

Term Information

Effective Term Summer 2025
Previous Value Autumn 2022

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Offer the course 100% at a distance.

What is the rationale for the proposed change(s)?

We plan to offer the course as DL in the summer because students prefer DL courses in the summer.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

We anticipate no programmatic implications of this request.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
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 No
Previous Value Yes

Attachments

- 2456 sample DL syllabus.pdf: Sample DL Syllabus
(Syllabus. Owner: Shuster, Amy Lynne)
- 2456 In Person Sample Syllabus.pdf: Sample In Person Syllabus
(Syllabus. Owner: Shuster, Amy Lynne)
- 2456 ASC-distance-approval-cover-sheet-as-of-9-18-2024.pdf: Signed Distance Approver Cover Sheet
(Other Supporting Documentation. Owner: Shuster, Amy Lynne)

Comments

- Please revise. *(by Lin, Eden on 09/18/2024 03:58 PM)*

COURSE CHANGE REQUEST
2456 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/03/2024

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Shuster, Amy Lynne	09/18/2024 03:48 PM	Submitted for Approval
Revision Requested	Lin, Eden	09/18/2024 03:58 PM	Unit Approval
Submitted	Shuster, Amy Lynne	09/18/2024 04:53 PM	Submitted for Approval
Approved	D'Arms, Edward Justin	09/18/2024 05:14 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/03/2024 04:00 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/03/2024 04:00 PM	ASCCAO Approval



Syllabus

Philosophy 2456

The Philosophy of Sport

Autumn 2025

3 Credit Hours

Online

Course overview

Instructor

- Dylan Flint
- Flint.80@osu.edu
- 614-266-5956
- Office Hours Tuesdays and Thursdays 12-1pm
 - {Insert Zoom Link}

Note: My preferred method of contact is OSU email, not Carmen email.

Course description

Sports are a central part of many people's lives, but despite the popularity and ubiquity across cultures and histories, there are still a number of questions about it that we've yet to answer. Unit one begins with the nature of sports: Can we define what a sport is? How are sports similar to and different from games and other forms of art? What is distinctive about sports? In unit two we'll look at the value of sports and its relationship to wellbeing: Why do sports contribute so highly to the wellbeing of so many people? What role do sports have within a happy and flourishing life? Are



sports especially useful in teaching ethics or other cultural values? In unit three we'll spend some time looking at ethical issues unique to sports: How should we understand fairness and cheating? How do these considerations bear on "doping," or other drug use, in sports? Is money "ruining sports"? Should sports be politicized or is it by its very nature political? How do considerations of sex, gender, race, ethnicity, and discrimination intersect with sports? In addressing these questions we'll draw on insights from a wide range of subjects including philosophy, psychology, exercise science, and game theory.

General education goals and expected learning outcomes

As part of the Health and Well-Being category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

1. GE Learning Goal #1 - Successful students will analyze health and well-being at a more advanced and deeper level than in the Foundations component.

GE Learning Outcome 1.1 - Engage in critical and logical thinking about the topic or idea of health and well-being.

GE Learning Outcome 1.2 - Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and well-being.

2. GE Learning Goal #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.

GE Learning Outcome 2.1 - Identify, describe and synthesize approaches or experiences as they apply to health and well-being.

GE Learning Outcome 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. GE Learning Goal #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.)

GE Learning Outcome 3.1 - Explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy and/or personal perspectives.

GE Learning Outcome 3.2 - Identify, reflect on, or apply strategies for promoting health and well-being.

By completing the weekly assigned readings and quizzes, you will engage in critical and logical thinking about health and well-being as it pertains to the philosophy of sports (GE 1.1), and you will engage with in-depth and scholarly work in this area (GE 1.2). By completing your interview assignment, you will have the chance to integrate course material through making out-of-classroom connections (GE 2). This includes synthesizing approaches and/or experiences as they pertain to health and well-being and the philosophy of sports (GE 2.1). In addition to this, by completing your interview reflection, you will develop a sense of yourself as a learner (GE 2.2) and be able to identify strategies for promoting health and well-being in your own life (GE 3.2). Finally, by writing your final paper you will be given the opportunity to analyze dimensions of health and well-being through theoretical and personal perspectives (GE 3.1)

How this online course works

Mode of delivery

This course is 100% online. However, there is some required weekly *synchronous* small group work. You will be placed in small groups, and you will need to organize a time that everyone can meet (either in-person or online together over Zoom) to complete a weekly activity together.

