

M: Course Objectives / Learning Outcomes

Students will be able to understand, apply and synthesize foundational knowledge of philosophy and ethics as it relates to physical education, recreation and sport (PERS) in the following areas:

1. Philosophy:
 - 1.1. The nature of Philosophy
 - 1.2. Why study Philosophy?
 - 1.3. Philosophical questions
 - 1.4. The main philosophical systems and their implications for physical education, recreation and sport
 - 1.5. Human beings and physical activity; the mind and body in physical education, recreation and sport
 - 1.6. The role of physical education, recreations and sport in society
 - 1.7. Pursuing philosophical answers
2. Ethics:
 - 2.1. Introduction to Ethics
 - 2.2. Why be ethical?
 - 2.3. Ethical problems in PERS
 - 2.4. What ethical values should we teach in PERS?
 - 2.5. The process of ethical decision making
 - 2.6. Putting theory into action

N: Course Content:**Module 1. Philosophy of Physical Education, Sport and Recreation**

- 1.1. The nature of Philosophy:
 - 1.1.1. Definition of Philosophy
 - 1.1.2. History of Philosophy
 - 1.1.3. Determining your philosophic readiness
- 1.2. Why study Philosophy?
 - 1.2.1. The common-sense argument
 - 1.2.2. The missing-information argument
 - 1.2.3. The argument against reductionism
 - 1.2.4. The argument against linear causation
 - 1.2.5. The argument against single-direction causation
- 1.3. Philosophical Questions:
 - 1.3.1. Metaphysics: Questions about the nature of things
 - 1.3.2. Axiology: Questions about the value of things
 - 1.3.3. Ethics: Questions about good behaviour
 - 1.3.4. Epistemology: Questions about what people know
 - 1.3.5. Aesthetics: Questions about what is beautiful
 - 1.3.6. Logic: Questions about the relationships of ideas to one another
- 1.4. The main philosophical systems and their implications for physical education, recreation and sport:
 - 1.4.1. Naturalism
 - 1.4.2. Idealism
 - 1.4.3. Realism
 - 1.4.4. Pragmatism
 - 1.4.5. Existentialism
 - 1.4.6. Humanism
- 1.5. Human beings and physical activity; the mind and body in physical education, recreation and sport:
 - 1.5.1. Dualism
 - 1.5.2. Phenomenology/Holism
 - 1.5.3. Materialism
 - 1.5.4. The Platonic/Socratic view

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- 1.6. The role of physical education, recreation and sport in society, including:
 - 1.6.1. Intrinsic and extrinsic values
 - 1.6.2. Acquisition of psycho-motor skills
 - 1.6.3. Human bonding
 - 1.6.4. Respecting rules and authority
 - 1.6.5. Aesthetic value and personal expression
 - 1.6.6. Discipline, dedication and determination
 - 1.6.7. Concern for excellence
 - 1.6.8. Physical fitness and health
 - 1.6.9. Emotional health
 - 1.6.10. Socialization
 - 1.6.11. Acquisition of cognitive skills
 - 1.6.12. Outlet for aggression and surplus energy
- 1.7. Pursuing philosophical answers:
 - 1.7.1. Develop a thesis
 - 1.7.2. Clarify the problem
 - 1.7.3. Search for argument:
 - 1.7.3.1. Inductive reasoning
 - 1.7.3.2. Intuitive reasoning
 - 1.7.3.3. Deductive reasoning
 - 1.7.4. Applying philosophic reasoning to complex issues using case studies

Module 2. Ethics and Problems in Physical Education, Sport and Recreation

- 2.1. Introduction to Ethics:
 - 2.1.1. Definitions of ethics and morality in society
 - 2.1.2. Developing moral confidence
 - 2.1.3. Developing good moral attitudes and habits
- 2.2. Why be Ethical:
 - 2.2.1. Human interaction
 - 2.2.2. Refusal to obey the rules
 - 2.2.3. Goodness is preferable to evil
 - 2.2.4. Rendering moral judgment
 - 2.2.5. Agent accountability
- 2.3. Ethical problems in physical education, recreation and sport, including:
 - 2.3.1. Overemphasis on willing
 - 2.3.2. Competition
 - 2.3.3. Alienation and sport
 - 2.3.4. Drugs in sport
 - 2.3.5. Racism
 - 2.3.6. Sexism
 - 2.3.7. Violence
 - 2.3.8. Athlete abuse
 - 2.3.9. Gambling, etc.
- 2.4. Ethical values that should be taught in physical education, recreation and sport include:
 - 2.4.1. Values and the good life
 - 2.4.2. Justice and equality
 - 2.4.3. Trust and honesty
 - 2.4.4. Responsibility and duty
 - 2.4.5. Balance and a sense of perspective
 - 2.4.6. Self-respect
 - 2.4.7. Respect and consideration for others
 - 2.4.8. Respect for rules and authority

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2.5. The process of ethical decision making:

- 2.5.1. Recognition of the ethical dilemma or cause
- 2.5.2. Generation of alternatives
- 2.5.3. Evaluation of alternatives
- 2.5.4. Selection of the ideal solution
- 2.5.5. Intention
- 2.5.6. The actual decision
- 2.5.7. Evaluation of the actual decision

2.6. Putting theory into action:

- 2.6.1. Utilization of case studies by students to render moral judgment

O: Methods of Instruction

Lecture
Seminar
Group discussions and projects
Video observation
Case Studies

P: Textbooks and Materials to be Purchased by Students

1. Kretchmar, R.S. (2005). Practical Philosophy of Sport and Physical Activity, 2nd Edition, Human Kinetics Publishers, Champaign, Illinois, USA.
2. Malloy, D.C., Ross, S., and Zakus, D.(2000) Sport Ethics: Concepts and Cases in Sport and Recreation, 1st Edition. Thompson Publishing Group, Washington, DC, USA

Q: Means of Assessment

Test #1	20%
Test #2	20%
Test #3	20%
Research Paper	20%
Poster Presentation	<u>20%</u>
Total	100%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Not applicable

Course Designer(s): Gert VanNiekerk

Education Council / Curriculum Committee Representative

Dean / Director : Des Wilson

Registrar