The University of Texas at Austin  
Department of Kinesiology & Health Education

KIN 347: Summer 2016  
Final

Historical and Ethical Issues in Physical Culture and Sports  
This class carries a “Flag” for Ethics and Leadership

Time & Location:  
Lecture: T-W-Th, Bellmont 858

Instructor: Jan Todd, Ph.D.  
Office: NEZ 5.700 (H.J. Lutcher Stark Center for Physical Culture and Sports)  
Office Hours: Monday 2-4;  
Email: jan@starkcenter.org  
Phone: 512-471-0993

Email is the preferred form of communication for this class.

Readings:  
All course readings will be posted on our Canvas site as either links to newspaper and journal articles or as PDFs of the full-text article. Be sure to keep up with all the readings and to regard them as your “textbooks.” Because of the nature of this class, the two exams will largely be based on the material in these readings. As I said in class on the first day, if I begin to worry that you are not keeping up with the readings, I will initiate reading quizzes that will be factored in your attendance/participation/(quiz) part of the class. Please remember that everything is fair game on the exam and I strongly suggest that you take notes as you read as well as in class. If we watch a film, take notes during that as well. The anticipated readings are in blue on list below. Please note that readings and schedule may shift depending on current events and how class itself develops. If changes to the assigned readings are made I will send an email via Canvas and post an announcement on our site. Please pay attention to all emails you receive from me and remember that they are class directives—just as class announcements are. Again, make sure that your correct email address is in the UT system so you are not missing out on messages.
**Course Objectives:**
This undergraduate survey course focuses on examining ethical issues in sport and physical culture through the lens of history. The goal of the class is to make you more aware of ethical issues in all the sub disciplines of Kinesiology and Health Education, but especially, to consider ethical issues in relation to spectator sports and physical fitness. The further aim of our class is to expose you to models for ethical decision making that will allow you to make rational and defendable ethical decisions in the future.

In our class we will talk about different historical events and consider their consequences from an ethical perspective. Our topics will include such issues as head trauma in football, race and sport, violence in sport, gender and sport, aesthetics, amateurism, doping, declining levels of physical fitness, and other current and potentially “controversial” issues. Because this is a class where we will hopefully debate ideas and express opinions, I wish to remind everyone of the need to respect each other during class, and of our innate right as humans and citizens to hold different views.

**Grading and Assignments:** Please Note that the Plus/Minus Grading System Will Be Used in this Class for All Grades, Including the Final Grade at the End of the Semester.

Overview:
- Paper One: 10%
- Paper Two: 20%
- Debate: 10%
- Exam One: 25%
- Exam Two: 25%
- Participation/Attendance/Quizzes: 10%

**Paper One: Personal Paper on Ethics in Kinesiology and Health Education (10%):**
At the top of the page list your name, current major, and the future career you plan to pursue with your degree in Kinesiology…don’t just say “fitness industry,” name the real job you dream of holding. Then, in an essay of approx. 750 words (+/- 3 pages in 12-point type with one inch margins) identify a particular event, decision, policy, or practice that concerns you ethically or morally related to your career path. Discuss what it is about this matter that concerns you, who is hurt/harmed by this behavior or event, and what kind of ethical issues are at stake in this act. (Example—maybe you want to be a football coach but now have concerns about head injuries.) Be sure to incorporate into the essay some of the ideas in the articles on ethical decision making posted on our Canvas site and cite your sources in the essay using
either Chicago Manual of Style or APA style. If you miss the due date, the assignment will go down 10 points per day.

DUE DATE: Tuesday, June 14th.

EXAM ONE (25%): (Combination of multiple choice and essay questions over readings and lectures to that point.):

DATE: Tuesday, June 21st.