You are also invited to attend lecture video recording sessions on Zoom. I will be recording lecture videos on Tuesday from 1-2pm. You can use my

office hours Zoom link to attend: **{insert Zoom link}**. However, attending these sessions is entirely optional.

Pace of online activities

This course is divided into three units, and then further divided into weekly modules. Each week there are assigned readings with instructional videos, a lecture video, comprehension quizzes, a small group activity, and a discussion board for your reflections on and reactions to the course material. You will need to sign into Carmen multiple times a week to complete the weekly assignments.

In addition to the weekly assignments, there are also two major assignments, one is due at the end of unit two and the other is due at the end of the semester. More detail on these major assignments is included in the section below entitled ‘Description of Major Course Assignments.’

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), you should expect around 9 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students’ expected participation:

Participating in online activities

You are expected to do the assigned readings, watch the lecture videos, complete the online quizzes, participate in their weekly small group activity, and make at least one substantive post to the Carmen discussion boards.



What counts as “substantive” is detailed in the assignment instructions on Carmen.

I will monitor online activity on Carmen and keep track of posts to the discussion boards. As for the weekly small group activities, there will be a weekly leader responsible for submitting the completed assignments and reflecting on small group member participation.

Office hours and live sessions (optional)

All live, scheduled events for the course, including my office hours, are optional.

However, as stated above, there are weekly required *synchronous* sessions that you will organize with your small groups.

Course communication guidelines

All communication in this course should be respectful and thoughtful. Some of the topics that we will discuss this semester are controversial. Keep in mind that we are all entitled to our own viewpoints. What we are trying to do in this course is “elevate” those viewpoints, and this requires mutual respect and thoughtfulness.

Writing style

Final papers should accord with university standards on collegiate writing. For online resources, see [Tips and Tools | Center for the Study and Teaching of Writing \(osu.edu\)](#) Discussion board posts and small group assignments can be more informal, but please check your work, or read it aloud to ensure the intended meaning is not lost, before submitting.

Tone and civility

As stated above, peer-to-peer, student-to-instructor, and instructor-to-student communication should be thoughtful and respectful. It is okay to disagree each other—in fact this is great, because it enables us to



improve our own understanding—but I ask that we only criticize each other’s ideas/reasons, *not each other as people*. In addition, I ask that we try to understand where opponents are coming from before offering any criticism.

If students are thoughtless and disrespectful of either each other or myself, they will not be welcome in class. I will not tolerate bigotry or personal insults of any kind.

Citing your sources

Unless an idea is your own, please cite your sources. You can use any standard citation style you prefer, including MLA, APA, or Chicago. I just ask that you be consistent.

Protecting and saving your work

Please complete assignments outside of Carmen, e.g. in a word doc, before submitting on Carmen, please also back-up your work, and save often. This will ensure that you do not lose any unsaved work due to technical issues.

Course materials and technologies

Textbooks

Required

“Philosophy of Sport” by Ryall. Bloomsbury Publishing. 2016.

“Philosophy of Sport” Edited by Holt. Broadview Press. Second Edition. 2022.

Recommended (optional)

“The Grasshopper: Games, Life, and Utopia” by Bernard Suits

“Why Sports Matter Morally” by William J. Morgan



Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: shelp@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access



You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading and instructor response

How your grade is calculated

Assignment Category	Percentage
Participation in discussion board posts	10%
Participation in small group activities	25%
Weekly Quizzes	20%
1 st Major Assignment - Interview	25%



Assignment Category	Percentage
2 nd Major Assignment – Final Paper	30%
Total	100%

Description of course assignments

Participation in discussion boards

- **Description**

I am hopeful that participating with your peers is one of the more enjoyable aspects of this course, and that these points are relatively easy to obtain. However, to help ensure that everyone is in fact participating, I will be monitoring discussion board activity.

