Write down a thoughtful reaction to the above cartoon. If is thoughtful and humorous even better!
I. ADMINISTRATIVE MATTERS

Professor: Jesús Ilundáin-Agurruzu (Call me “Jesús,” but make sure it sounds good).
E-mail: jilunda@linfield.edu
Office: T J Day Hall 309
Phone 503-883-2362

My Teaching Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Class Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>10:45-12:25</td>
<td>Sport, Philosophy, and Society</td>
</tr>
<tr>
<td></td>
<td>12:25-15:15</td>
<td>Philosophy of mind</td>
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<tr>
<td>Tuesday</td>
<td>19:00-20:00</td>
<td>Philosophy of Mind - Lab</td>
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<tr>
<td>Wednesday</td>
<td>10:45-12:25</td>
<td>Sport, Philosophy, and Society</td>
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<tr>
<td></td>
<td>12:25-15:15</td>
<td>Philosophy of mind</td>
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</tbody>
</table>

How to get in touch with me: Obviously in class, or via email. You can also call my office and leave a message. You might also look for me on the road when I go biking, but I do not recommend this last one. You’ll have to catch me.

I have an open door policy, that is, you are welcome to pop in anytime I am at the office to talk about philosophy, the class, or chat for a while if you are in the vicinity and you do not know how to kill time — philosophers are good at killing time logically, metaphysically, chronologically, metaphorically or even literally. (Disclaimer: this will not result in free brown-nosing points. It will simply have the intrinsic benefits of the conversation itself.)

Class meets on: M-W from 12:45 pm to 2:25 pm in DAY 219

Required Books:
- Mike McNamee, The Ethics of Sport: A Reader (ES)
- Heather L. Reid, Introduction to the Philosophy of Sport (IPS)

Other goodies will be:
- Notes, PowerPoint presentations, and other materials posted on Blackboard (B).

II. INTRODUCTION

Sport has played a significant role in many other civilizations but, as a social and cultural phenomenon, it is in contemporary American and Western culture that it has become a societal defining phenomenon par excellence. This class purports to seriously engage sport in the full spectrum of its significance from a philosophical and sociological perspective. Readings will be challenging but enlightening. The class will be supplemented with some films. This course is designed to appeal people for whom sport plays an important part of their life, whether by

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1 Warning! (already). Syllabi are not particularly exciting or enticing, however they have very useful information … so read the following carefully! Ignore this at your own risk.
participation or observation, and who seek to enhance their understanding of sport and themselves.

Although there are no prerequisites having taken some philosophy previously will be helpful given that we will jump right into some serious philosophical readings and concepts. Nonetheless, some effort on your part will get you right up to speed. Philosophical writings can be challenging, and as a general rule reading things twice is recommended, particularly the more difficult passages. Come to class prepared to engage in discussion. I do not intend to simply go over the essays point by point and spoon-feed you the articles. I will assume that you have read them carefully.

Pondering Space for the *Philosophical Athlete in You*

Why are you in this class?

What are your goals for yourself?

How do you plant to achieve these?

### III. DISCIPLINES “SERVED” BY THIS COURSE

The class covers a broad spectrum of topics and methodologies, and accordingly it is designed to be interesting and directly applicable across the curricula:

- *Sociology and anthropology:* The class combines philosophical methods with sociological and anthropological approaches to engage metaphysical issues concerning the nature of games, sports, leisure and physical activity, as well as conceptions of the human body, race, and gender, for example.

- *Science, engineering, and computer science.* Several sections of this course critically engage and apply these disciplines as we evaluate the roles of science, technology, and computer models in the field of sport and physical activity. For instance, the role of medical, computational, or technological advancements in elite sport, the ethics behind this vis à vis the underlying conceptual understanding of the sport, etc.

- *The “Life Sciences:”* This course is directly applicable to physical education, exercise physiology, sports medicine, fitness, biomechanics, or leisure activities programs since it involves a critical and intellectual assessment of the very arena in which these professions unfold.

- *The arts:* One of the central parts of the course focuses on aesthetics, which allows for the exploration of the world of sports and physical activity from an artistic and aesthetic
perspective that is coupled with a rigorous, yet inspiring, theoretical framework. E.g., sport as artistic and aesthetic activity, beauty and grace in movement, or connections to other performing activities i.e., dance.