Debate: 10% July 5 & 6  See instructions on page 10

Paper Two: Ethical Analysis Paper (25%): Essay on an ethical issue in either sport or physical culture (contemporary or historical) that takes a stand on the topic and presents an ethical argument either condoning or condemning the events. Papers should be between 1500 - 1800 words in length (+/- six to seven pages in 12-point font, one inch margins, double spaced, stapled). You will need to do some research and gather facts before writing. Be sure to have ethical sources and choose one or more philosophers to help you argue your case. The rubric I will use to grade this paper is below. This paper cannot be on the same topic as your oral debate topic. If you miss the due date, assignment will go down 10 points per day. Additional instructions and rubric on page 9.

DUE DATE: Friday, July 8.

End-of-Semester Examination (25%) Thursday, June 7, 2016

Participation/Attendance/Quizzes: 10%

If I feel that students are not keeping up with the readings, I reserve the right to begin administering reading quizzes which will be factored into both this portion of your overall grade.

Absences with cause and missed assignments: If, during the course of the semester you become ill, have a death in the family, or become involved in some sort of legal matter that will require you to miss class and or/make it impossible for you to complete an assignment, please send an email to me explaining the circumstances. Medical absences will be excused provided we see evidence of treatment by a medical professional (doctor’s note, etc.). Sadly, unless I see some kind of evidence I can’t excuse you on days when you “just don’t feel well.” If you must attend a funeral for a family member, please bring us a copy of the printed memorial note that is handed out at the funeral. For legal and other matters, please email and we can discuss your specific circumstances. During our
summer session you can have one absence without penalty in this class. All other absences will count unless you provide an adequate excuse.

Tentative Class Schedule and Readings
Please note that readings and schedule may change as we move through the semester, so please read all emails and check the Canvas site for announcements.
All readings are on Canvas unless noted.

Tuesday, June 5: Lessons from Tuskegee

 “Racism and Research: The Case of the Tuskegee Syphilis Study”
 “A Framework for Thinking Ethically”
 “Ethics in College Sport”
 “What Role Does Ethics Play in Sport”

Wednesday, June 6: Concussions, Football and Ethics


Thursday, June 9: Ethics, Amateurism, and College Sport

 TBA on Baylor Scandal

Tuesday, June 14: Kinesiology and Health Education in Historical Perspective

 Massengale and Swanson, “Exercise and Sport Science in 20th Century America.”


**Wednesday, June 15: Muhammad Ali, Race and Sport**

- David Wiggins, “Great Speed But Little Stamina: History of Race and Sport”
- Reading TBA on Ali

**Thursday, June 16: The Modern Olympics and Controversial Sites: Should we go to Rio?**

- Amy Bass, “Should we Panic About the Rio Olympics?” CNN, please read it online so you can see the photos and videos.
- Word Doc for in class project: “Overview of Olympic Controversies”

**Tuesday, June 22: Exam One:**

**Wednesday June 23: Doping and Sport -Part One**

- Reading TBA Blood Doping
- Reading TBA on Russian Doping Scandal

**Thursday, June 24: Genetics, Technology and the Limits of Sport**

- Jan Todd and Terry Todd, “Reflections on the Parallel Federation Solution to the Problem of Drug Use in Sport.”
- Reading TBA on Gene Doping

**Tuesday, June 28: Women, Sport and the Body**


**Wednesday, June 29: Sport and the Cold War**


**Thursday, June 30: Youth Sport Specialization**


**Tuesday and Wednesday: July 5 & 6—Debates**

**Thursday, July 7, Exam 2**

**Friday July 8, Ethics Paper Due**

**Additional Information**

The Plus/Minus Grading Policy Will Be Used in this Class:

Final grades will be determined on the basis of the following grade scale. **Please note:** to ensure fairness, all numbers are absolute, and will not be rounded up or down at any stage. Thus a B- will be inclusive of all scores of 80.00 through 83.999. The University does not recognize the grade of A+.
A = 94-100
A- = 90-93.999
B+ = 87-89.999
B = 84-86.999
B- = 80-83.999
C+ = 77-79.999
C = 74-76.999
C- = 70-73.999
D+ = 67-69.999
D = 64-66.999
D- = 60-63.999
F = 0-59.999

University of Texas Honor Code
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Documented Disability Statement
The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone).