For full participation credit in the weekly discussion board assignment, you need to make at least one substantive post to the discussion boards each week on Carmen. What counts as “substantive” is detailed in the discussion board assignment instructions on Carmen.

Discussion board posts will be due at the end of each week. I recommend completing these on either Saturday or Sunday each week.

- **Academic integrity and collaboration guidelines**

Discussion board posts should be completed *individually*. Group work is neither expected nor permitted for these assignments.

Participation in small group activities

- **Description**



I am hopeful that participating with your peers is one of the more enjoyable aspects of this course, and that these points are relatively easy to obtain. However, to help ensure that everyone is in fact participating, I will be monitoring small group activity.

For full participation credit in the weekly small group activity, you are expected to organize a time to meet (either in-person or over Zoom) with everyone in your group. Given the flow of the course, I recommend meeting on either Thursday or Friday each week. You are expected to participate in the small group activity. And, finally, if you are the assigned leader for the week, you are expected to submit your completed activity on Carmen.

If there is not a time that works for everyone to meet, please email me ASAP. I will have a contingency plan in place for each week.

- **Academic integrity and collaboration guidelines**

For the weekly small group activity, each member is expected to show up and participate. However, only one assignment needs to be submitted for the entire group. A weekly leader will be responsible for facilitating the meeting and submitting the completed activity.

Weekly Quizzes

- **Description**

Each week you will have a chance to test your comprehension of the week's material through short quizzes on Carmen. For every assigned reading and lecture video, there will be an attached quiz. E.g., if there are two assigned readings and a lecture video one week, then for that week you will have three quizzes to complete.

You will have 30 minutes to complete each quiz, and you can take each up to two times. The idea behind these quizzes is to ensure that you are grasping the key points. They are not meant to be punitive. Since there will most likely be over 30 quizzes in total—and so plenty



of available points—missing some points here or there should not be detrimental to your grade.

The quizzes will be due at the end of each week, but I recommend completing these as you complete your readings and lecture video(s). The course is set up in Carmen such that you can “click-through” the course content in the recommended order. For example, after an assigned course reading page, you will be taken to the quiz for that reading, and after the lecture video page, you will be taken to the quiz for that lecture video.

I recommend completing the readings, lecture videos, and attached quizzes by Wednesday each week.

- **Academic integrity and collaboration guidelines**

You are to complete the weekly quizzes *individually*. Collaborative work is neither expected nor permitted.

Major Assignment #1 – Interview

- **Description**

You will be asked to interview either collegiate athletes, coaches, or other relevant administrators/staff personnel about their philosophy of sports. The goal of this assignment is for you to make meaningful connections between course content and the perspectives of real-world individuals who are deeply immersed in the area of study.

The assignment is designed to engage with the GE Health and Well-Being learning outcomes 2.1, 2.2, and 3.2:

(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.



(3.2) Identify, reflect on, or apply strategies for promoting health and well-being.

By conducting interviews, you will be given the opportunity to identify real-life approaches to health and well-being, as they pertain to the philosophy of sports, and to synthesize those approaches with course content. Finally, by reflecting on the interview processes, you should develop a sense of your own learning and be able to apply strategies for promoting health and well-being in your own lives, as pertaining to the philosophy of sports.

Here are the anticipated milestones for this assignment:

Week 5 - Start to think about who you want to interview

Week 6 – Schedule a 30min interview (in person, over the phone, or on Zoom) to be conducted sometime during week 9 or 10 (*see the assignment resources page on Carmen for helpful tips*)

Week 7 (10/6-10/12) - Begin drafting your interview questions

Week 8 (before the start of Fall reading break) - Peer review your questions in your small groups. Revise in light of feedback

Week 9 (10/20-10/26) - Conduct interviews

Week 10 (10/27-11/2) - Conduct interviews

Interview transcript and written reflection **due 11/2 at midnight**

- **Academic integrity and collaboration guidelines**

You are to generate your own interview questions based off of course content. Your list of questions will be peer reviewed by your classmates. You are to schedule, conduct, and reflect on your interview *individually*. Outside of the peer review process, collaborative work is neither expected nor permitted.