- **Philosophy:** This will also provide you with an excellent all-around philosophical education that will cover from basic philosophical analysis and methodology, to exposure to other areas such as logic and critical thinking, and basic moral theory as we apply them to concrete topics in the philosophy of sport that range from the classification and definition of games to issues of ethical conduct or drugs in sport.

### IV. TOPICS AND READINGS

The following is a list of topics that are central to the philosophical inquiry of sport. The reading lists are **tentative**, and they will likely change as the semester unfolds (we will not read all of these, but will choose from these. Nonetheless, this will give you an idea regarding the range of possible themes and questions that this course aims to deal with. Key to parenthesis below:

- (ES) = Ethics of Sport
- (ISP) = Introduction to Philosophy of Sport
- (PA) = Philosophical Athlete
- (H) = Handout or scan
- (N) = Notes posted in Blackboard
- (L) = In-class lecture

#### • Introductory Matters – History and Heritage

**Readings:**
- Introduction: Why study the Philosophy of Sport; Section I: History and Heritage (ISP)
- The role of the Olympic Games and sport in Ancient Greece and its relation to peace (and war), and democracy.

#### • Metaphysics and Sport

We will be concerned with ontological issues (concerned with the ultimate nature or reality) and their application to the sport world. Questions to consider are: What is the nature of sports, games, and play? Can we define sport, or games, or play for that matter? Why is this relevant?

*Below are two possible ways to classify the relationships between play, games and sports. Which one do you think captures this better? If you think that all sports are games, then you will go for model B, but if you can think of some sports that are not games, then A might be the one.*

![Diagram A](image1.png)

![Diagram B](image2.png)

4
Play    Game    Sport
Notice that an important aspect of this issue depends on how you define ‘game,’ ‘sport,’ and ‘play.’ You will see what a difference this makes in the end, both theoretically, and practically! The game being played, or the sport being engaged, may turn out to be quite different than you thought.

Readings:
• Ch. 3 – Sport & Play; Ch. 4 Sport and Games; Ch. 5 Sport and Social Practices (ISP)
• Nature and significance of play as a cultural phenomenon by J. Huizinga. (ES)
• Construction of a definition by B. Suits. (ES)
• Sport: an historical phenomenology. (ES)
• From Ritual to Record: The Nature of Modern Sports, by Allen Guttman, excerpts. (L)
• The game game by Mary Midgley. (ES)
• The Athletic Arms Race, by M. May. (SA)
• Introduction to The Philosophical Athlete. (PA)
• A set of notes on definition, philosophical analysis, and Wittgenstein (B).

Film Excerpts to be chosen from
• The Deer hunter
• Gladiator
• A Knight’s Tale
• Monty Python’s Live at the Hollywood Bowl

Pondering Space for the Philosophical Athlete in You
Before you read the preface and the Introduction in PA consider:
Why do you enjoy sports? In what way are they an important part of who you are? Why? Put pen to paper and jot down some ideas after carefully thinking about this.

• Ethical and Technological issues in sport

“Winning isn’t everything, it is the only thing”

Do you agree or disagree with the above statement? (Incidentally, do you know who aid that?) At the end of the day, is it the medals, the endorsements, winning at the end of the day that matters? How relevant is how this is achieved? Are there times when “cheating” is permissible?
Can one deserve the win even if one played a worse game than the opponent? The ethical arena is one of the richest and most difficult to deal with in sport as in life generally. For one thing, these are concrete issues that affect us directly, not speculations that “seem” removed for most of us, as is the case with metaphysical issues (although you will be surprised about the relevance of these for ethics!). Relevant issues that can be considered are doping (performance enhancing drugs), cheating and sportsmanship, violence, the ethics of hunting, as well as racism, women and sport and other related issues. Given the multiplicity of themes, this section will be divided into several subsections. I will also provide you with some handouts and lecture on some basic moral theories before getting down with the issues.

