

George Mason University
College of Education and Human Development
School of Recreation, Health, and Tourism

PRLS 612. DL1– Philosophy of Leisure/Sport
3 Credits, Spring 2017
Online

Faculty

Name: Jorgen Kjaer, ABD
Office hours: F 8:00-10:00am by appointment
Office location: Bull Run Hall 220
Office phone: 2022971686
Email address: jbkjaer@aol.com

Prerequisites/Corequisites

Graduate standing or permission of instructor.

University Catalog 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 Overview

Secondary readings 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.

Course Delivery Method

This course will be delivered online using asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 24, 2017

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

Template Revision Date: 11/14/16

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: [Include only the sentence below that is appropriate for the course. Delete the sentence that is not applicable.]
Because asynchronous courses do not have a “fixed” meeting day, our week will start on [Day], and finish on [Day].
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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 Standards 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>

Required Texts

Boxill, J. (2003). *Sport Ethics: An Anthology*. Malen, MA: Blackwell.

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.

Moeller, V. & Nauright, J. (2003). *The Essence of Sport*. Odense, Denmark: University Press of Southern Denmark.

Recommended readings

Ginsberg, R., Durant & Baltzell (2006): *Whose Game Is It, Anyway?* New York: Houghton Mifflin Company.

Moeller, V. (2008): *The Doping Devil*. Can be downloaded from the following site:

[http://doping.au.dk/fileadmin/www.doping.au.dk/Online_resources/Verner Moeller - The Doping Devil - final.pdf](http://doping.au.dk/fileadmin/www.doping.au.dk/Online_resources/Verner_Moeller_-_The_Doping_Devil_-_final.pdf)

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor. No late assignments accepted.

- **Assignments and/or Examinations**

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

Journal Reflections and Discussions - (30 point). Students are to keep a journal that is both reflective and analytic. As you read, define whatever questions arise for you in the readings. The overall purpose of our journaling is the use of personal writing as a means to think and reflect as well as to prepare for class discussions. In particular, the reflections are a means to connect course readings to our personal experiences and to analyze course readings critically. Although there is no specific length requirement, two to three pages might serve to frame the scope of writing. Reflections should be thoughtful and clear. On Wednesday students will submit their journal entry with three questions to ask classmates. On Fridays, students will respond to the reflection pieces **and** questions written by their peers.

Mid-Term Exam (20 points) - The journal will help you prepare for the mid-term and answering the question for the midterm exam will help you in future research in the field of sport and leisure. 4-5 pages expected

Book Review (20 points) - Provide a summary of the book and a critical examination of the claim that Hyman tries to make. Try to connect the reading to your own athletic experiences/professional life. Post three questions for discussion on blackboard. 4-5 pages expected.

Research Paper (30 points) – Using the information from the readings and your own research, students will write an 15-18 page paper on such philosophic topics as: the essence of sport, doping, competition or youth sport. The research paper should incorporate concepts and information from classroom discussions and readings. You have two options: A) write a theoretical paper based on literature in the field. Or B) use the literature from the readings in class and combine it with a professional interview regarding an ethical dilemma that the interviewee faced.

- **Grading**

Grading Scale

A = 93 – 100	B+ = 88 – 89	C+ = 78 – 79
A- = 90 – 92	B = 83 – 87	C = 70 – 77
	B- = 80 – 82	F = 0 – 69

Professional Dispositions

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

Class Schedule

TENTATIVE COURSE SCHEDULE

Date	Topic	Readings/Assignment Due
Wednesday, Jan 23	Introduction, Syllabus	Upload a 1-minute video about your self. Where are you in the program? Research interest? Favorite sport? Please read the syllabus and ask questions, if any. Confirm that you read through the syllabus.
Friday, Jan 25	Developing Philosophic Skills	Kretchmar, Chapter, 3-29 (posted on

		blackboard). Please fill out the Philosophic Readiness Inventory on page 7-9 and submit on blackboard
Wednesday, Feb 1	Playing games	Huizinga and Suits chapters (1-2) from philosophy of Sport
Friday, Feb 3		Response
Wednesday, Feb 8	Defining Sports	Loy and Meier chapters (3-4) from philosophy of Sport
Friday, Feb 10		Response
Wednesday, Feb 15	Sport Aesthetics	Moeller & Nauright, Chapter 1. David Best, "The Aesthetic in Sport" Peter J. Arnold, "Sport, the Aesthetic and Art: Further Thoughts"
Friday, Feb 17		Response
Wednesday, Feb 22	The Essence of Sport	Moeller & Nauright: Chapters 2-3
Friday, Feb 24		Response
Wed, March 1	The Essence of Sport	Moeller & Nauright, Chapter 7. Dennis Hemphill, "Cybersport"
Friday, March 3		Response
Wednesday, March 8	Sport Epistemology	Moeller & Nauright: Chapters 4 Margaret Steel, "What We Know When We Know a Game" Jason Holt and Laurence E. Holt, "The 'Ideal' Swing, the 'Ideal' Body: Myths of Optimization"
Friday, March 10		Response
March 15	Spring break	
Friday, March 24		Mid term due
Wednesday, March 29	Banning Drugs	Moeller & Nauright, Chapter 6, Simon and Brown Chapters in <i>Philosophy of Sport</i> . Boxill, pp. 181-196 Recommend readings: Ginsberg et al. Chapter 14, Moeller, <i>The Doping Devil</i> , pp. 111-189,
Friday, March 31		Response
Wednesday, April 5	Breaking Rules	Lehman Chapter in <i>Philosophy of Sport</i> . Boxhill: Chapters 11, 12 and 13
Friday, April 7		
Wednesday, April 12	Beyond Rules	Howe and Feezell Chapters in <i>Philosophy of Sport</i> .
Friday, April 14		Response
Wednesday, April 19	Youth Sport	Hyman Book Review Recommend Readings: Ginsberg et al. Chapter 10, 16
Friday, April 21		Response
Wednesday, April 26	The Role of the Coach	Ginsberg et al. Chapter 11 and Chapter 12 (posted on blackboard). One more article will be posted on Blackboard

		Minimum 1-page draft with introduction and objective of paper
Friday, April 28		Response
Wednesday, May 3		Draft of research paper
Friday, May, 5		Response
Friday, May 12		Research paper due

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

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Research Paper Assessment Rubric

Introduction (7.5)	<ul style="list-style-type: none"> • Introduction to topic • Personal or scholarly motive – why is topic relevant? • Clearly stated objective of paper or hypotheses
Literature presented (10)	<ul style="list-style-type: none"> • Theories or concepts explained • Mini literature review (minimum of 6 journal article references)
Discussion (10)	<ul style="list-style-type: none"> • How does your data/findings compare to previous studies or literature?
Conclusion and implication (7.5)	<ul style="list-style-type: none"> • Is the question in the introduction answered? • Which studies would be interesting to explore in light of conclusion? • Findings that need to be addressed in future research?
Overall structure and APA (5)	<ul style="list-style-type: none"> • Is the paper well structured? The draft should

include more than 15 – 18 pages. That will ensure a dense, well-drafted paper. Writing for the sake of filling 18 pages will not make a good paper

- Common tread from start to finish?
- APA guidelines (**HEADINGS REQUIRED**)

<https://owl.english.purdue.edu/owl/resource/560/01/>