

Request for Undergraduate Course Addition - Page 2
Additional Information Required for Undergraduate Course Addition

College: COEHS Department/Division: ESSR Alpha Designator/Number: ESS 301

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. Identify by name the faculty in your department/division who may teach this course.

Dr. Gregg Twietmeyer

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.

n/a

3. If this course will be required by a department/division other than your own, identify by name.

n/a

4. If there are any agreements required to provide clinical experience, attach details and signed agreements.

n/a

5. If library resources are deemed inadequate, attach a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

n/a

6. EQUIPMENT/SUPPLIES NEEDED TO TEACH THIS COURSE (this does not refer to additional equipment/supplies that need to be purchased; simply what materials are needed in order to teach this course successfully.):

Classroom with desks (not tables) for group work, powerpoint projector/computer.

7. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE OR GRADUATE COURSE (please also submit to Graduate Council course addition for 5xx graduate component):

n/a

8. PROVIDE A COMPLETE BIBLIOGRAPHY INCLUDING ALL PUBLICATIONS RESEARCHED TO CREATE THIS COURSE AND WHAT PUBLICATIONS MAY BE BENEFICIAL TO STUDENTS TAKING THIS COURSE (separate page).

ESS 481 Sport Philosophy – Fall 2008
3.0 Credits

MWF 11:00 – 11:50, 121 Gullickson

Instructor: **Dr. Gregg Twietmeyer**
 104D Gullickson
 Phone: 696-2938
 Office Hours: TR 12:30-3:00; By Appt.
twietmeyer@marshall.edu

Course Description: Development of philosophic reasoning skills to better understand the role that philosophy plays in our understanding and conception of physical activity and sport.

Course Format: The course will be organized around group-based learning. Student initiative, decision-making, and responsibility will be emphasized throughout the course. A willingness to accept responsibility in group settings and work for collective goals is essential for success in the class. **“Percentage weights of Course Grade” will be voted on by the class, at the beginning of the semester after experiencing the first test and the first project. Parentheses indicate grade weight range available to the students for voting.**

Evaluation:

<u>Area</u>	<u>Grade Weights Within Area</u>	<u>Percentage of Course Grade</u>
Tests:		
5 readiness tests (individual)	(50-75%) _____	_____ % (25-40%)
5 readiness tests (group test)	(25-50%) _____	
	100%	
Projects:	100%	_____ % (25-40%)
Final Exam:	100%	_____ % (15-25%)
Peer Evaluation:	100%	_____ % (15-20%)

Note: Group work will improve your grade but you cannot rely on it to pass the class. Students who have a combined failing average on the individual tests and the final exam cannot pass the course. (In other words if you score a 57% average on your individual tests, you must score a 63% or higher on the final to pass the class.) Those who have a combined D average on the individual unit tests and the final exam will not be able to earn more than a C for the course. (That is, those whose combined average falls between 60-70% will be prohibited from having their group work pull their grade higher than a C.) Your individual unit test average and final exam will be weighted equally (50% each) to determine this combined average.

Evaluation Scale:

- A 91-100 Exceptional work, of unusual quality. Creative, insightful.
B 81-90 Very good work, above average. Shows good understanding.
C 70-80 Average work. Shows moderate understanding, good competence.
D 60-69 Below average work. Poor understanding.
F <60 Failing. Little comprehension of material.

Texts:

Kretchmar, S. (2005). *Practical Philosophy of Sport and Physical Activity*. 2nd. Ed, Champaign, IL: Human Kinetics

Various brief outside readings provided by the instructor.

Schedule:

Unit I. Topic: Nature of Philosophy. Differences between philosophy and science. The importance and reliability of philosophy. How to do philosophic reasoning. Practice, feedback.