Major Assignment #2 – Final Paper



- **Description**

You will be given the opportunity to take a stand on one of the moral issues facing contemporary sports and to defend that position against countervailing reasons. You are to write a 4–6-page paper outlining the issue, where you stand and why, why someone may disagree with you, and, finally, why you take your own position to be ultimately right, or superior.

The purpose of this assignment is to give you the opportunity to learn deeply about a pressing moral issue facing contemporary sports and to “elevate” your own pre-reflective position. This will enable you to have an informed perspective on a current issue, which may serve you in your own sporting life outside the classroom.

This assignment is an opportunity for you to demonstrate your achievement of GE ELOs 1.1, 1.2, and 3.1.

(1.2) 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

(3.1) Explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy and/or personal perspectives

- **Academic integrity and collaboration guidelines**

You may discuss your papers with your peers, and you may end up having the same position on a topic as a peer, but each of you is expected to generate your own thesis and defense of your thesis, and to write your papers *individually*. There will be a peer-review process for this assignment as well; you are then expected to digest and incorporate peer feedback on your own and produce a final draft.



Outside of the peer review process, collaborative work is neither expected nor permitted.

Late assignments

For weekly quiz and discussion board deadlines, if you are unable to meet a deadline, *for whatever reason*, you simply need to email me to let me know, briefly explain the situation (I do not need personal details), and to propose a reasonable extension. Extensions, if they are reasonable, will typically be granted without further questions. However, I may require documentation if this policy is being abused or taken advantage of.

If no extension has been granted, late work is not accepted.

For group work, please work with your peers to schedule a time that works with everyone. If there is no time that most group members can meet, the group leader should email me ASAP. I will have a contingency plan in place for each small group activity.

For major assignments, including the interview assignment and the final paper, the deadlines are firmer. If you are unable to meet a major assignment deadline, please email me as soon as possible. I will require an excusable reason for major assignment deadlines, including serious illness, bereavement, etc.

Grading Scale

- 93-100: A
- 90-92: A–
- 87-89: B+
- 83-86: B
- 80-82: B–
- 77-79: C+
- 73-76: C
- 70-72: C–
- 67-69: D+



- 60-66: D
- Under 60: E

Instructor feedback and response time

I will provide weekly feedback on general student performance through weekly recaps on Carmen. I will aim to provide individual feedback on the major assignments within two weeks of the deadline.

I will usually be able to respond to student email and discussion board Q and A within 24 hours. However, this will be longer if it is over the weekend, as I am unavailable on Sundays.

My preferred contact method is OSU email, not Carmen inbox.

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic



misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

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 at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

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.

Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

Your 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 mcc.osu.edu or calling 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 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual



belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

Course Schedule

This schedule is subject to change. Refer to our Carmen course page for up-to-date assignment due dates. Any changes will be indicated through a Carmen Announcement.