**Readings:**

**Fair Play, Cheating, and Sportsmanship. Morality**
- Ch. 8 Consequentialism and Play; Ch. 9 Deontology and Fairness; Ch. 10 Virtues and Vices (ISP_)
- From test to contest: an analysis of two kinds of counterpoint in sport, by R. Scott Kretchmar. (ES)
- Fairness in Sport: an ideal and its consequences, by Sigmund Loland. (ES)
- Athletic virtue: between East and West, by Heather L. Reid (ES)

**Drugs and Sport**
- Introduction to Part 3 ES.
- The athletes’ viewpoint, by Verner Møller (ES)
- Why not dope? It’s still about the health, by Andy Miah (ES)
- Bionic Athletes by Michael J. Sandel (ES)
- Section Previews of Part III (The Ethics of Performance Enhancement) and IV (Drugs, Sport, and the Just Society). (PA)

**Sport, Technology, and Science**
- Sport and the Technological Image of Man, By John Hoberman. (H)
- Chapter 9 Showing Respect for Your Sport (PA)
- Whose Prometheus? Transhumanism, biotechnology and the moral topography of sports medicine, by Mike McNamee (ES)

**The Morality of Hunting** (depending on class interest)
- Taking a Shot, by J. Ilundain-Agurrusa. (B)
- Why Hunting and Trapping are Wrong, by Tom Regan. (H)

**Film Excerpts to be chosen from**
- Chariots of Fire
- Breaking Away
- Pumping Iron
- The Flying Scotsman

Note: occasionally some of the films in lieu of being shown in class will be shown outside as an extra-credit activity. Typically this will be at the library movie room.
• **Sporting Bodies: Philosophical, Political, and Social Issues.**

This is one of the hottest areas in sport theory (in more than one sense!). Our bodies are central to our own self-understanding and our interaction with the world. How we conceptualize our body and those of athletes, how they are presented by the media, how we internalize this presentation, are very controversial topics. We will consider some basic metaphysical issues before launching on a detailed examination of problems and issues that have to do with ethics, politics, gender, and race among others.

**Readings:**

*Body Theory*
- Ch. 7 Mind and Body (ISP)
- Disability or extraordinary talente: Francesco Lentini (three legs) versus Oscar Pistorius (no legs), by I. an Hilvoorde and L. Landeweerd
- Tackling Murderball: masculinity, disability, and the big screen, by M. Gard and H. Fitzgerald
- Athletic bodies and the Bodies of Athletes, by J. Ilundáin-Agurrúza. (B)
- Chapter Two, Discovering Yourself as Embodied, Chapter 12 Preview: Title IX. (PA)

**Race, Politics, Social and Economic Issues**
- Ch. 12 Sport and Education; Ch. 13 Sport and Social Categories; Ch. 14 Sport and Political Ideals (ISP)
- Chapter 11 Equality and Difference (PA)
- Darwin’s Athletes: How Sport has damaged Black America, by J. Hoberman. (Lecture on chaps. 1 and 4, and Sport and Political Ideology, Chaps. 1 and 6)
- Introduction to part 6 (ES).
- The moral case against contemporary American sports, by William Morgan. (ES)
- Racism, racist acts and courageous role models, by Mike McNamee. (ES)

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Pondering Space for the *Philosophical Athlete in You*

Look at the photograph above. It portrays a number of Olympic athletes who competed at the Atlanta Games (photograph by Annie Leibovitz, it first appeared in Vanity Fair magazine). What are some of the thoughts and ideas it raises *after* you carefully look and appraise it?
• Review of Mangan’s Shaping the Superman, by J. Ilundáin-Agurruza or A Stoppardian Review of Chris Rojek’s Leisure and Culture, by J. Ilundáin-Agurruza, (R).

**Likely Film Excerpts**
• Triumph of the Will
• Murderball
• Hoop Dreams

• **Sport and Aesthetics**

It is not rare to hear athletes, commentators, and the public at large say that a certain play, or a move was graceful, beautiful, or even claim that sport is art. While it is undeniable that sport is a highly aestheticized arena its claim as art is not that obvious. Accordingly we will look at some of the best arguments presented on either side to gain a true understanding of what the real issues are.

