

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

**EFHP 680 - Ethical Issues in Exercise, Fitness, and Health Promotion (3)**  
Spring 2013

DAY/TIME:	Tuesday 7:20-10:00p.m.	LOCATION:	BRH #246
PROFESSOR	Dr. Brenda P. Wiggins	EMAIL ADDRESS:	<a href="mailto:bwiggins@gmu.edu">bwiggins@gmu.edu</a>
OFFICE LOCATION:	BRH #228C (PW) RAC #2109 (FX)	PHONE NUMBER:	703-993-2068
OFFICE HOURS:	Evenings by Appt. after Class	FAX NUMBER:	703-993-2025

**PREREQUISITES**

Graduate Standing or Permission of Instructor

**COURSE DESCRIPTION**

Covers formulation of coherent framework for ascertaining good, right, and just; and for assessing evidence and reason underlying positions and arguments. Examines ethical issues in exercise, fitness, and health promotion.

**COURSE OBJECTIVES**

The study of ethics deals with the fundamental issues of right and wrong, good and bad, and moral duty or obligation.

To broaden students' perspective about ethics

To develop students' ability to present and critique ethical arguments

To practice ethical problem solving

To examine how ethical principles can be applied to exercise, fitness, health, and leisure

**COURSE OVERVIEW**

This course will focus on examining ethical principles and practices in the exercise, fitness, and leisure profession. Students will examine current ethical issues in these fields and apply concepts learned from this class towards these issues. This graduate level class is structured in a seminar setting and classroom dialogue and discussion is critical components of instruction.

**NATURE OF COURSE DELIVERY**

Face to face

**REQUIRED READINGS**

Morgan, W. J. (2007). *Ethics in sport (2nd edition)*. Champaign, IL: Human Kinetics.

**EVALUATION**

Students should attend all class sections, actively participate in class discussions, and fulfill all assignments.

Students must turn in assignments at the beginning of class on the specified date due or they will receive no credit.

Only students with extreme emergencies, a documented medical excuse or university-sponsored functions discussed with the professor prior to the due date will be given consideration for exception. Students must make copies of all written work submitted.

**Personal ethics dilemma paper and presentation**

**(100 points) paper: 50 points / presentation: 50 points**

Each student will identify an ethical dilemma that they have faced. The paper and presentation will describe in-depth the ethical dilemma, possible solutions for its resolution, and how the issue was ultimately resolved.

Students can identify an issue that they have encountered professionally or personally. A rubric will be provided.

### Literature review or professional interviews for research paper (50 points)

Each student will identify a current ethical problem in the exercise, fitness, or health promotion professions. The student will then conduct a literature review and interview professionals who have knowledge of this ethical challenge. The student must collect 8 primary sources for this assignment. The instructor will provide a worksheet that must be completed for each source.

### Research paper (50 points)

Using the information from the literature review and the professional interviews, students will write a 15 – 20 page ethical dilemma research paper. The research paper also needs to incorporate concepts and information from classroom discussions and readings. Students will incorporate the text's ethical dilemma framework into the paper.

This course will be graded on a point system, with a total of 100 possible points.

Assignments	Points
#1 Personal ethics dilemma paper	50
#2 Personal ethics dilemma presentation	50
#3 Literature review or professional interviews for research paper	50
#4 Research paper	50
<i>Participation</i>	<u>25</u>
<b>TOTAL</b>	<b>225</b>

### Grading Scale

A = 202.50-225      B = 180-202.49      C = 157.50-170      F = 0-157.49

### TENTATIVE COURSE SCHEDULE

Date	Topic
January 22	Introduction to Class Begin Discussion on Ethics
January 29	Chairs' Conference Chapter 1 – The Elements of Sport
February 5	Chapter 2 - Games and the Good
February 12	Chapter 3 - Internalism and the Internal Value of Sport Assignment - Submission of Personal Ethics Dilemma Paper
February 19	Chapters 5, 6 Sport and the "View from Nowhere" and Why the "View from Nowhere?"
February 26	Chapter 8 - Fair Play as Respect for the Game
March 5	Chapters 9, 10 - Sportsmanship As A Moral Category and Sportsmanship Assignment - Submission of Research Paper and Literature Review Issue
March 12	Spring Break
March 19	Presentations of Personal Ethics Dilemma Paper
March 26	Chapter 14 - Cheating and Fair Play in Sport
April 2	Chapter 17 - Listening to Steroids
April 9	Chapter 25 - Title IX: Equality for Women's Sports?

April 16	Chapter 32 - Sports, Political Philosophy, and the African American
April 23	Chapter 35 - Convention and Competence: Disability Rights in Sports and Education Draft of Paper Due
April 30	Class Wrap-Up
May 7	Reading Day
May 14	Research Paper Due

*Note: Faculty reserves the right to alter the schedule as necessary*

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

**CORE VALUES COMMITMENT:** The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