Use of Canvas in Class
In this class I use Canvas—a Web-based course management system with password-protected access at http://courses.utexas.edu—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give you online quizzes and
surveys. You can find support in using Canvas at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly.

Use of E-Mail for Official Correspondence to Students
Email is recognized as an official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently—I recommend daily, but at minimum five times a week—to stay current with university-related communications, some of which may be time-critical. You can find UT Austin’s policies and instructions for updating your e-mail address at http://www.utexas.edu/its/policies/emailnotify.php.

Resources for Learning & Life at UT Austin
The University of Texas has numerous resources for students to provide assistance and support for your learning.
The UT Learning Center: http://www.utexas.edu/student/utlc/
Undergraduate Writing Center: http://uwc.utexas.edu/
Counseling & Mental Health Center: http://cmhc.utexas.edu/
Career Exploration Center: http://www.utexas.edu/student/careercenter/
Student Emergency Services: http://deanofstudents.utexas.edu/emergency/

Religious Holy Days
By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Behavior Concerns Advice Line (BCAL)
If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

Emergency Evacuation Policy
Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:
- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.
- Do not re-enter a building unless you’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office

**Q drop Policy**
The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231:

“Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number.”

**Additional Assignment Information**

**KIN 347: Ethical Analysis Paper Instructions and Rubric**

Identify an ethical issue in from the past or in contemporary society related to sport or physical culture and analyze it using a philosophical thinker such as Hobbes, Kant, Mill, or a combination of them, or other ethical thinkers and ethical decision making tools we have discussed during the semester. Papers must be a *minimum* of 6 pages (1500 words) and may not exceed 8 pages in length. **Each paper must have a minimum of 8 sources**—including at least one real philosophy source—and must also properly use either APA or Chicago Style for citations. You may not count class notes as a “countable” reference.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible</th>
<th>Explanation</th>
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<tbody>
<tr>
<td>Does the paper follow the instructions?</td>
<td>10 points</td>
<td>Author has identified either a contemporary or historical ethical issue. (Remember a narrow scope is sometimes very useful in trying to do something new and unique.) Paper has at least 8 sources, and is of appropriate length. Paper also needs a title that tells us what it is about.</td>
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<tr>
<td>Introduction and thesis statement or thesis question</td>
<td>15 points</td>
<td>Avoid pompous generalizations such as “in the world of modern sports…” (An introduction indicates what the paper is about and excites the reader’s interest in the paper. A good technique is to describe an actual event…then move on to the ethical issues…and states a thesis that the paper will explore. In this paper your thesis is an ethical question that you will organize information to defend. Ex: “Was Branch Rickey morally right to admit Jackie Robinson to the major leagues?” Then tell us how you will approach answering that question using ideas from ethics.</td>
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<tr>
<td>Evidence, logical thinking, and sources</td>
<td>20 points</td>
<td>Points should be backed up with evidence from a variety of sources. Check to see if the evidence actually supports the point being made. If you find that you can do this paper without the detailed contextual evidence, you are probably doing the assignment in too superficial a way. <strong>You must utilize an ethical framework for analyzing the issue and we must see this in the essay as we read.</strong> You must make reference to at least one philosopher and have a source for his ideas.</td>
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| Proper Use of Style Sheet                     | 10 points| Properly inserting citations in text and proper inclusion of bibliography. Please be consistent with your citations. Either APA or
### Mechanics, grammar and organization

20 points

It is important that the paper makes an ethical argument—takes a position— and that the structure of the argument can be seen in the way the evidence is presented. *Papers should be free of grammatical and spelling errors.* Subheads are welcomed.

### Style and creativity

10 points

Hard to quantify but we recognize the presence of graceful writing, keen insight, and surprising connections.

