

REQUIRED TEXTS:

Fair Play: The Ethics of Sport, 3rd Edition, by Robert Simon (FP)

Sports Ethics: An Anthology, by Jan Boxill (SE)

Recommended Text:

Elements of Moral Philosophy, by James Rachels

“To whom much is given, much is required.”

“You can discover more about a person in an hour of play than in a year of conversation.”

Sports play a significant role in the lives of millions of people throughout the world, as participants, fans, spectators, and critics. Even those who are uninvolved, bored or critical of sports are often affected by them. Sports also provide a unique model for understanding our own society. Because sports are significant forms of social activities, they raise a wide range of issues, some factual, some explanatory. E.g. sociologists may be concerned with whether or not sports affect society; psychologists may be concerned with personality features which contribute to success or failure in sport. In addition to these questions, sports also raise philosophical issues that are conceptual and ethical in nature. Conceptual questions ask how we understand the concepts and ideas that apply to the world of sports. What are sports? What is competition? What ethical questions arise from sports competition? What moral concerns do many of us have about sports? Is there too much emphasis on winning and competition? Are college sports getting out of hand? Indeed do competitive athletics belong on campus? What is the impact of professional and intercollegiate sports on youth sports, education, and American culture? Has the commercialization of sports undermined their integrity?

This course will examine these and other ethical issues in American sports, including, but not limited to, Title IX, gender equity, racism, sexism, cheating, violence, and drug use. My concern will be to gain an understanding of the moral significance of sport through readings and class discussion. We may not be able to resolve the issues, but we should at least gain a greater understanding of the issues which should serve as beginnings to resolutions.

GOALS FOR THIS COURSE:

1. Acquire the basic skills used by philosophers generally, skills we will use in this course, and tools and skills needed to appreciate, challenge, reflect, and evaluate both the ideas you have inherited and those you might yet adopt. Philosophical reflection is a matter of actively engaging with ideas. The point throughout is to help you to think clearly for yourselves, about positions you would otherwise adopt or reject uncritically; in other words, to give you the skills needed to enjoy intellectual autonomy. With this in mind, by the end of the semester you should be able to:
 - Understand what ethics is and isn't.
 - Reconstruct an argument from a given passage or text.
 - Critically analyze and evaluate an argument presented to you, produced by you, or reconstructed by you.
 - Produce, articulate, and defend reasons for a given opinion and respond to objections raised to this opinion.
 - Give an oral presentation of your argument and handle questions from listeners.
2. Gain an understanding of various ethical theories and how they help us understand current issues in society. For the various issues we will examine, both theoretical and more concrete, you should be able to:
 - Define the important terms and concepts.
 - Gain an understanding of ethical theories:
 - Relativism, Utilitarianism, Kantian Deontology, Contractarianism, Ethics of Care.
 - Explain the relationship between the larger theoretical issues and the relationship between the various issues.
 - Understand the framework or methodology for, and the obstacles to, ethical decision making.
 - Demonstrate the ability to apply reasons consistently.

CLASS REQUIREMENTS:

1. ASSIGNED READINGS: (SEE SCHEDULE)

2. PAPERS:

You will write 4 papers: 3 short papers [1-3 pages] which will culminate into a final paper [10-12 pages]. You will receive more guidance and ample opportunity for discussion of your papers in class.

Paper 1: Argument reconstruction

Paper 2: Argument reconstruction & analysis

Paper 3: Revision of Paper 2 to include analysis & objections

Paper 4: Complete philosophical analysis

3. PRESENTATIONS: Individual and Team

You will be given cases/scenarios to analyze. They will be assigned to teams but each person is responsible for one of the cases. Each person will give an oral presentation corresponding to Papers 1-2 of their case.

We will have an Ethics Bowl-like competition during the last week of classes, and the final. This will be explained in class.

4. PARTICIPATION and ATTENDANCE: Participation makes for a more enjoyable and interesting class. But further, discussion is crucial to understanding and reasoning. To get full credit for participation you must attend class, and be prepared to discuss questions and cases at the end of each chapter.

5. OUTSIDE EVENTS: Attend four events related to the class and write a 1-page reaction/analysis. The requirements of this will be discussed in class. You will be able to find many events on the Parr Center for Ethics website: parrcenter.unc.edu

6. TRUESPORT U: The Impact of College Athletics on Education, Youth Sport, and American Culture

You will read position papers and formulate questions for the summit. This will be explained in class.

Date of event: May 2-3

7. SAKAI: Be sure to check this each day for any updates and changes in the schedules, added outlines, notes, etc.

GRADE RUBRIC

Paper 1-3	30 pts	[10 pts each]
Paper 4	20 pts	
Reaction Papers	20 pts	[5 pts each]
True Sport U	5 pts	
Participation	10 pts	
Presentation	15 pts	

THE HONOR CODE

The **Honor Code** is, as always, in effect in this course, and will be taken very seriously. If you have any questions at all about these matters, please do not hesitate to ask me.