**Readings:**
• Ch. 7 Sport and Art ; Ch. 11 Sport and Spectacle (ISP)
• The Aesthetic in Sport, by D. Best. (R)
• Kant goes skydiving: understanding the extreme by sublime, by J. Ilundáin-Agurruza
• A set of notes on art, aesthetics, and philosophy (B).

**Likely Film Excerpts**
• Olympia
• The Triplets of Belleville

• **Sport, Life, and Culture**

Finally, the place of sport in our culture and our lives is very important --to understate it. We will try to understand this relevance by appealing to some theoretical concepts that appeal to ritual, leisure, or Zen for example, in order to add a more sophisticated layer of meaning to our already deep intellectual interaction with sport. Additionally, this last section will seek to pull together the previous topics together to make philosophical sense of sport as a whole not only on a theoretical but a personal level as well.

**Readings to be chosen from:**
• Ch. 15 Sport and Globalization; Conclusion (ISP)
• An Affair of Flutes: an Appreciation of Play, by K.V. Meier ®
• The value of dangerous sport
• Zen and the Art of Archery, by E. Herrigel, (excerpts, R).
• Nature as Playground, by Marvin Henberg (R)
• Risk, nature, sports by Kevin Krein (R)
• Swordsmanship, Zen, and Philosophy by J.M. Ilundáin (L)
Between the Horns: a dilemma in the interpretation of the running of the bulls, by J. Ilundáin-Agurruza, (R).

Chapters One: Discovering Yourself's Unique; Five: Taking Responsibility for Life and Death; Six: Taking Responsibility for Values and Meaning; The Game of Life (PA)

Possible Film Excerpts

- Everest
- Monty Python’s Live at the Hollywood Bowl
- Images from the Running of the Bulls

V. THE PAN-ACADEMIC GAMES or METHOD, GOALS, REQUIREMENTS, AND POLICIES.

Ancient Greece had the Crown Games, composed of the Olympic, Pythian, Isthmian, and Nemean games. Here you will find your own set of challenges, successful completion of which will make you an all-around champion! A true philosophical periodonikes!

METHODOICAL GAMES (The method)

Very much like successful teamwork or artistic creation, I understand this class to be a collaborative enterprise in the richest sense of “to collaborate”, that is, to work jointly towards a common goal of intellectual or artistic nature. This means that all of us are in charge of learning from one another and the resources available. Thus, and besides the, yes, inescapable lectures that I will use to provide you with a background against which to make sense of the different positions and issues we will consider, we will also engage in other pedagogical practices.

Class discussion is central to this class, hence open discussion of readings and each other’s ideas is a must. Genuine dialogue that aims at understanding the problems we will wrestle with, and not mere witticisms (although these are fun once in a while), is the goal. Since it is so important a sizeable amount of your final grade is assigned to this. Group activities will be part of our repertoire as well. Finally, there will be written assignments of various kinds (see below). I am open to your suggestions as well, in terms of topics to cover, readings, and alternative activities to consider if I find that you make a good case that shows how it will enrich the class.

This class is reading ___________ (Fill in the blank, if you missed it, it is on the first page). I do not mean this so much in terms of quantity but I terms of quality. Reading for this class requires a dedicated reader who makes a genuine effort to read the piece and think about it. Be an active, sensitive reader. Do not let your eyes glide through the page like a blind snail, slowly and mindlessly crawling with your droopy gaze. Likewise, do not let them move like a hyperactive hare that jumps from paragraph to paragraph skimming every other word. Some of the readings will be actual philosophical articles, very interesting, but difficult. You will
probably have to read these at least twice. As with most things in life you will get what you put into it.

**TELEOLOGICAL GAMES (Goals)**

**Learning Objectives**

*For students who entered Linfield Fall 2010 or later, in order to earn a UQ for this course, you must complete the electronic submission of exemplar work and supporting descriptions by the last day of finals week, as discussed in the Linfield College Course Catalog.*

From the general goals for the Ultimate Questions designation, in *this* course students will learn and demonstrate growth such that it:

- Articulates and evaluates unexamined assumptions and paradigmatic ways of acquiring knowledge.
- Analyzes critically fundamental beliefs, cultural practices, and competing truth claims.
- Develops greater self-knowledge and wisdom, the ability for meaningful dialogue, social responsibility and understanding.
- Shows appreciation of questions that lead to deeper insights into our actions and the reasons for them.
- Explores pre-cognitive and post-cognitive levels of people’s action (ethics) and ways of belonging (sociology) often associated with the sacred.

