
Term Information

Effective Term Autumn 2022

General Information

Course Bulletin Listing/Subject Area Philosophy
Fiscal Unit/Academic Org Philosophy - D0575
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2456
Course Title Philosophy of Sport
Transcript Abbreviation Phil Sport
Course Description What is sport? How are sports similar to, and different from, games and arts? What can philosophical analysis add to scientific findings about sporting performance? What, if any, contribution does playing and/or watching sports make to a good, happy, and/or meaningful life? This course explores the nature of sport as a human activity and the value of sport; its role in well-being in particular.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture, Recitation
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 38.0101
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Health and Well-being

Course Details

Course goals or learning objectives/outcomes

- see attached course syllabus

Content Topic List

- sport
- consciousness
- well-being
- flow
- grit
- resilience

Sought Concurrence

Yes

Attachments

- PHILOS 2456 health-well-being form.pdf: Health and Wellbeing form
(Other Supporting Documentation. Owner: Shuster, Amy Lynne)
- PHILOS 2456 Syllabus.docx: In Person syllabus
(Syllabus. Owner: Shuster, Amy Lynne)
- PHILOS 2456 concurrence form signed.pdf: Concurrence from Human Sciences
(Concurrence. Owner: Shuster, Amy Lynne)
- Curriculum Map w 2456 updated.pdf: Updated Curriculum Map
(Other Supporting Documentation. Owner: Shuster, Amy Lynne)

Comments

- - If this course can count in your major (even as an elective), please upload an updated curriculum map.
 - Please request a concurrence from the Dept of Human Sciences in the College of Education and Human Ecology.
- (by Vankeerbergen, Bernadette Chantal on 11/17/2021 09:48 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Shuster, Amy Lynne	11/15/2021 03:14 PM	Submitted for Approval
Approved	Lin, Eden	11/15/2021 03:18 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	11/17/2021 09:48 PM	College Approval
Submitted	Shuster, Amy Lynne	12/09/2021 02:25 PM	Submitted for Approval
Approved	Lin, Eden	12/09/2021 02:29 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/30/2021 03:39 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	12/30/2021 03:39 PM	ASCCAO Approval

Syllabus for PHIL 2456: Philosophy of Sport

Course Information

Instructor: Professor Declan Smithies

Email: smithies.2@osu.edu

Class time and location: TBC

Office Hours: TBC

Course Description

This is a course in the philosophy of sport. The course is divided into three units:

- UNIT 1: The nature of sport.
- UNIT 2: The role of consciousness in sport.
- UNIT 3: The value of sport.

In Unit 1, we begin with some foundational questions about the nature of sport. Can we define sport? How are sports similar to, and different from, both games and arts? In Unit 2, we turn to questions in the philosophy of action. What is it to perform an action? And how well do philosophical theories of action cohere with what we know from psychology and neuroscience about the role of consciousness in sporting performance? Finally, in Unit 3, we'll examine questions about the value of sport and its role in wellbeing. What is it to live a good, happy, and meaningful life? And how can playing or watching sports make a distinctive contribution to the value of human life?

Course Requirements

Your grade will be based on your performance in the following course requirements:

- Attendance and participation, including weekly Carmen discussion posts (10%)
- A 3-page paper on the nature of sport (20%)
- A 4-page paper on the role of consciousness in action and sporting performance (30%)
- A 5-page paper on the value of sport and its role in wellbeing (40%)

General Education Theme: Health and Wellbeing

Goals

1. Successful students will analyze health and well-being at a more advanced and deeper level than in the Foundations component.
2. Successful students will integrate approaches to health and well-being by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

3. Students will explore and analyze health and well-being through attention to at least two dimensions of well-being. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)

In this course, we examine health and well-being at an advanced level through their connections with sports and other physical activities, including arts and games (Goal 1). We will draw on our own first-person experiences of watching or participating in sports and we will bring this into connection with cutting-edge work in multiple disciplines, including philosophy, psychology, and neuroscience (Goal 2). We will examine both physical and mental dimensions of wellbeing (Goal 3).

Expected Learning Outcomes

Successful students are able to:

- 1.1 Engage in critical and logical thinking about the topic or idea of health and well-being.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and well-being.
- 2.1 Identify, describe and synthesize approaches or experiences as they apply to health and well-being.
- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1 Explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy and/or personal perspectives.
- 3.2 Identify, reflect on and apply the skills needed for resiliency and well-being

In class discussion, Carmen discussion posts, and three term papers, you will engage in critical thinking about the course theme as it pertains to health and wellbeing (ELO 1.1) at an advanced level that draws on cutting-edge research in philosophy, psychology, and neuroscience (ELO 1.2). You will integrate your own first-person experiences of watching or participating in sport themes from the current research (ELO 2.1 & 3.1) and you will have the opportunity to develop your learning through repeated practice as the course progresses through the semester (ELO 2.2). Our discussion will include reflection on the skills needed to cultivate resiliency and wellbeing (ELO 3.2).