Week	Topic	Readings	Assignments Due (by end of week)
Week 1 8/26-8/31	Introduction	Syllabus "What is the Philosophy of Sport" (Ryall)	<ul style="list-style-type: none"> • Carmen Quizzes • Small Group Activity • Discussion Board Post
Week 2 9/1-9/7	Unit 1: Nature and Value of Sports	"What is Sport?" (Ryall) "Can Cheaters Ever Win?" (Ryall)	<ul style="list-style-type: none"> • Carmen Quizzes • Small Group Activity • Discussion Board Post
Week 3 9/8-9/14		"What is the Value of Sport?" (Ryall) "Utopia and Sports" (Ryall)	<ul style="list-style-type: none"> • Carmen Quizzes • Small Group Activity • Discussion Board Post
Week 4 9/15-9/21		"Is Sport Art?" (Ryall) "Does Beauty Matter in Sport?" (Ryall) "Games and the Art of Agency" (Nguyen) – Posted to Carmen	<ul style="list-style-type: none"> • Carmen Quizzes • Small Group Activity • Discussion Board Post
Week 5 9/22-9/28	Unit 2: Sports and Moral Education	"Is Sport a Moral Educator?" (Ryall) "Is Competition Morally Acceptable?" (Ryall) Instructions for Interview Assignment	<ul style="list-style-type: none"> • Carmen Quizzes • Small Group Activity • Discussion Board Post
Week 6		"Gamesmanship" (Howe in Holt)	<ul style="list-style-type: none"> • Carmen Quizzes



9/29-10/5		“Is Gamesmanship Just Another Skill in Sport?” (Ryall)	<ul style="list-style-type: none"> • Small Group Activity • Discussion Board Post • <u>Schedule interview for week 9 or 10</u>
Week 7 10/6-10/12		<p>Wu Wei Video by Slingerland: The Science of Spontaneity: Mastering Wu-Wei Edward Slingerland Big Think - YouTube</p> <p>Kee et. All - “The Wu Wei Alternative” (posted to Carmen)</p> <p>Psychology Today – Wu Wei in Sports (<i>Posted to Carmen</i>)</p>	<ul style="list-style-type: none"> • Carmen Quizzes • Discussion Board Post • <u>Draft Questions for Interview Assignment</u>
Week 8 10/13-10/19 <i>Reading Break</i>		No new readings – <i>Fall Reading Break</i>	<ul style="list-style-type: none"> • <u>Interview Assignment Peer Reviews</u>
Week 9 10/20-10/26		<p>“Do Elite Athletes Deserve Hero Status?” (Ryall)</p> <p>“Should Sport Be Used as a Political Tool?” (Ryall)</p>	<ul style="list-style-type: none"> • Carmen Quizzes • Small Group Activity • Discussion Board Post
Week 10 10/27-11/2	Unit 3: Contemporary Moral Issues in Sports	<p>Applied Issue #1 – Doping</p> <p>Foddy and Clayton - “Why We Should Allow Performance Enhancing Drugs” in Holt textbook</p>	<ul style="list-style-type: none"> • Carmen Quizzes • Small Group Activity • Discussion Board Post



		Shogan - "The Prisoner's Dilemma in Competitive Sport" in Holt textbook	Interview Assignment Due 11/2
Week 11 11/3-11/9		Applied Issue #2 – Hyper-commercialization Morgan - "The Moral Case Against Contemporary American Sports" (<i>posted to Carmen</i>) Ryall - "Does Commercialism Ruin Sport?"	<ul style="list-style-type: none"> • Carmen Quizzes • Small Group Activity • Discussion Board Post
Week 12 11/10-11/16		Applied Issue #3 – Sex and Gender Ryall - "Is it Right to Discriminate Sport According to Sex?" Ryall - "Does Sport Discriminate Against Trans* Athletes?" Recommended: Ivy and Conrad - "Including Trans Women" (<i>posted to Carmen</i>)	<ul style="list-style-type: none"> • Carmen Quizzes • Small Group Activity • Discussion Board Post
Week 13 11/17-11/23		Applied Issue #4 - Violent Sports Ryall – "Can Violent Sports Be Ethical?" Parry - "Violence and Aggression in Contemporary Sport" (<i>Posted to Carmen</i>)	<ul style="list-style-type: none"> • Carmen Quizzes • Small Group Activity • Discussion Board Post
Week 14 11/24-11/30		"Writing a Philosophy Paper" - SFU: Writing A Philosophy Paper -	<u>Recommended: Begin Drafting Final Paper</u>



<i>Thanksgiving break</i>		Department of Philosophy - Simon Fraser University (sfu.ca)	
Week 15 12/1-12/07		No new readings	<u>Peer Review Final Paper</u>
Week 16 12/8-12/10		No new readings	
Finals Week 12/12-12/18		No new readings	Final Papers Due 12/12

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 value of sport and its contributions to human wellbeing.
- UNIT 3: Sport, the mind, and mental health.