It shall be the responsibility of every student at UNC to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity. It shall be the further responsibility of every student to abide by the Campus Code; namely, to conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the University Community.

NO CELL PHONES OR OTHER ELECTRONIC DEVICES ARE PERMITTED IN CLASS

***READINGS/ASSIGNMENTS:* Always check Sakai for changes**

- Week 1 January 9** Introduction to the course; open discussion; significance of above quotes & Honor System
- Week 2 Jan 14-16** **Sports Ethics (SE)**, Introduction: The Moral Significance of Sport, pages 1-12
Fair Play (FP), Chapter 1: Introduction: Philosophy of Sport, pages 1-16;
- Week 3-4 Jan 21-30** **Ethical Theories**
Sakai: Lectures and outline
Kim Strom-Gottfried, "Moral Courage"
"Parable of the Sadhu"
- Week 5 Feb 4-6** **Sport and Education**
SE: Section I: Readings, pages 16-39
Robert Simon, "Sports, Relativism, and Moral Education"
Janice Moulton, "Why Everyone Deserves a Sporting Chance..."
Peter Heinegg, "Philosopher in the Playground"
Francine Hardaway, "Foul Play: Sports Metaphors as Public Doublespeak"
- Week 6 Feb 11-13** **Sports on Campus; Intercollegiate Sports**
FP: Chapters 6 & 7, pages 139-191
Chapter 6: Intercollegiate Sports and their critics, 139-164
Chapter 7: Commercialization of Sport, 165-191
Sakai: Myles Brand, "The Role & Value of Intercollegiate Athletics in Universities"
- Week 7 Feb 18-20** **Sport and Competition**
FP: Chapter 2, Competition in Athletics: Is it Morally Defensible? 17-38
SE: Section III: Essays 11-16 pages 107-171
Jan Boxill, "The Ethics of Competition"
Nicholas Dixon, "On Winning and Athletic Superiority"
Dean Smith, "Winding Down, Looking Ahead"
- Week 8 Feb 25-27** **Sport and Sportsmanship**
FP: Chapter 3, Sportsmanship, Fairness, & Competition in Sport. pages 39-69
SE: Section II: Essays 6-10, pages 63-103
James Keating, "Sportsmanship as a Moral Category"
Peter Arnold, "Three Approaches Toward an Understanding of Sportsmanship"
Nicholas Dixon, "On Sportsmanship and 'Running up the Score'"
- Week 9 Mar 4-7** **Sport and Drugs**
FP: Chapter 4, Drugs, Genes, & Enhancing Performance through drugs. pages 71-110
SE: Section IV: Essays 17-19, pages 175-196
Robert Simon, "Good Competition and Drug-Enhanced Performance"
Michael Lavin, "Sports and Drugs: Are the Current Bans Justified?"
- Guest Lecture: Dr. Tim Taft: Orthopedic Surgeon and Director Sports Medicine**
- March 10-15** **SPRING BREAK**
- Week 10 Mar 18-20** **Sport and Violence**
SE: Section V, Essays 20-22, pages 199-222
Michael Smith, "What is Sports Violence?"
Brenda Jo Bredemeier, et al, "Values and Violence in Sports Today..."
Robert Leach, "Violence and Sports"
- Week 11 Mar 25-27** **Sport and Gender**
FP: Chapter 6: Sex Equality in Sports, pages 123-149
SE: Section VI: Essays 23,25,26,28, 29; pages 226-288
Jane English, "Sex Equality in Sports"
Robert Simon, "Gender Equity and Inequity in Athletics"
Jan Boxill, "Title IX and Gender Equity"
Mariah Burton Nelson, "Stronger Women"
Sakai: Jan Boxill, "Football & Feminism"
Christine Brennan, "Colleges doing poorly at hiring women coaches"

Week 12 April 1-3	Sport and Racial Issues SE: Section VII: Essays 31, 32, 33, pages 297-329 Albert Mosley, "Racial Differences in Sports: What's Ethics Got to do with it?" Richard Lapchick, "Race and College Sport: A long way to go." Mike Marqusee, "Sport and Stereotype: From Role Model to Muhammad Ali" Video: A Class Divided
Week 13 April 8-10	Sport and Role Models SE: Section VIII: Essays 34, 35, pages 333-338 Christopher Wellman, "Do Celebrated Athletes have Special Responsibilities to be Good Role Models?" Rick Reilly, "Get the Message?"
Week 14 April 15-17	Sports, Moral Education, and Social Responsibility FP: Chapter 8, pages 193-215
Week 15 April 22-24	Presentations and discussion of questions on Summit position papers.
FINAL EXAM DATE	April 29, NOON-3—Presentations & Ethics Bowl
May 2-3	TRUESPORT U Summit: The Impact of College Athletics on Education, Youth Sport, and American Culture.