

**Western University
Faculty of Health Sciences
School of Kinesiology**

**Kinesiology 2292G - Critical Thinking and Ethics in Kinesiology
Winter 2021**

<p>Instructor: Dr. Michael Heine Office: 2205-B, 3M Bldg Email: mheine@uwo.ca Phone: 519/661-2111x84113 Office Hrs: by arrangement / Zoom or phone TAs: Denise Kamyuka, Yuyi (Albert) Liu, Riley Nowokowsky</p>	<p>Lectures: online, released every Monday morning Room: OWL site</p>
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NOTE: This course will be offered fully online, so course information including grades, assignment outlines, deadlines, etc. are available via OWL. Check the website regularly for course announcements. **Note that any dates posted on the Course OWL site will override any dates provided in this Course Outline.**

Calendar Course Description (including prerequisites/anti-requisites):

The course is designed to teach basic skills in critical thinking and how to address ethical issues such as doping in sport, body image and gender, clinical and management conflict of interest, etc.

Antirequisite(s): [Kinesiology 2270F/G](#) (taken in 2009-10); the former Kinesiology 2290F/G, 2293F/G; [Health Sciences 2610F/G](#), the former Health Sciences 2600F/G.

Prerequisite(s): Completion of first year Kinesiology.

Extra Information: 3 lecture hours

You are responsible for ensuring that you have successfully completed all course pre-requisites, and that you have not taken an anti-requisite course.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

NOTE: If you wish to enrol in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.

Course Description

This course examines issues in kinesiology, sport, and physical activity from a philosophical perspective. Drawing on topical materials as well as examining conceptual and foundational issues, the course is designed to encourage critical, reflective philosophical thinking about issues in sport, physical education and recreation.

Learning Outcomes

Upon completion of this course, students will be able to:

1. identify and discuss philosophical issues in physical education, sport and recreation. (*comprehension*)
2. identify and describe various perspectives and major points of argument currently offered in discussions of major issues in kinesiology, sport, and p.a. (*knowledge*)
3. demonstrate an appropriate level of competence in philosophical concept and issues analysis in kinesiology, sport, and p.a. (*application*)

Required Course Readings and Materials

1. Bergmann [B]

Bergmann Drewe, Sheryle. 2003. *Why Sport? An Introduction to the Philosophy of Sport*. Toronto, ON: Thompson Educational Publishing. You can order a paper copy of the book through the UWO BookStores website and your copy will be shipped directly to you. If you prefer, you can also order an eBook version of the text through the BookStores website; use this link: https://bookstore.uwo.ca/textbook-search?campus=UWO&term=W2020B&courses%5B0%5D=001_UW/KIN2292G

2. **Delattre [D]**
Delattre, Edwin J. "Some Reflections on Success and Failure in Competitive Athletics." *Journal of the Philosophy of Sport*. 2 (1975). 133-139.
3. **Fraleigh [F]**
Fraleigh, Warren. "Why the Good Foul Is Not Good." *Journal of Physical Education, Recreation & Dance*. January (1982). 41-43.
4. **Hoberman [H]**
Hoberman, John M. "Sport and the Technological Image of Man." In: W. Morgan & K.V. Meier (eds.). *Philosophic Inquiry in Sport*. 2nd ed. Champaign, IL: Human Kinetics Publ., 1995. 202-208.
5. **Long [L]**
Long, Thierry et al. "Environmental Ethics as Applied to Outdoor Physical Practices: An Analysis Through the Lens of Hans Jonas," *Sport, Ethics and Philosophy*. 12/2 (2018). 194.210.
<https://doi.org/10.1080/17511321.2017.134194>
6. **Young [Y]**
Young, Iris Marion. "The Exclusion of Women from Sport: Conceptual and Existential Dimensions." *Philosophy in Context*. 9 (1979). 44-53.
7. **Case Studies**
Topical materials (newspaper, journal or magazine articles, audio/visual) will be included in Course discussions as appropriate, and on an ongoing basis. Relevant topical materials will be added to the Resources on the OWL Course Site.

