructor information

Instructor: Dr. Brian P. McCullough, Ph.D.  
Phone: (206) 220-8261  
Email: [mccullob@seattleu.edu](mailto:mccullob@seattleu.edu)  
Office: 401; 14<sup>th</sup> & Jefferson Building  
Office hours: Mondays 3:00 PM – 5:00 PM  
or by appointment

If you email me, you can expect a response within 24 hours. However, situations arise, just as in life, that may delay my response or emails may be lost, overlooked, or simply missed. If this is the case and you do not receive a response from your initial email, please email me again with your inquiry or comment.

#### Course Materials

There is one required product for the class. It can be purchased from many bookstores, including Seattle University Bookstore and online booksellers:

Lumpkin, A., Stoll, S. K., & Beller, J. M. (2011). *Practical ethics in sport management*. McFarland.

Additional readings will be posted on Canvas. Students will receive, at a minimum, one-week advance notice of additional outside readings before the class meeting those readings corresponds with discussion.

#### Course Description, Overview, and Objectives

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. Your learning is my primary concern in this course, so I may modify the schedule if, for instance, we discover we need to spend time on a certain topic and less on another.

#### 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?

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.**

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, and written 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, and written 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	Class discussions, in-class assignments, and 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, and written assignments
5. Critically analyze contemporary practices in sport through moral and ethical lenses	Discovery & Inquiry, Critical Thinking	Class discussions, in-class assignments, and 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 Assignment

### Academic Resources

Academic resources can provide rather valuable to you during your time at Seattle University. As such, the various resources that are most applicable to this course are listed below.

**The Writing Center** operates from the belief that effective writing often emerges from dialogic conversation, the Center offers hour-long sessions designed to help students negotiate all phases of the writing process. Consultants will help students begin writing tasks, organize and develop first drafts, and revise and edit later drafts. The Writing Center is located on the second floor of the Lemieux Library.

**Learning Assistance Programs** provide peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual meetings with a learning specialist. To schedule an appointment, call 206-398-4450.

**Research Services.** Need help finding research? Save time by starting with your Research Services Librarians. We are eager to help you at any stage of the research process. Contact us if you need help brainstorming keywords, using our databases, finding articles and books or

sorting through the information you find on the Internet. Students can receive help in person, by chat, phone, or email, or by scheduling a research consultation.

## **General Course and University Policies**

***Support for Students With Disabilities (ADA Statement).*** 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 this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

***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.

***Classroom Norms and Ground Rules.*** Given the nature of this course, your personal and professional beliefs and ethics may be challenged. You may be pushed to discover the boundaries of your personal ethics. As such, during our first class session, we will jointly create classroom norms (or “agreements”) to which we will all abide so that we have the most productive and positive learning environment. We will also revisit these norms regularly during the quarter/semester. Regular examples from previous years include that we agree to:

- Start and end on time
- Come to class prepared
- Participate actively in discussion
- Show one another courtesy, including when we disagree.

***Attendance and Participation Expectations.*** Students are expected to attend all indicated days of class and be in the classroom from 6:00 – 9:00 PM. Please notify Dr. McCullough (via phone or email) before 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. McCullough to discuss options. Being pro-active and a high degree of personal responsibility are expected.

***Tape Recording Policy.*** Students are not authorized to make recordings during class without permission from the instructor.

***Electronic Policy.*** The use of cell phones, pagers, tablets, notebook computers, and personal digital assistants (PDAs) is not allowed in class. It is expected that electronics are put away as not to serve as a distraction for you and other classmates. Exemptions can be discussed on an individual basis.

**Copyright Statement.** The materials used in this course are copyrighted. These materials include, but are not limited to, the syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

### **Academic Policies on Registrar’s Website**

Be sure that you understand the following university academic policies, posted on the Registrar’s website found here: <https://www.seattleu.edu/registrar/academics/performance/>.

**Academic Integrity Policy:** Seattle University is committed to the values of academic honesty and integrity. Expectations and rules of academic honesty exist to protect the educational process, to maximize the learning experience for all students, and to help you practice the high level of integrity expected from academics and professionals in all fields of expertise. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty will be addressed according to the Seattle University Academic Integrity Policy.

**Academic Grading Grievance Policy:** The ultimate responsibility for the integrity of the academic grading process belongs to the university as an institution. Individual faculty members routinely act as agents for the institution in evaluating the student’s academic performance and in assigning final course grades. In the event of a student’s challenge to a final course grade, the burden of proof lies with a student who claims a grievance. The faculty member has an obligation to award course grades on the basis of standards set at the beginning of the course. The following process will guide the university’s response to allegations that a faculty member acted arbitrarily and capriciously in assigning course grades. The procedure does not apply to mathematical errors in calculating the grade, academic dismissals from the university, or questions of professional judgment concerning course content, instructional methods, and appropriateness of performance standards.

### **Grading Procedures and Policies**

**Note:** As this is a **GRADUATE LEVEL** course, there is a presumption of correlative skills of expression (verbal and written) and analytical thought. Therefore, the student shall be evaluated against this expectation on all assignments and during class discussions.