Course Schedule

This is a provisional schedule: any changes will be announced at least one week in advance. All assigned readings will be made available on Carmen.

UNIT 1: THE NATURE OF SPORT

Week 1: Defining Sport

- Bernard Suits: "The Elements of Sport"
- Frank McBride: "Toward a Non-Definition of Sport"

Week 2: Sports and Games

- Bernard Suits: “Construction of a Definition” or “Tricky Triad: Games, Play, and Sport”
- David Papineau: “Shankly, Chomsky, and the Nature of Sport”

Week 3: Sports and Arts

- David Best: “Sport is not Art” or “The Aesthetic in Sport”
- Christopher Corder: “Differences between Sport and Art”
- David Foster Wallace: “Roger Federer as Religious Experience”

UNIT 2: THE ROLE OF CONSCIOUSNESS IN SPORT

Week 4: What is Action?

- Harry Frankfurt: “The Problem of Action”
- Sarah Paul: *Philosophy of Action*, Chapter 2: “What is the Problem of Action?”

Week 5: Expertise and Skill

- Hubert Dreyfus: “The Return of the Myth of the Mental”
- Stuart Dreyfus: “The Five Stage Model of Adult Skill Acquisition”

Week 6: Consciousness and Thought

- Barbara Montero: *Thought in Action*, Chapters 2 & 4
- A.P. Dijksterhuis, “A Theory of Unconscious Thought”

Week 7: Consciousness and Intention

- David Papineau: *Knowing the Score*, Chapter 2: “In the Blink of an Eye”
- Melvyn Goodale and David Milner: *Sight Unseen*, Chapters 1 & 2

Week 8: Consciousness and Intention

- David Papineau: “In the Zone”
- Benjamin Libet: “Time of Conscious Intention to Act in Relation to Onset of Cerebral Activity”

UNIT 3: THE VALUE OF SPORT

Week 9: What is Wellbeing?

- Derek Parfit: “What Makes Someone’s Life Go Best”
- Susan Wolf: “Happiness and Meaning: Two Aspects of the Good Life”

Week 10: The Contribution of Sport to Wellbeing

- Andrew Bloodworth: “Prudence, Wellbeing, and Sport”
- Andrew Bloodworth: “Sport, Physical Activity, and Well-Being: An Objectivist Account”

Week 11: The Value of Sport

- Heather Reid: “Ten Intrinsic Values of Sport”
- Bernard Suits: *The Grasshopper*, Chapter 15: “Resolution”
- David Papineau: “The Nature and Value of Sport”

Week 12: The Value of Being in Flow

- Mihaly Csikszentmihalyi: *Flow*, Chapter 1: “Happiness Revisited”
- Barbara Montero: “Against Flow”

Week 13: The Value of Competition

- Scott Kretchmar: “Competition, Redemption, and Hope”
- Thi Nguyen: “Competition as Cooperation”
- Sinclair MacRae: “Competition, Cooperation, and an Adversarial Model of Sport”

Week 14: The Value of Grit and Resilience

- Greg Everett: *Tough*, Chapter 1: “What is Toughness?”
- Jennifer Morton and Sarah Paul: “Grit”

Week 15: The Olympic Ideal

- Heather Reid: “Olympism: A Philosophy of Sport?”

Statement on Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Statement on Disability Services

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university’s [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Statement on Health and Safety

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

Statement on Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or

someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Statement on Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Health & Wellbeing

GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

ELO 1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Philosophy Undergraduate Major Curriculum Map and List of Semester Courses for Major

Required Courses	Course Number	Course Title	Students Develop Critical Thinking about Philosophy	Students Read, Think about, and Write about the History of Philosophy	Students Read, Think, and Write about Topics in Contemporary Philosophy	Students Learn Formal Methods in Logic
(prerequisite)	2500	Symbolic Logic	B			B
	3000	Gateway Seminar	B			
(two of these required)	3210	History of Ancient Philosophy		I		
	3220	History of Medieval Philosophy		I		
	3230	History of 17 th Century Philosophy		I		
	3240	History of 18 th Century Philosophy		I		
	3250	History of 19 th Century Philosophy		I		
	3261	Fundamental Concepts of Existentialism		I		
(two of these required)	3300	Moral Philosophy	I	I	I	
	3530	Philosophy of Logic	I		I	I
	3600	Introduction to Philosophy of Language	I		I	
	3650	Philosophy of Science	I		I	
	3700	Introduction to Metaphysics	I		I	
	3750	Introduction to Theory of Knowledge	I		I	
	3800	Introduction to Philosophy of Mind	I		I	
	3810	Philosophy of Action	I		I	
(two of these required)	5193	Individual Studies	A	A	A	A
	5194	Group Studies	A	A	A	A
	5210	Studies in Ancient Philosophy	A	A		
	5211	Plato	A	A		
	5212	Aristotle	A	A		
	5220	Studies in Medieval Philosophy	A	A		
	5230	Studies in 17 th Century Philosophy	A	A		
	5240	Studies in 18 th Century Philosophy	A	A		
	5241	Kant	A	A		
	5250	Studies in 19 th Century Philosophy	A	A		
	5260	Studies in 20 th Century Philosophy	A	A		
	5261	Existentialism and Phenomenology	A	A		