In Unit 1, we introduce the course theme with some foundational questions about the nature of sport. Can we define sport? How are sports similar to and different from games and arts? In Unit 2, we turn to questions about the value of sport and its contribution to human wellbeing. What is it to live a happy, healthy, and meaningful life in general? And how can playing or watching sports make a distinctive contribution to human wellbeing? Finally, in Unit 3, we'll examine some questions about the mental dimensions of sporting performance, including the challenge of dealing with pressure, and related aspects of mental health, including grit and resilience. We'll consider how our understanding of these issues can be informed by recent work in philosophy, psychology, and neuroscience on the role of consciousness in action, including sporting performance.

Course Requirements

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

- **Attendance and participation (10%)**, including weekly Carmen discussion posts designed to test your knowledge and understanding of the assigned readings.
- **A 3-page paper on the nature of sport (20%)**. This paper will test your knowledge of the main definitions of sport in the literature and your ability to engage critically with this literature by designing counterexamples.
- **A 4-page paper on the contribution of sport to human wellbeing (30%)**. This paper will test your knowledge of the main philosophical theories of wellbeing and your ability to support or criticize these theories with reference to the literature on the philosophy of sport.
- **A 5-page paper on the mental dimension of sporting performance (40%)**. This paper will test your understanding of interdisciplinary work in philosophy, psychology, and neuroscience on the role of consciousness in human action and your ability to explain and critically discuss how this work is relevant to aspects of mental health, such as resilience or coping with pressure.

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 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 physical, mental and emotional 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, or apply strategies for promoting health 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 VALUE OF SPORT AND ITS CONTRIBUTIONS TO WELLBEING

Week 4: What is Wellbeing?

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

Week 5: The Contribution of Sport to Wellbeing

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

Week 6: 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 7: The Value of Being in Flow

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

Week 8: 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"

UNIT 3: SPORT, THE MIND, and MENTAL HEALTH

Week 9: Resilience and Grit

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

Week 10: Choking Under Pressure

- Malcolm Gladwell: “The Art of Failure”
- Sian Beilock: *Choke*, Chapter 7: “Choking Under Pressure”

Week 11: Expertise and Skill

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

Week 12: The Role of Consciousness in Action

- Benjamin Libet: “Time of Conscious Intention to Act in Relation to Onset of Cerebral Activity”
- Melvyn Goodale and David Milner: *Sight Unseen*, Chapters 1 & 2
- A.P. Dijksterhuis, “A Theory of Unconscious Thought”

Week 13: The Role of Consciousness in Sport

- David Papineau: *Knowing the Score*, Chapter 2: “In the Blink of an Eye”
- Barbara Montero: *Thought in Action*, Chapters 4: “Does Thinking Interfere with Doing?”

Week 14: Strategies for Coping With Pressure

- Sian Beilock: *Choke*, Chapter 6: “The Choking Cure”

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:6142925766). 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:6142925766) 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

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. See [Carmen: Common Sense Best Practices](#) and [Carmen Fast Facts for Instructors](#) for more on using CarmenCanvas

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

For more on Regular and Substantive Interaction: [Regular Substantive Interaction \(RSI\) Guidance](#)

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (**required**).

- Regular instructor communications with the class via announcements or weekly check-ins.
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).



Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery (**required**)? (For DH, address what is planned for in-person meetings as well)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Workload Estimation

For more information about estimating student workload, see [Workload Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (**required**):

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

See [Creating an Accessible Course](#) for more information. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [*Promoting Academic Integrity*](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [*Designing Assessments for Students*](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above (**required**):

Community Building

For more information: [Student Interaction Online](#) and [Creating Community on Your Online Course](#)

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above)

Transparency and Metacognitive Explanations

For more information: [Increasing Transparency and Metacognition](#)

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on 8/30/24

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.