### Conclusion

15 points

The conclusion should be more than just a repetition of what the reader has already read. Ideally, the conclusion gives the author a chance to draw broader implications, raise new ideas or reflections, or raise thoughtful questions. The conclusion must answer the “So what?” question…we must understand why this matters.

### Total Points

100

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**Debate Assignment**

**KIN 347; Summer 2016**

**We will have four debates this semester. There will be three people on each team—six people to a debate.**

Here are 4 topics that I think would work well. However, I am open to other suggestions and we will decide on the final debate topics in class.

1. Resolved that the State of Texas should outlaw football in the public schools because of potential head injuries.

2. Resolved that the NCAA should allow all scholarship athletes be paid employees of the University.

3. Resolved that the International Olympic Committee should abolish all forms of drug testing.

4. Resolved that the federal government should require all television stations—including cable channels—to provide equal amounts of time for male and female sports coverage.

**Presentation Format:**

- **Pro side** will lead off and will have six minutes to present their case. (three minutes on topic, three on philosophy is suggested)
- **Con side** will then have six minutes to present their case.
- One Minute Rebuttal Conference will be allowed after both cases have been presented.
Pro side has three minutes to rebut
Con side has three minutes to rebut
Open questioning of one team by the other for up to five
Class questions and discussion
Closing statements: two minutes each
Class evaluation and vote on who won debate.

Each team should prepare a defense of their position with PowerPoint and bring it on a thumb drive so we can load on my computer before the debate begins. This presentation should 1) include facts like statistics, newspaper reports, statements by important people and authority figures, and show an understanding of the existing rules and regulations. 2) It should also include an in-depth philosophical analysis of the problem utilizing both the ideas in your on-line readings and other contemporary books on sports and ethics. It must contain the ideas of at least two of the classical philosophers (ex: Hobbes, Kant, Mills). These ethical ideas are important . . . . be sure to make them a major focus of what you do in your presentation.

In the actual debate, each member of the team must take an active part. With three people in the group, you might want to make two of them present the argument—divide it up—and then have one person responsible for the rebuttal. (One group will have four people.)

You must make a PowerPoint—with pictures—to demonstrate your argument.

DEBATE ROLES

Opening Statement Presenters
Present the main arguments for the team. Each presenter gives specific details that proves why they hold their position & links them to ethics.

Rebuttal Presenter:
Answers the arguments of the other team. These presenters must take notes as the other team is presenting their arguments and respond to every argument, using specific information to disprove them.

Interrogators:
All team members should actively engage in asking and answering questions of the opponents.

Closer:
Presents the closing arguments for the team.

Grading:
Each group member will be graded individually, and the majority of that grade will be based on his or her performance in the actual debate. For this reason, it is very important that everyone participate and that you are not absent on the day of your debate. There will be no way to make up this assignment.

Grading: During the debate your classmates will fill out an evaluation form for each member
of the debate team. These forms will then be made available to you and your teammates so that you will see how well you scored. I will also grade each of you using the same rubric. Your final grade will be calculated by doubling my rubric score for you (80 points max) and adding to it the rubric score you averaged for the class (converted to a 10-point scale), and then adding in the 10 points (max) you can earn for your group work on this project.

Your group work grade will be assessed by:
1) a typed statement each member of the committee hands in on the day of presentation that includes: 1) a brief statement of what you contributed to the debate project and research process—this should only be a paragraph—and will be a way for me to help judge your contribution. [Ex: “I attended all three of our group meetings, I did the research on Kant, I wrote the intro, I made the PowerPoint, etc…]

2) Your confidential statement about how the group functioned and who did the most and least work. As part of this process—assign each person a grade for their group work—including yourself. In a group of three, at least one person must earn a C. (Remember C means “Satisfactory,” B is “Good,” and A is “Excellent.”) Lower—and higher—grades may also be assigned. These grades are simply for me to get a sense of how groups worked. I will assign the final grades.
KIN 347 Debate Evaluation Sheet (Rubric)

