

**GEORGE MASON UNIVERSITY**  
School of Recreation, Health, and Tourism

**PRLS 612 - 001 - Philosophy of Leisure and Sport (3)**  
**Spring 2016**

<b>DAY/TIME:</b>	T 7:20 – 10:00pm	<b>LOCATION:</b>	IN 338
<b>LECTURER:</b>	Jorgen B. Kjaer, ABD	<b>EMAIL ADDRESS:</b>	jkjaer@masonlive.gmu.edu; jbkjaer@aol.com
<b>OFFICE LOCATION:</b>	By arrangement	<b>PHONE NUMBER:</b>	202-297-1686
<b>OFFICE HOURS:</b>	By appointment or after class	<b>FAX NUMBER:</b>	N/A

**PREREQUISITES/COREQUISITES**

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.

## **NATURE OF COURSE DELIVERY**

Face-to-Face including: Presentations, group discussions, individual meetings with the instructor, and formal student presentations.

## **REQUIRED READINGS**

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)

## **EVALUATION**

This course will be graded on a point system, with a total of 200 possible points.

*Journal Reflections* (50 points) – Students are to keep a journal that is both reflective and analytic. As you read, define whatever questions arise for you in the readings. Reflect on the reasons why you are asking these questions. 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. You may elect to do a dialogic or double entry journal with quotes on the left column and your reflections on the right column. Journals will be collected on March 8th and April 26th.

*Mid-Term Exam* (40 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. 3 pages or less is expected.

*Research Paper* (50 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, education, 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.

*Research Paper Presentation* (10 points) - Each student will give a 15-minute presentation detailing the method and results of their research paper. Visual support such as PowerPoint must be used and include introduction, objective, major findings and conclusion.

*Participation and Discussion* (50 points) - Students must attend class in order to participate in the discussions generated by the readings. If you miss class points will be deducted. Students will assess the central theme of each chapter they have been assigned. The expectation is that students will discuss how the information presented relates to their own personal experiences.

Requirements	Points
Mid-Term Exam	40
Journal	50
Research Paper	50
Research Paper Presentation	10
Participation and Discussion	50
<b>Total</b>	<b>200</b>

### Grading Scale

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

### TENTATIVE COURSE SCHEDULE

Date	Topic	Readings/Assignment Due
Tuesday, Jan 19	Syllabus, Requirements and Overview Developing Philosophic Skills	Kretchmar, Chapter, 3-29 (posted on blackboard)
Tuesday, Jan 26	Playing games, Defining Sports	Huizinga, Suits, Loy and Meier chapters from philosophy of Sport
Tuesday, Feb 2	Sport Aesthetics	Moeller & Nauright, Chapter 1. David Best, “The Aesthetic in Sport” Peter J. Arnold, “Sport, the Aesthetic and Art: Further Thoughts”
Tuesday, Feb 9	The Essence of Sport	Moeller & Nauright: Chapters 2-3, and 7. Dennis Hemphill, “Cybersport”
Tuesday, Feb 16	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”
Tuesday, Feb 23	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,
Tuesday, March 1	Sport and Education	Boxill, pp. 15-60
Tuesday, March 8 (spring break)	No Class – Spring Break	
Tuesday, March 15	Mid-term exam distributed at the end of class (take-home)  Research Paper Discussion Visit from Librarian	Watch Lance Armstrong interview with Oprah <a href="http://www.oprah.com/own/Lance-Armstrong-Confesses-to-Oprah-Video">http://www.oprah.com/own/Lance-Armstrong-Confesses-to-Oprah-Video</a>
Tuesday, March 22	Individual meetings with instructor to discuss research project	Journal and Mid-term exam due pr. email.

Tuesday, March 29	Breaking Rules	Lehman Chapter in <i>Philosophy of Sport</i> . Boxhill: Chapters 11, 12 and 13
Tuesday, April 5	Beyond Rules	Howe and Feezell Chapters in <i>Philosophy of Sport</i> . Boxhill: Chapters 7,8 and 9
Tuesday, April 12	Youth Sport	Hyman Book Recommend Readings: Ginsberg et al. Chapter 10, 16
Tuesday, April 19	Sport and Role Models	Hyman Book, Boxill, pp. 333-338
Tuesday, April 26	The Role of the Coach  Individual meetings with instructor to discuss research project	Ginsberg et al. Chapter 11 and Chapter 12 (posted on blackboard)  Minimum 1-page draft with introduction and objective of paper
Tuesday, May 3	Reading Day	Out of Class Research on Paper
Tuesday, May 10	Research Presentations	Research Paper and Presentation due

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

## CEHD Student Expectations

The College of Education and Human Development (CEHD) expects that all students abide by the following:

- **Attendance:** Attendance is mandatory, as the discussions that take place in this class are essential to achieving the course objectives.
- **Tardiness:** Prompt arrival for the beginning of class is expected.
- **Participation:** Each student is expected to complete all the assigned readings and participate in the discussions. It is expected that each student will be attuned to group dynamics in order to ensure the active participation of all in the class.
- **Absence:** If you must miss a class, you are responsible for notifying me (preferably in advance) and for completing any assignments, readings, etc. before the start of the next class.
- **Assignments:** All assignments must be completed in MSWord and sent to me as an attachment via email prior to class. Late assignments will not be accepted without making prior arrangements with me.
- **Honor Code:** Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- **Exceptionalities:** 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/>].
- **Computing:** Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- **Email:** 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.
- **Distractions:** Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- **Dispositions:** Students are expected to exhibit professional behaviors and dispositions at all times.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. 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 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/>].

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

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.