We will engage each of these, sometimes concurrently, throughout the semester. At times these will be explicitly engaged in this way, at other times you will have to connect the dots (or provide them).

"*In order to earn an UQ for this course, you must submit relevant exemplars of your work to Taskstream by the last day of finals week, as discussed in the Linfield College Course Catalog, pages 6—9." Or you can click [here](http://www.linfield.edu/catalog/reqs/linfield-curriculum.html) or type [http://www.linfield.edu/catalog/reqs/linfield-curriculum.html](http://www.linfield.edu/catalog/reqs/linfield-curriculum.html)

**My particular goals for you in this course are the following:**

- First and foremost, my goal is to deepen your ability to *think philosophically* about the central issues raised in the Philosophy of Sport.
- I also aspire to make of you a sophisticated reader and thinker who shall be able to profitably read and ponder the sometimes complex and difficult material published in the area.
- I seek to improve your ability to evaluate fairly complex and subtle arguments and ideas in a critical and articulate fashion.
- Likewise I want you to develop your writing, reading, and analytical skills. These will be accomplished by the readings, presentation, and your *Sports Philosophic Project* (semester project).
• Last I expect you to improve your ability to communicate and work efficiently with others. This is the parcel of class discussion and group activities.
• To fulfill these goals we will resort to a variety of interdisciplinary sources that will act as supplements to the readings and lectures:
  o We shall work with plenty of outlines, and images, projected with the new state of the art equipment in our classrooms.
  o We shall watch excerpts from films and documentaries that illustrate concretely some of the more abstract questions.
  o We will have some forays into related disciplines such as sociology and anthropology.
  o Many of the readings will be veritable philosophical essays, but many of them are also very engaging articles in that Special Issue of Scientific American.

**ACADEMIC GAMES: PENTATHLON OF GRADED REQUIREMENTS**

This is what you really care about … the breakdown of points and the work you need to do, right? … So here it is!

- **3 tests:**
  1. The Warm-up (test # 1) 15%
  2. The Qualifier (test # 2) 20%
  3. The Final (test # 3) 25%

These will be a combination of multiple choice, short essay and essay. As the semester progresses there will be less of the first two, the emphasis being placed more on the essays (and your reflective and critical thinking and writing). At any event, the tests will be skewed to assign more points to the essays. The final will be comprehensive in so far as the essays will require you to be familiar with basic concepts that we will work with throughout the semester. You will not have to re-read everything or remember little “factoids” from the early part of the semester. Essay questions will be revealed before the test to promote deeper and better thinking and answers (a two-edged sword: the expected performance level is raised as well).

- **Participation: 15%**

**The final is scheduled for Friday 23 at 10:30 AM**

Did you ever hear of a successful athletic competition without participants? Exactly! Participation (did I mention this earlier?) is crucial to a course such as ours. The fact that you may antagonize me will not detract from your grade. This 10% is an important amount of your grade, but the real benefit of participating in class translates in how you will enrich your and your classmates’ experience of the class (and mine!). Besides some studies claim that participating regularly in class makes you a more assertive, attractive, smart, and all around better person.

As part of your participation points you will also “have” to engage in some playful
activities in class as well. Being in class that day and simply doing the activity will count!

Grading criteria for participation:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Very few or no unexcused absences, frequent and thoughtful contributions in class, active in group assignments. (You can’t get an A by simply showing up the last two weeks and not shutting up).</td>
</tr>
<tr>
<td>B</td>
<td>Similar to the “A” but with more absences or less regular/thoughtful contributions</td>
</tr>
<tr>
<td>C</td>
<td>You will get this if you show up to class but speak very rarely or never OR you speak a lot but show up irregularly</td>
</tr>
<tr>
<td>D</td>
<td>You skip class frequently (i.e., once every three class periods or so).</td>
</tr>
<tr>
<td>F</td>
<td>You are absent very often or for large periods of time regardless of other “contributions.”</td>
</tr>
</tbody>
</table>

You are allowed two unexcused absences for the semester (e.g., being sick without a doctor’s note would count as such).