Reading: Kretchmar, Preface, Acknowledgements, Chapter 1, Chapter 2. Gene Doping Article on MUonline. **Unit test on Wednesday, September 3rd.**

- | | |
|-----------|--|
| Mon. 8/25 | Syllabus, Introduction(s), Completion of Individual Data Sheets. |
| Wed. 8/27 | Lecture on Chapter 1: The nature of philosophy. Divide into groups, organize for semester. |
| Fri. 8/29 | Lecture on Chapter 2: Pursuing philosophic answer. Review for Unit test. 5-question sample. |
| Mon. 9/1 | Labor Day – No Class |
| Wed. 9/3 | Test #1. Group test. Group Challenge(s). |
| Fri. 9/5 | Return Challenges. Discussion of controversial questions. Discuss Gene Doping Article. |
| Mon. 9/8 | In-class practice on using inductive, deductive, and descriptive reasoning. Review of rubric for Project #1. |
| Wed. 9/10 | Group Project #1: Using inductive, deductive, and descriptive reasoning. |

Fri. 9/12 Reports from groups on Group Project #1. Lecture: Why philosophy in a kinesiology major? How real are ideas?
(Assign course grading percentages.)

Unit II. Topic: The nature of the human being. Is movement inherently human? Mind-body dualism. Materialism. How does Kinesiology become devalued and less effective under both systems.

Reading Assignment: Kretchmar, Chapter 3, 4, 5, 6 & 7. Aristotle article on MUonline.
Unit tests on Friday, September 19, and Friday, October, 3.

Mon. 9/15 Chapter 3: Lecture on mind-body dualism.

Wed. 9/17 Lecture on Chapters 4 & 5: Scientific materialism & tournaments.

Fri. 9/19 **Test #2.** (Dualism & Materialism) Group test. Group challenges.

Mon. 9/22 Return Challenges. Workshop: “Why Treating the Body as a Machine Works. . . and Does Not Work!”

Wed. 9/24 Preparation for Project #2. Review of rubric.

Fri. 9/26 **Group Project #2.** Dualism and Materialism in Kinesiology.

Mon. 9/29 Lecture Chapters 6&7: Holism.

Wed. 10/1 Reports on group projects. Lecture: Dissecting Aristotle article and its implications for answering the question “What is a human being?”

Fri. 10/3 **Test #3** (Holism & Aristotle). Group test. Group challenges.

Mon. 10/6 Return Challenges. Discussion of controversial questions.

Wed. 10/8 Is holism compatible with religious faith? Prep for third project. Review of rubric.

Fri. 10/10 **Group Project #3.** Holistic practices in Kinesiology.

Mon. 10/13 Reports on group projects. **Changeover date for group leadership.**

Wed. 10/15 “Patch Adams” Clips as an example of holistic practice.

Fri. 10/17 Review & discuss Patch Adams, How cultural excesses affect kinesiology.

Unit III. Topic: The Subject Matter of Kinesiology. The significance of “mere” games and play. The place of competition and winning.

Reading Assignment. Kretchmar, Chapter 8 & 9. Skillen on MUonline, Football Newspaper articles on MU Online. **Test on Monday October 27th.**

- Mon. 10/20 Lecture on Chapter 8: Creating movement playgrounds.
- Wed. 10/22 Lecture on Chapter 9: Understanding games. Pencil flipping/Suits.
- Fri. 10/24 Skillen & Football articles: Competition, Winning and Losing.
- Mon. 10/27 **Unit Test #4:** (Games & Play)
- Wed. 10/29 Review lecture and group test. Preparation for group project #4. Review rubric.
- Fri. 10/31 **Group Project #4.**
- Mon. 11/3 Report on projects. Debate/Workshop: Competition promotes play vs. competition harms play.
- Wed. 11/5 Face Eating Tumor Film – holism and the importance of and games/play to the human being.

Unit IV. Topic: Ethics and Value Choices. Aiming high in kinesiology. A review of ethical reasoning, professional ethics. Competing values, ways to assess them. Health/fitness, knowledge, skill, pleasure—which is most important? Can Kinesiology be thought of as a liberal art? The good life = the physically active life?

Reading: Kretchmar, chapters 10, 11, & 12. “Hiding from the Light” on MUonline.
Unit Test on Friday, April 7.