	5263	American Philosophy	A	A		
	5300	Advanced Moral Philosophy	A		A	
	5310	Metaethics	A		A	
	5400	Advanced Political and Social Philosophy	A		A	
	5410	Advanced Philosophy of Law	A		A	
	5420	Philosophical Topics in Feminist Theory	A		A	
	5440	Philosophical Perspectives on Race, Education, and Citizenship	A		A	
	5450	Advanced Aesthetic Theory	A		A	
	5460	Philosophy in Literature	A	A	A	
	5500	Advanced Symbolic Logic	A			A
	5510	Nonclassical Logic	A			A
	5520	Inductive Logic and Probability Theory	A			A
	5530	Philosophy of Logic and Mathematics	A		A	
	5540	Theory of Rational Choice	A		A	A
	5550	Advanced Logical Theory	A			A
	5600	Advanced Philosophy of Language	A		A	A
	5610	Natural Language Metaphysics	A		A	B
	5650	Advanced Philosophy of Science	A		A	
	5700	Advanced Metaphysics	A		A	
	5750	Advanced Theory of Knowledge	A		A	
	5797	Study at a Foreign Institution	A	A	A	A
	5800	Advanced Philosophy of Mind	A		A	
	5830	Introduction to Cognitive Science	A		A	
	5840	Advanced Philosophy of Cognitive Science	A		A	
	5850	Philosophy of Religion	A		A	
	5870	Topics in Jewish Philosophy	A	A	A	
	5891	Proseminar in Cognitive Science	A		A	
Elective Courses: Honors Program	Course Number	Course Title	Students Develop Critical Thinking about Philosophy	Students Read, Think, and Write about the History of Philosophy	Students Read, Think, and Write about Topics in Contemporary Philosophy	Students Learn Formal Methods in Logic
	2450H	Honors Philosophical Problems in the Arts	I		I	
	2470H	Honors Philosophy of Film	I		I	

	2900H	Freshman-Sophomore Proseminar				
	3341H	Ethical Conflicts in Health Care Research, Policy, and Practice				
	4900H	Junior-Senior Proseminar	A	A	A	
Elective Courses: General	Course Number	Course Title	Students Develop Critical Thinking about Philosophy	Students Read, Think, and Write about the History of Philosophy	Students Read, Think, and Write about Topics in Contemporary Philosophy	Students Learn Formal Methods in Logic
	2120	Asian Philosophies				
	2194	Group Studies				
	2340	The Future of Humanity				
	2342	Environmental Ethics				
	2400	Political and Social Philosophy				
	2450	Philosophical Problems in the Arts				
	2455	Philosophy and Video Games				
	2456	Philosophy of Sport				
	2458	Animals and Philosophy				
	2465	Death and the Meaning of Life				
	2500	Symbolic Logic				
	2650	Introduction to the Philosophy of Science				
	2660	Metaphysics, Religion, and Magic in the Scientific Revolution				
	2670	Science and Religion				
	2680	Scientific Controversies				
	2690	Genes and Society				
	2850	Introduction to Philosophy of Religion				
	3001	Economy, Polity, and Community				
	3002	Tradition, Progress, and Utopia				
	3111	Introduction to Jewish Philosophy				
	3120	Engaging Time: Philosophical Dimensions of Temporality				
	3260	Movements in 20 th Century Philosophy				
	3262	Contemporary Continental Thought				
	3310	Morality and the Mind				
	3351	Judaism and Ethics				
	3410	Philosophical Problems in the Law				
	3420	Philosophical Perspectives on Issues of Gender				

	3430	The Philosophy of Sex and Love	I		I	
	3440	Theorizing Race	I		I	
	3680	Philosophy of Biology	I		I	
	3820	Philosophy of Perception	I		I	
	3830	Consciousness			I	
	3870	Jewish Mysticism	I	I	I	
	5010S	Teaching Philosophy	A		A	

Total Required Hours: 30

Phil 2500; gateway seminar; two 3xxx history courses; two 3xxx systematic courses; two 5xxx courses, one additional course at or above the 2xxx level; and two additional courses at or above the 3xxx level.

B = Beginner Level

I = Intermediate Level

A = Advanced Level

Note that, when a course is permitted to have a range of contents (at the discretion of the instructor), the course has been marked as apt to satisfy the full permitted range of undergraduate educational goals.