**Debater’s Name** ___________________________________ **Topic** ___________________________________

Pro ________ Con _________

**Total Points Assigned** ____________  **Evaluator** ______________________________

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<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>1. Understanding of Topic</td>
<td>The team member clearly understood the topic in-depth and presented his or her information forcefully and convincingly.</td>
<td>The team member clearly understood the topic in-depth and presented his or her information with ease.</td>
<td>The team member seemed to understand the main points of the topic and presented those with ease.</td>
<td>The team member did not show an adequate understanding of the topic.</td>
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<tr>
<td>2. Information</td>
<td>All information presented by this team member in the debate was clear, accurate and thorough.</td>
<td>Most information presented in the debate by this team member was clear, accurate and thorough.</td>
<td>Most information presented in the debate by this team member was clear and accurate, but was not usually thorough.</td>
<td>Information had several inaccuracies OR was usually not clear.</td>
<td></td>
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<tr>
<td>3. Maintaining Position</td>
<td>The presenter maintained his or her assigned position (pro or con) in a way that was both believable and instructive, illustrating the nuances of the perspective.</td>
<td>The presenter maintained his or her position throughout the debate.</td>
<td>The presenter maintained his or her position half-heartedly and did not seem to personally support the position.</td>
<td>The presenter at times did not seem to support his or her team’s position.</td>
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<td>4. Philosophical Content</td>
<td>The team included philosophical content in their debate and this presenter appeared to fully understand the ethical argument being made.</td>
<td>The team included philosophical content in their debate and this presenter appeared to generally understand the ethical argument being made.</td>
<td>The team included philosophical content in their debate but this presenter did not appear to understand the ethical argument being made.</td>
<td>The team did not include philosophical content. Or: This person never discussed any of the philosophical content.</td>
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<td>5. Use of Facts/Statistics</td>
<td>Every major point was well supported with several relevant facts, statistics and/or examples.</td>
<td>Every major point was adequately supported with relevant facts, statistics and/or examples.</td>
<td>Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.</td>
<td>Every point was not supported.</td>
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<tr>
<td>6. Presentation Style</td>
<td>Team Member consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept audience attention.</td>
<td>Team member usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept audience attention.</td>
<td>Team member sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept audience attention.</td>
<td>Team member’s presentation style did not keep the attention of the audience.</td>
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<td>7. Suitability of Language</td>
<td>Team Member consistently uses correct grammar, good word choices, and avoids slang and clichés.</td>
<td>Team Member generally uses correct grammar, good word choices, and avoids slang and clichés.</td>
<td>Team Member makes three or more grammatical errors or uses slang and/or clichés.</td>
<td>Team Member makes numerous (more than three) grammatical errors and uses excessive slang and/or clichés.</td>
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<td>8. Respect for Other Team</td>
<td>All statements, body language, and responses were respectful toward opposite team</td>
<td>Statements and responses were respectful, but body language was inappropriate.</td>
<td>Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.</td>
<td>Statements, responses and/or body language were consistently not respectful.</td>
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<td>9. Rebuttal</td>
<td>Skillfully mounts counter-argument by logically discrediting all of the opposing team’s points without disrespect.</td>
<td>Skillfully mounts counter-argument by discrediting many of the opposing team’s points.</td>
<td>Attempts to mount counter-argument and discredits some points.</td>
<td>Rebuttal is not convincing.</td>
<td></td>
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<td>10. Questions</td>
<td>Actively takes part in Q&amp;A and speaks clearly and logically about subject; at times gives more information than was in original presentation</td>
<td>Actively takes part in Q&amp;A and speaks clearly and logically about subject.</td>
<td>Answers or asks only two questions (combination) during Q&amp;A as team representative</td>
<td>Answers or asks only one questions (combination) during Q&amp;A as team representative</td>
<td></td>
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</tbody>
</table>

Comments:

**TOTAL:** Multiply your individual points by 2.5 to get final grade: _____ x 2.5 = _____________