- Fri. 11/7 Review Film, Lecture on Chapter 10: Sound professional ethics.
- Mon. 11/10 Lecture on Chapters 11 & 12: The good life, the active lifestyle.
- Wed. 11/12 **Test #5:** (Ethics & Values). Group test. Challenges.
- Fri. 11/14 Review challenges. Lecture-- Modeling different value priorities. Discussion of “Hiding from the light.”
- Mon. 11/17 Lecture on professional ethics. Workshop on employee theft, absenteeism, resume dishonesty, clientele rights of privacy.

Wed. 11/19 Preparation for Group Project – Ethical frameworks. Review of Rubric.

Fri. 11/21 **Group Project #5** –Making Sound ethical decisions.

11/24 – 11/28 Thanksgiving Break

Mon. 12/1 Report on Group Projects.

Wed. 12/3 Workshop/Debate: Four versions of the active lifestyle; Does the good life require physical activity?

Fri. 12/5 Peer evaluations. Course/instructor evaluations. Changes for next semester.

Mon. 12/8 Review for final exam. Sample questions.

Assignments/Expectations/Responsibilities

Attendance: Because this is a group-based learning class, absence from class can lower the overall performance of one's group. Thus regular attendance is a basic obligation of course enrollment. Based on past experience, poor attendance (3 unexcused misses or higher) has led to very low peer evaluations. **Unexcused absences of five or above will result in a peer evaluation grade of D or F.**

Cheating, misconduct: Plagiarism, cheating on examinations or any other form of academic misconduct is not acceptable. See Marshall University's policy for specific details. Cheating on tests or projects can lead to an automatic failure of the course and potentially, to direct discipline by the university.

Disabilities: Appropriate accommodations will be made for documented disabilities. Please see <http://www.marshall.edu/disabled/> for more information. If you need accommodation please speak with the instructor before or after class.

Missed exams: Apart from extreme emergencies, no make-up exams are given unless arrangements are made **beforehand**. If one **excused** test is missed it will not be made up. The remaining 4 tests will be averaged together. An unexcused miss counts as a zero. Make ups are given for more than one excused test.

Individual Unit Tests: These tests will consist of 15 questions, the majority of which will come from new material in the text and other assigned readings. Typically, there will be 5 multiple choice questions that review difficult material from previous weeks, 5 questions from the in class lectures, and 5 questions focused on the text. Each question will be worth 3 points. Students may divide their points among responses in any way they wish.

Group Unit Tests: After answer sheets for the Individual Unit Test are turned in, the same exact test will be taken by one's group. The group will submit a single answer sheet, and all group members will receive an identical score for the test. Once again, the three points for each question can be divided.

Written Challenges: After the individual and group tests have been completed, the answer key will be distributed to each group. Group members will discuss and debate controversial items. If the group decides to challenge one or more items, it will fill out the form provided. If the challenge is successful, the group and individual scores (for that group only) will be adjusted. Groups must submit written challenges for any scores to be changed.

Group Projects: These are formal exercises of considerable complexity where the insights of several people will usually produce a better result than the work of any one individual. In most cases, groups will report their findings orally and in written form on worksheets provided for each project. Often the projects are designed to increase group sophistication on an ethics topic before an expert guest speaker comes to class to address that issue. Grades for group projects will be the same for each member of the group.

Peer Evaluation: During the last week of class, peer evaluation forms will be distributed to the group. Each group member will rate the quality and quantity of contribution made by each other member of that group. Missing class, projects, etc. will negatively affect your peer evaluation grade. A hard ranking of all group members will be required. All evaluations will be confidential.

Class Preparation/Behavior: Due to the small class size, I will try to keep lecture time to a minimum, thereby allowing for more discussion of the ideas and the text(s). Because of this it is imperative that you keep up with the readings. Be prepared and ready to talk.