Course Schedule

Dates posted on the Course OWL site will override any dates provided in this Course Outline. Please check the 'Dates & Contacts' tab on the OWL site for up-to-date information.

Date	Segment	Readings
Jan 11	Segment 0: Kin 2292 The Mini-Manual, What—When—How	---
	<ul style="list-style-type: none"> This Segment provides advice and information on the course structure, requirements, and ways to approach studying for Kin 2292G 	
Jan 11	Segment 1: Introduction	[B]01
	<ul style="list-style-type: none"> Concepts and Definitions What is 'sport'? What is 'physical activity'? 	
Jan 18	Segment 2: The Value of Sport and P.A.	[B]02
	<ul style="list-style-type: none"> Why sport?" "Why "p.a."? Why should we care about these activities at all? What are they 'worth'? 	
Jan 25	Segment 3: The Importance of Competition	[B]03, [D]
	<ul style="list-style-type: none"> Conceptual and normative considerations Competition, competition—what would we do without it? What / who would we be? 	
Feb 01	Segment 4: Children and Sport	[B]04
	<ul style="list-style-type: none"> It's child's play: How much organization is necessary? How autonomously can children act? 	
Feb 08	Segment 5: Co-Ed Games, Co-Ed Sport	[B]10, [Y]
	<ul style="list-style-type: none"> Should boys and girls play together? What would that do to 'sport'? 	
Feb 22	Segment 6: Applied Ethics (1)	[B]05
	<ul style="list-style-type: none"> The athlete's perspective Moral theories, a primer 	
Mar 01	Segment 7: Applied Ethics (2)	[B]06
	<ul style="list-style-type: none"> The coach's perspective Autonomy (again), is it desirable? 	

Date	Segment	Readings
Mar 08	Segment 8: The Coach-Athlete Relationship	[B]11
	<ul style="list-style-type: none"> Paternalism and Power How close is too close? 	
Mar 14	Last Day to Drop Second-Term Classes	
Mar 15	Segment 9: Cheating and the 'Good Foul'	[B]07, [F]
	<ul style="list-style-type: none"> What makes a good sports person? Who should we be 'good sports persons' for? 	
Mar 22	Segment 10: Doping and the Idea of Performance (Enhancement)	[B]08, [H]
	<ul style="list-style-type: none"> Does the importance of the objective justify resorting to every means available? How much 'performance' do we require? 	
Mar 29	Segment 11: Violence in Sports	[B]09
	<ul style="list-style-type: none"> Is it just 'part of the game'? Who should it be targeted at? 	
Apr 5	Segment 12: Sport and the Environment	[L]
	<ul style="list-style-type: none"> Are outdoor sports environmentally ethical? What about technology, then? 	

Course Evaluation

Task	Number	% of Course Grade	Task	Number	% of Course Grade
Forum Contributions	11	25	Term Paper Abstract	1	0
Journals	2	30	Term Paper	1	30
Video Group Project	1	15			

Course/University Policies

1. Statement on Use of Personal Response Systems ("Clickers")

If Personal Response Systems ("Clickers") are used in the course, a reference to the Guidelines for their use (Guidelines are shown below). Instructors are to communicate clearly to students information on how clickers are used including: how the student's privacy will be protected, how clickers may be used by the instructor for data gathering and for evaluating the students, and why they cannot be used by anyone but the student (since the students involved in misuse of a clicker may be charged with a scholastic offence).

2. Academic Offences: They are taken seriously. Students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

A) Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar). All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com <http://www.turnitin.com>

B) Computer marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

3. Electronic Device Usage

During Exams - Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any of the following electronic devices during ANY of the tests, quiz-

zes, midterms, examinations, or other in-class evaluations: cellphones, smart phones, smart watches, smart glasses, audio players or recorders of any sort, video cameras, video games, DVD players, televisions, laptop/notebook/netbook computers, flashlights or laser pointers.

