

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

PRLS 612 - 001 - Philosophy of Leisure and Sport (3)
Spring 2015

DAY/TIME:	M 4:30 – 7:10p.m.	LOCATION:	RAC #2203
PROFESSOR:	Dr. David K. Wiggins	EMAIL ADDRESS:	dwiggin1@gmu.edu
OFFICE LOCATION:	RAC #2109 Mondays only	PHONE NUMBER:	703-993-2057 (PW)
OFFICE HOURS:	M 3:00-4:00p.m. or by appt.	FAX NUMBER:	703-993-2025 (PW)

PREREQUISITE: Graduate standing or permission of instructor.

COURSE DESCRIPTION

Investigates the phenomenon of leisure and sport from a philosophical perspective. Utilizes the philosophical approach to better explain the role that leisure and sport play in American society.

COURSE OBJECTIVES

At the completion of this course students should be able to:

1. Demonstrate an understanding of the role of philosophy in leisure and sport.
2. Demonstrate how philosophical issues effect policy and planning in leisure and sport.
3. Formulate interrelationships between philosophical and ethical issues and the practice of leisure and sport.
4. Present the relationship of the above-mentioned phenomenon with broader developments in American and global societies.
5. Justify the relationship between mind and body in western thought and the implications of that relationship to leisure and sport.

PROFESSIONAL ASSOCIATION PRINCIPLES

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of the Commission of Sport Management Accreditation (COSMA). COSMA (2010, p. 1) “bases its accrediting process on principles, rather than standards.” The eight recommended principles are:

- outcomes assessment;
- strategic planning;
- curriculum;
- faculty;
- scholarly and professional activities;
- resources;
- internal and external relationships; and
- educational innovation.

For more information, please see:

Commission of Sport Management Accreditation. (2010, June). *Accreditation principles and self study preparation*. Retrieved November 23, 2013 from <http://cosmaweb.org/accredmanuals>

COURSE OVERVIEW

Secondary readings, lectures, and discussions will be utilized to investigate philosophical issues in leisure and sport. Utilizing a case study approach to fair play, cheating, doping drug- and risk taking, youth sport development, and access to leisure time and space the course’s primary intent is to gain an understanding of the connection between ethics and body cultural praxis to understand better rationales for leisure and sport in

American and global society.

REQUIRED READINGS

Dustin, D. (2012). *The Wilderness Within: Reflections on Leisure and Life*. Urbana, IL: Sagamore Publishing
 Holt, J. (2013). *Philosophy of Sport: Core Readings*. Buffalo: Broadview Press.
 Hyman, M. (2010). *Until It Hurts: America's Obsession with Youth Sports*. Boston: Beacon.

EVALUATION

This course will be graded on a point system.

Requirements	Points
Research Paper	50
Research Presentation	50
Book Review	50
Discussion and Critiques	<u>50</u>
TOTAL	200

Grading Scale

A+ = 197 – 200	B+ = 188 – 189	C = 170 – 179
A = 193 – 196	B = 183 – 187	F = 0 – 169
A- = 190 – 192	B- = 180 – 182	

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.

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.

Research presentation (50 points)

Each student will give a 15-minute presentation detailing the method and results of their research paper. The expectation is that each student will also describe in-depth, the ethical dilemma, possible solutions for its resolution, and how the issue was ultimately resolved.

Book review (50)

Each student will describe the central theme and main arguments presented by Mark Hyman in his book Until It Hurts. Students will also be expected to point out what they perceive as the strengths and weaknesses of the book in relation to the other readings in the course.

Discussion and Critiques (50 points)

Students will assess the central theme of each chapter they have been assigned. They will also be asked to evaluate the writing style sources utilized, and overall analysis and interpretations made by the author. The expectation is that students will discuss how the information presented relates to their own personal experiences.

TENTATIVE COURSE SCHEDULE

DATE			TOPIC
M	January	26	Syllabus, Requirements and Overview
M	February	2	Nature of Games, Sport and Recreation
M	February	9	Nature of Games, Sport and Recreation
M	February	16	Epistemology
M	February	23	Epistemology
M	March	2	Discussion of <u>Until It Hurts</u>
T	March	9	Research and Critiques
M	March	16	Research and Critiques
M	March	23	Research and Critiques
M	March	30	Research and Critiques
M	April	6	Rules and Values in Recreation and Sport
M	April	13	Rules and Values in Recreation and Sport
M	April	20	Rules and Values in Recreation and Sport
M	April	27	Rules and Values in Recreation and Sport
M	May	4	Presentation
M	May	11	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://oai.gmu.edu/the-mason-honor-code-2/>].
- 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/policies/responsible-use-of-computing/>].
- 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.

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.

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