The following are some of the behavioral expectations of the course:

1. No behaviors that disrupt the learning environment will be tolerated.
2. Private conversations are not permitted.
3. Habitual tardiness is not permitted.
4. Leaving class during the lectures or discussions is not appropriate behavior.
5. "Preparing" to leave class before the lecture is over is not appropriate behavior.
6. The reading of newspapers or materials from this or any other courses during class is not permitted.
7. Cellular phones, text messengers, pagers and all other disruptive devices are not permitted to be in use during class and should be turned off and/or put away.

Group Organization:

Each group will elect/assign/volunteer members for the following roles. (At mid semester: an opportunity will be given for individuals to switch positions.)

Roles/responsibilities:

Captain:

- brings group to order; organizes projects; leads discussions; delegates
- responsible for general organization, work of group
- official liaison with course instructors
- responsible for collecting at start of each class and managing group notebook
- responsible for marking absences (leadership, responsible, has organizational skills, hard worker, possesses people skills)

Reflector:

- provides analysis of team performance—strengths, weaknesses, areas for improvement
- turns in written “Reflector’s Report” after each Group Exercise.
- serves as captain in his/her absence (insightful, tactful, honest, good writer, leadership, organizational skills)

Recorder:

- provides record of each of the six Group Projects
- responsible for writing up project on forms provided
- in conjunction with Captain; provides feedback to group when project is returned (good listener, good writer, logical mind for organization, neat and tidy personality)

Spokesperson:

- during oral presentations, presents outcomes of group project exercises
- analyzes sophistication of group progress, insight (loud voice, bit of showpersonship, courage, good verbal skills)

Friend:

- provides perspective for group; cheerleader; comforter
- responsible for building group cohesion
- through Captain, communicates group issues/problems/concerns to instructor (cheerful, fun-loving; partly crazy; sincere, warm)

Bibliography (Boldface indicates that source may be useful to students taking the course).

- Anderson, D. (2001). Recovering Humanity: Movement, Sport and Nature. *Journal of the Philosophy of Sport* , XXVIII, 140-150.**
- Anderson, D. (2002). The Humanity of Movement or "It's not Just a Gym Class". *Quest* , 54 (2), 87-96.**
- Anderson, N. (2004). Dynamic Boundaries: Place in Aristotle's Biology. *Graduate Faculty Philosophy Journal* , 25 (1), 5-29.
- Aristotle. (2002). *Metaphysics*. (J. Sachs, Trans.) Santa Fe, NM: Green Lion Press.
- Aristotle. (2002). *Nichomachean Ethics*. (J. Sachs, Trans.) Newburyport, MA: Focus Publishing.**
- Aristotle. (2004). *On The Soul*. (J. Sachs, Trans.) Santa Fe: Green Lion Press.**
- Aristotle. (1995). *Physics*. (J. Sachs, Trans.) New Brunswick, NJ: Rutgers University Press.
- Aristotle. (1981). *Politics*. (T. Sinclair, & T. J. Saunders, Trans.) New York: Penguin Books.
- Berger, P. (1969). *A Rumor of Angels: Modern Society and the Rediscovery of the Supernatural*. Garden City, NY: Doubleday Anchor Books.
- Booth, D. (1997). Sports History: What Can be Done? *Sport, Education, and Society* , 2 (2), 191-204.
- Bottum, J. (2007). Death & Politics. *First Things* (174), 17-29.
- Brague, R. (1990). Aristotle's Definition of Motion and its Ontological Implications. *Graduate Faculty Philosophy Journal* , 13 (2), 1-22.
- Braun, G. L. (1941). Kinesiology: From Aristotle to the Twentieth Century. *Research Quarterly for Exercise and Sport* , 12, 163-173.
- Chesterton, G. (1925). *The Everlasting Man*. San Francisco, CA: Ignatius Press.
- Chryssafis, J. (1930). Aristotle on Kinesiology. *Journal of Health, Physical Education, Recreation* , 1 (7), 14-17, 54-56.
- Conant, J. B. (1963). *The Education of American Teachers*. New York: McGraw-Hill.
- Cultural Divides, Forty Years On. (1999, March 11). *Nature* , 398 (6723), p. 91.
- Ellis, M. (1987). The Business of Physical Education. In J. D. Massengale (Ed.), *Trends toward the Future in Physical Education* (pp. 69-84). Champaign, IL: Human Kinetics.
- Feynman, R. P. (1991). Atoms in Motion. In T. Ferris (Ed.), *The World Treasury of Physics, Astronomy, and Mathematics* (pp. 3-17). New York: Back Bay Books.
- Gould, S. J. (2003). *The Hedgehog, The Fox, and The Magister's Pox: Mending the Gap between Science and the Humanities*. New York: Three Rivers Press.
- Harris, J. C. (2006). Sociology of Sport: Expanding Horizons in the Subdiscipline. *Quest* , 58 (1), 71-91.
- Hedden, T., Ketay, S., Aron, A., Markus, H. R., & Gabrieli, J. D. (2008). Cultural Influences on Neural. *Psychological Science* , 19 (1), 12-17.
- Henry, F. (1964). Physical Education: An Academic Discipline. *Journal of Health, Physical Education, and Recreation* , 37, 32-33,69.**
- Herrigel, E. (1981). *Zen in the Art of Archery*. (R. Hull, Trans.) New York: Random House.**
- Hughson, J., & Tapsel, C. (2006). Physical Education and the "Two Cultures" Debate: Lessons from Dr. Leavis. *Quest* , 58, 410-423.
- Jaki, S. L. (1983). *Angels, Apes, & Men*. Peru, IL: Sherwood, Sugden, and Company.
- James, W. (1907, November 7). *The Social Value of the College Bred*. Retrieved January 29, 2008, from William James: <http://www.des.emory.edu/mfp/jaCollegeBred.html>**