Discussion in this class will be ruled by a “fair” treatment policy where you must show respect for your peers and whichever ideas they express in class.

I am aware that some of you find it very hard to speak up in class, I mean, death is almost preferable to speaking up in public. Trying to pull a McGyver in class, as in the comic, will not work either… Here are some better ways to get around this “stage fright”:

- Make sure that you are very active during group discussions (I am always attentive to who participates). This will also loosen you up, making you more comfortable with public speaking.
- Write some extra “journal type” entries (ask me if you are interested). The first four are worth 1/2 of 1% added as extra credit to your overall course grade. Additional ones will get you 1/4 of 1%. Monday, December 6th, will be the cut off deadline to turn in ALL of the extra-credit work. Very short ones, e.g., half a page, do not count.
- Come and see me regularly to talk about questions or issues that come up in class.

Group assignments will be a regular activity in this course. Communication is a paramount skill to master today. Working efficiently as a group will require that you complete a task within a specific amount of time. Then you will either present it to the class or hand in a written account. The points for this activities will be part of your general participation grade, so being active here is also a good idea! See more below…
You will get a detailed handout when the time comes—to be posted on Blackboard later in the semester. For now, the underlying notion is that you and your classmates will work on a topic and prepare a 7-10 minute polished video/presentation of a philosophical and critical nature on a topic that loosely and creatively connects sport and Legacies of War. Do not get palpitations yet. At any rate, practicing Yoga breathing skills should take the trepidation out of it.

Power-points, prezis, making a video is… encouraged. See separate handout for specific details. At least one student group will be invited to present a revised version of their talk (such that it loosely and creatively connects to the theme “Legacies of war”) at the interdisciplinary PLACE Symposium in May, which will be rewarded with extra credit of up to 10% of your total course grade. If the whole class collaborates in helping get ready, a general 5% extra-credit may be awarded (prorated and including peer-reviews).

The final will also engage this project.

This 25% of the course grade will be prorated as follows:

- **TSPP Group Project**
  - Presentation 20%
  - Peer and Self Evaluation 5%
    - Peer grade 4%
    - Self-Evaluation 1%

- **Journal Entries**

These are optional and meant to do two things: one, to help you boost your grade, and two, (and more importantly!) to develop your philosophical acumen and skill. I will have a handout for this. Each entry must be typed, one-page in length, double-spaced. Every entry that conforms to the guidelines earns you extra credit points that will be added to your participation grade at the end of the semester to the tune of half a point to the overall participation grade. There is no limit to how many you may write. As pointed out earlier, and after we look at a topic and you check with me, you can do extra-extra-credit entries, with one of the ‘extras’ being a film you watch, or a piece of literature (novel, short story, poems) you read, or artwork you research and critique, and the other ‘extra’ being your thoughtful reaction to it using what we learn in class. Monday December 6th will be the cut off deadline to turn in entries. Very short ones, i.e., half a page, do not count. Do not wait till the end to turn them in: when you write one up, give it to me so you may know how to improve them and your thinking.
The applicable grading scale and further comments on grading are on the left.

Pet Peeve: Having to decide someone’s grade when the person is teetering on the edge between two grades. Aim to be undeniably deserving of the highest grade; then we can all be very happy! Take advantage of the extra credit options, be active, be ambitious … do not be content with mediocrity, and do not expect “grading charity” from me.

POLICY GAMES: Policies in effect

WITH THE ABOVE IN MIND, and if you are having a rough time and life is not smiling at you it is always a good idea to talk to your professors … do not wait until your grade slides to the point of no recovery! Please, come and talk to me.

- Students with disabilities

Students with disabilities are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student with a disability and feel you may require academic accommodations contact Cheri White, Assistant Director of Learning Support Services (LSS), within the first two weeks of the semester to request accommodations. LSS is located in Walker 126 (503-883-2444). We also recommend students communicate with their faculty about their accommodations and any special needs an instructor should be aware of.