During Lectures and Tutorials: Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. Please be respectful to your fellow students and turn the sound off. If the professor receives complaints from other students regarding noise or other disruptive behavior (e.g. watching videos on YouTube.com, updating your Facebook status, playing Solitaire), your classroom privileges will be revoked. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

4. Health and Wellness

Information regarding health and wellness-related services available to students may be found at

<http://www.health.uwo.ca/>

Students who are in emotional/mental distress should refer to Mental Health@Western (<http://www.health.uwo.ca/>) for a complete list of options about how to obtain help.

5. Support Services

There are various support services around campus and these include, but are not limited to:

51. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>

52. Student Health & Wellness -- <http://www.health.uwo.ca/>

53. Registrar's Office -- <http://www.registrar.uwo.ca/>

54. Ombudsperson Office -- <http://www.uwo.ca/ombuds/>

6. Accommodation, Illness Reporting and Academic Considerations

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID= 1&Selected-Calendar=Live&ArchiveID=#Page_12

Accommodation Policies

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: Academic Accommodation for Students with Disabilities.

Academic Consideration for Student Absence

<https://www.uwo.ca/fhs/kin/undergrad/academic/consideration/index.html>

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is

being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are not met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

For Western University policy on Consideration for Student Absence, see

Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs and for the Student Medical Certificate (SMC), see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the Western Multicultural Calendar.

7. Examination Conflicts

A student with examinations having flexible submission times (e.g., where one or more examination is a take-home examination) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as “heavy load” conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request accommodation with their academic counselling unit prior to the deadline to drop a course without academic penalty.

In the case of online examinations, an “Examination Conflict Room,” which may be assigned when a student is scheduled to write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

8. Grades

Where possible assignment objectives and rubrics will be posted on OWL. Should you have a concern regarding the grade you received for an assignment or feel that it is unfair in any way, you must wait 24 hours from the receipt of the assignment to approach the instructor or TA. In doing so, please make an appointment and prepare in writing, with evidence, why you feel your grade is inappropriate. Please be aware that in requesting a grade reassessment, your grade could go up/down/or stay the same. Note that calculations errors (which do occur!) should be brought to my attention immediately.

At least three days prior to the deadline for withdrawal from a 1000- or 2000-level course without academic penalty, students will receive assessment of work accounting for at least 15% of the final grade.

- March 14th, 2020 (for second term half-courses)

Grade Descriptions

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work that is clearly above average
B	70-79	Good work, meeting all requirements and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable.
F	below 50	Fail

Rounding of Grades (for example, bumping a 79 to 80%):

This is a practice some students request. This practice will not occur here. The edges of this course are clear and sharp. The mark attained is the mark you achieved and the mark assigned; there is no rounding to the next grade level, or ‘giving away’ of marks. Please don’t ask me to do this for you; the response will be “please review the course outline where this is presented”.

9. Classroom Behaviour

Synchronous classes will begin promptly at the time specified at the top of page one of this syllabus. In the event that you arrive late, please enter our virtual classroom with a minimal disturbance to the class. Please be sure you are muted prior to joining.

10. Online Etiquette

Some components of this course will involve online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- please “arrive” to class on time
- please use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material
- to minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise
- [suggested for classes larger than 30 students] In order to give us optimum bandwidth and web quality, please turn off your video camera for the entire class unless you are invited to speak
- [suggested for cases where video is used] please be prepared to turn your video camera off at the instructor’s request if the internet connection becomes unstable
- unless invited by your instructor, do not share your screen in the meeting

The course instructor and/or TAs will act as moderator for the class and will deal with any questions from participants. To participate please consider the following:

- if you wish to speak, use the “raise hand” function and wait for the instructor to acknowledge you before beginning your comment or question
- remember to unmute your microphone and turn on your video camera before speaking

- self-identify when speaking.
- remember to mute your mic and turn off your video camera after speaking (unless directed otherwise)

General considerations of “netiquette”:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. “Flaming” is never appropriate.
- Be professional and scholarly in all online postings. Cite the ideas of others appropriately.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

11. Online Learning Support

If you require support with online learning tools and resources, please refer to the Faculty of Health Sciences Online Teaching and Learning Support Jira request links for students

12. Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>