- James, W. (1956). The Will to Believe. In W. James, *The Will to Believe and other essays in popular philosophy; Human Immortality* (pp. 1-32). New York: Dover Publications.
- Kant, I. (1787,2003). *Critique of Pure Reason*. (N. K. Smith, Trans.) New York: Palgrave Macmillan.
- Kelso, J. S., & Engstrom, D. A. (2006). *The Complementary Nature*. Cambridge, MA: MIT Press.
- Kretchmar, R. S. (2005). Jigsaw Puzzles and River Banks: Two Ways of Picturing our Future. *Quest* , 57 (1), 171-177.**
- Kretchmar, R. S. (1996). Movement and Play on Higher Education's Contested Terrain. *Quest* , 48 (4), 433-441.**
- Kretchmar, R. S. (2005). *Practical Philosophy of Sport and Physical Activity* (2nd ed.). Champaign, IL: Human Kinetics.**
- Kretchmar, R. S. (2008). The Utility of Silos and Bunkers in the Evolution of Kinesiology. *Quest* , 60 (1), 3-12.**
- Kretchmar, R. S. (2007). What to do with Meaning: A Research Conundrum for the 21st Century. *Quest* , 59 (4), 373-383.**
- Kuhn, T. (1996). *The Structure of Scientific Revolutions* (3rd ed.). Chicago, IL: University of Chicago Press.**
- Larson, E. J., & Larry, W. (1998, July 23). Leading Scientists still Reject God. *Nature* , 394, p. 313.
- Latash, M. L. (2008). Motor Control: The Heart of Kinesiology. *Quest* , 60 (1), 19-30.
- MacIntyre, A. (1984). *After Virtue* (2nd ed.). Notre Dame, IN: University of Notre Dame Press.
- McCullagh, P., & Wilson, G. (2007). Psychology of Physical Activity: What Should Students Know? *Quest* , 59 (1), 42-54.
- McFee, G. (2007). Paradigms and Possibilities. *Sport, Ethics, and Philosophy* , 1 (1), 58-77.
- Metheny, E., & Ellfedt, L. (1961). An Inquiry into the Nature of Movement as a Significant Form of Human Experience. In E. C. Davis, *The Philosophic Process in Physical Education* (pp. 282-290). Philadelphia, PA: Lea and Febiger.
- Midgley, M. (1994). *The Ethical Primate*. New York: Routledge.
- Miller, S. (2004). *Ancient Greek Athletics*. New York: Yale University Press.**
- Morgan, W. P. (2001). Prescription of Physical Activity: A Paradigm Shift. *Quest* , 53 (3), 366-382.
- Newell, K. (2007). Kinesiology: Challenges of Multiple Agendas. *Quest* , 59 (1), 5-24.**
- Newell, K. (1990c). Kinesiology: The Label for the Study of Physical Activity in Higher Education. *Quest* , 42 (3), 269-278.**
- Newell, K. (1990b). Physical Activity, Knowledge Types, and Degree Programs. *Quest* , 42 (3), 243-268.**
- Newell, K. (1990a). Physical Education in Higher Education: Chaos Out of Order. *Quest* , 42 (3), 227-242.**
- Park, R. J. (2005). Of the Greatest Possible Worth: The Research Quarterly in Historical Contexts. *Research Quarterly for Exercise and Sport* , 76 (2), S5-S27.**
- Park, R. J. (1980). The Research Quarterly and its Antecedents. *Research Quarterly for Exercise and Sport* , 51 (1), 1-22.**
- Pieper, J. (1998). *Leisure the Basis of Culture*. (G. Malsbary, Trans.) South Bend, IN: St. Augustine Press.