- Academic Integrity

As a student in this class you are bound, implicitly, explicitly, actively and passively to adhere to the college policy on academic integrity, as published in the course catalogue. This includes cheating, plagiarism, fabrication, and facilitating academic dishonesty.

Linfield College operates under the assumption that all students are honest and ethical in the way they conduct their personal and scholastic lives. Academic work is evaluated on the assumption that the work presented is the student’s own, unless designated otherwise. Anything less is...
unacceptable and is considered a violation of academic integrity. Furthermore, a breach of academic integrity will have concrete consequences that may include failing a particular course or even dismissal from the college.

Violations of academic integrity include but are not limited to the following:

**Cheating:** Using or attempting to use unauthorized sources, materials, information, or study aids in any submitted academic work.

**Plagiarism:** Submission of academic work that includes material copied or paraphrased from published or unpublished sources without proper documentation. This includes self-plagiarism, the submission of work created by the student for another class unless he or she receives consent from both instructors.

**Fabrication:** Deliberate falsification or invention of any information, data, or citation in academic work.

**Facilitating Academic Dishonesty:** Knowingly helping or attempting to help another to violate the college’s policy on academic integrity.

You must reference ALL sources of your paper/s or written assignments—even if you are not quoting directly and are merely paraphrasing. Very roughly a source refers to someone else’s ideas that you are borrowing and which are not common knowledge. Not doing so will constitute **plagiarism**, and that has ugly consequences depending on the extent of it, such as getting a failing grade in the project, failing the course, or worse! **Do not be a bonehead**, please.

Web resources must be documented as well! Beware of all those resources on the Web that make it so enticing to cut and paste while making you seem so smart and well versed (there are countermeasures). Web references are fine as resources *that you will cite*, not as indiscriminate sources of material. *If unsure of whether, what or how to reference something, ask!*

**• Timeliness**

*It is expected both for class and assignments.* Class begins at the time stated not five or ten minutes afterwards. If I have collected the homework and I am answering the questions or have done so already, it is too late to turn it in.

You are ultimately responsible for finding out what is due and when. I will give plenty of warning before assignments are due and test dates. Assignments have specific deadlines that must be respected. Only in cases of dire emergency you may be excused. Mysterious illnesses and fevers undergone the very day something is due must be properly documented (i.e., a doctor’s note from the medical services on campus). Problems with the printer just before the due time are not excused. Late assignments will have a % of points subtracted—the tardier the more points that will be taken off. **Plan ahead.** (With any real and serious emergency: deal with it, tell me later.)

**• Attendance**

Missing and excessive number of classes will **negatively** affect your grade. **You are allowed**
two unexcused absences for the whole semester. After that your participation points will be reduced half a letter grade every two additional absences. You cannot make up for a bunch of absences by talking your head off. Moreover, you will very likely miss group assignments or will not be able to turn in work on time (late work will be penalized). See criteria for participation.

- Cell Phones & Computer Use

In this day and age cell phones are ubiquitous. For some a call on the phone is the most important thing happening at that moment, no matter what they may be involved with … however, cell phone use in class in not allowed. You may not receive or place calls during class time (or IM or text message, tweet, do e-mail-you get it). It is not OK to leave the classroom to answer a call (that’s what your voice mail box is for), much less to do so in class.

You may bring a computer to take notes. But beware of the temptation to use it for other purposes—This is your first and only warning. If I catch you using it for something else you will have to stick to pen and paper thereon.

Mind these policies. Please.

AN IMPORTANT NOTE WITH REGARD TO E-MAIL!!!

With regard to the assignments and e-mail. PLAN AHEAD. Do not expect me to reply to your queries the day or night before a test or an assignment is due. Once in a while I will send you important e-mail messages that complement what is said or handed out in class, or reminders of what is due when, etc. You are responsible for this information.

My email is jilunda@linfield.edu

If you made it this far, congratulations! You will be happy that you did. One last thing … as a sign of good will, sign this: I, ______________________________ have read the above on_______(date) and agree to the terms and conditions herein spelled out.

Welcome to the team! Get ready to net some great insights as you work those texts over while you score some impressive and exhilarating intellectual goals in the challenging world of sport.

If you had to invent a game, rules and all, what would it be? Name it and give a description of it below… you can write, draw, etc.