### **Points**

ITEM	POINTS
Written Assignments (4 papers x 24 points)	96
Presentation	14
4 Weekly Responses (4 assignments x 5 points)	20
Participation	20
<b>TOTAL</b>	<b>150</b>

## Absences

ACTION	RESULT
One class missed	No effect on grade
Two classes missed	10% lower overall grade; 15 points deducted from total grade
Three or more classes missed	20% lower overall grade; 30 points deducted from total grade

## Grading Scale

A	100–94	Superior	B–	82–80	D+	69–67	
A–	93–90		C+	79–77	D	66–63	Poor
B+	89–87		C	76–73	Adequate	D–	62–60
B	86–83	Good	C–	72–70	F	59 or less	Failing

## Submitting your Assignments

All your assignments must be submitted through Canvas by 11:59 PM PST on the due date outlined on the Syllabus.

## Formatting your Assignments

Papers must be written in Times New Roman, 12 point 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 (6<sup>th</sup> Edition) as you like to make your papers more clear.

## Bibliography and Citation Requirements

All citations must follow the *APA Publication Manual* (6th edition), since it is the standard referencing system for this discipline. It may be different from other systems you have used, so follow the Manual's citation guidelines carefully. This is an opportunity to demonstrate your attention to detail.

## Assignment Deadlines and Extensions

All written assignments are due on or before 11:59 PM PST on the due date listed on Canvas and course syllabus. Assignments will be submitted through Canvas. There is ONE rubric for all assignments.

I have blocked out times in my own schedule specifically for grading your work so that I can return it to you. Any late work will therefore receive a 0% grade. If you are unable to complete course requirements because of extenuating circumstances, please notify the instructor on or before the date the assignment is due and provide relevant supporting documentation (e.g. doctor's note, note from counselor).

An agreement to receive an 'Incomplete' (I) grade may be negotiated if your circumstances do not allow you to finish the course on time. The Incomplete Removal Policy of the university is available on the Office of the Registrar web site: <https://www.seattleu.edu/registrar/Policies.aspx>

## Assignment Descriptions

**Recognizing the Ethical Self – Due Monday, October 15 (24 points).** 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.

**Professional Interview Concerning Ethical Issues in Sport – Due Monday, October 27 (24 points).** For this assignment 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 2 - 3 semi-structured interviews asking them about these issues and how they have responded in the past or would respond. You will present your findings, from your paper, 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. Your papers should range from 3 to 5 pages single-spaced.

**Analysis of Current Issue in Sport – Due Monday, November 10, 2014 (24 points).** 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 and the industry 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.

**Identifying Future Ethical Issues – Due Monday, November 24, 2014 (24 points).** As an emerging sport industry professional there will be lasting ethical issues, which we currently face. Additionally, there will be emerging issues that are either ignored or will emerge. In this assignment, you will project what you see as future ethical issues in your desired aspect of the industry. This topic should relate to your future career. You will want to identify and analyze the future issue. Then present your personal position and reasoning behind the issue and how you would handle it as a sport industry professional in the future. 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* that may help you ground your position in the current body of literature. You will need a minimum of 5 resources. Additionally, you will present this in class on the last day in an 8 – 10 minute presentation.

**Presentation - Future Ethical Issues in Sport – Monday, December 1, 2014 (10 points).** In this presentation, you will present on your identified future issue in sport. You will facilitate a brief conversation with the entire class after your presentation. Your final grade on this will be calculated as follows: 60% instructor and 40% peer.

**Weekly Response Papers (4) – Due at student’s discretion, but before end of term (5 points each).** Response papers can be turned in at your leisure throughout the quarter. These assignments are meant for you to apply course concepts and principles to events that are currently happening in the sport industry. You are required to write four response papers to four different topics. Each response paper should be 500 - 1000 words. You will introduce the issue, analyze it, and include how you would respond to the issue.

## SADL 5110 – Fall 2014 – Tentative Schedule

SESSION & DATE		
#1 Monday 9/29/14	PREPARATION: ASSIGNMENTS: TOPICS:	Buy text, Read Chapter 1 – <b>Course overview   Ethical Framework in Sport Management</b>
#2 Monday 10/6/14	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapters 2 & 3 – <b>Ethical Decision Making   Values and Challenges We Face</b>
#3 Monday 10/13/14	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 4 <i>Recognizing the Ethical Self (15 points)</i> <b>Sportsmanship vs. Gamesmanship</b>
#4 Monday 10/20/14	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 5 – <b>Violence</b>
#5 Monday 10/27/14	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 6 <i>Professional Interview Paper on Real Topics in Sport (15 points)</i> <b>Equity</b>
#6 Monday 11/3/14	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 7 – <b>Competitive Advantages in Sport</b>
#7 Monday 11/10/14	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 8 <i>Analysis of Current Issue in Sport (15 points)</i> <b>Youth Sport</b>
#8 Monday 11/17/14	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 9 – <b>Academics in Higher Education for Student-Athletes</b>
#9 Monday 11/24/14	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 10 <i>Future Ethical Issues in Sport (15 points)</i> <b>Commercialized Sport</b>
#10 Monday 12/1/14	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 11 <i>Presentation - Future Ethical Issues in Sport (10 points)</i> <b>Principle – Centered Leadership and Decision Making</b>

\* Four Response Papers are due by the end of the term, but do not have specific due dates.

**Note: Syllabus is subject to change. If changes occur, they will be noted as soon as possible on Canvas. Extreme consideration will be afforded to minimize any inconvenience to students.**