- Polanyi, M. (1962). *Personal Knowledge: Towards a Post-Critical Philosophy*. Chicago, IL: The University of Chicago Press.
- Polanyi, M. (1969). The Two Cultures. In M. Polanyi, & M. Greene, *Knowing and Being*. Chicago, IL: The University of Chicago Press.
- Polanyi, M., & Prosch, H. (1975). *Meaning*. Chicago, IL: The University of Chicago Press.
- Reeve, T. G. (2007). Kinesiology: Defining the Academic Core of Our Discipline. *Quest*, 59 (1), 1-4.
- Rikli, R. E. (2006). Kinesiology—A “Homeless” Field: Addressing Organization and Leadership Needs. *Quest* (58), 287-309.**
- Sachs, J. (2006). *Aristotle (384-322 BCE): Motion and its Place in Nature*. Retrieved January 30, 2008, from The Internet Encyclopedia of Philosophy: <http://www.iep.utm.edu/a/aris-mot.htm>
- Sachs, J. (1995). Introduction. In Aristotle, *Physics* (pp. 1-30). New Brunswick, NJ: Rutgers University Press.
- Sachs, J. (2002). Introduction. In Aristotle, *Metaphysics* (pp. i-xlii). Santa Fe, NM: Green Lion Press.
- Sachs, J. (2004). Introduction. In Aristotle, *On The Soul* (pp. 1-42). Santa Fe, NM: Green Lion Press.
- Scott, D. (1995). *Everyman Revived: The Common Sense of Michael Polanyi*. Grand Rapids, MI: Eerdmans.**
- Scott, W. T., & Moleski, M. X. (2005). *Michael Polanyi: Scientist and Philosopher*. New York: Oxford University Press.
- Sheets-Johnstone, M. (1999). *The Primacy of Movement*. Philadelphia, PA: John Benjamins Publishing.
- Snow, C. (1959). *The Two Cultures*. New York: Cambridge University Press.
- Swanson, J. D., & Massengale, R. A. (1996). *The History of Exercise and Sport Science*. Champaign, IL: Human Kinetics.
- Twietmeyer, G. (2007). Suffering Play: Can Play and Games be Defended in a Suffering World? *Quest*, 59 (2), 201-211.**
- Wade, M. G. (2007). Quo Vadis Kinesiology. *Quest*, 59 (1), 170-173.
- Wallace, B. A. (2007). *Contemplative Science*. New York: Columbia University Press.
- Wallace, B. A. (2000). *The Taboo of Subjectivity*. New York: Oxford University Press.
- Williams, J. F. (1959). *The Principles of Physical Education*. Philadelphia, PA: W.B. Saunders.