Washington State University
MAJOR CURRICULAR CHANGE FORM -- COURSE
(Submit original signed form and ten copies to the Registrar's Office, zip 1035.)
See https://www.ronet.wsu.edu/ROPubs/Apps/HomePage.ASP for this form.

Required Effective Date: 01/01/2012
(effective date cannot be retroactive)

☐ New course  ☐ Temporary course  ☐ Drop service course
☐ There is a course fee associated with this course
http://www.schedules.wsu.edu/Schedules/Apps/CourseFees.ASP

☐ Variable credit
☐ Increase credit (former credit ________)
☐ Number (former number _______)
☐ Crosslisting (between WSU departments)
(Must have both departmental signatures)
☐ Conjoint listing (400/500)
☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
☐ Request to meet GER in ________
(Must have GenEd Committee Approval)
☐ Professional course (Pharmacy & Vet Med only)
☐ Graduate credit (professional programs only)
☐ Other (please list request) Change course number and title to the following

SpMgt 565 Ethical Perspectives of Sport and Physical Activity

course prefix  course no.  title
3 3 SpMgt 365 or equivalent; or permission of instructor
credit lect lab studio
3 hrs hrs hrs
per week per week per week
prerequisite

Description (20 words or less)
Ontological, ethical, aesthetic views of physical activity.

Instructor: Lynn Buckley
Contact: Phone number: 335-9117
Phone number: Email: buckleyl@wsu.edu

- Please attach rationale for your request, a detailed course outline/syllabus and explain how this impacts other units
  in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar's Office.

Chair/date  Dean/date  General Education Com/date
Chair (if crosslisted/interdisciplinary)*
Dean (if crosslisted/interdisciplinary)*
Graduate Studies Com/date
All-University Writing Com/date
Academic Affairs Com/date
Senate/date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines
provided for each impacted unit and college.
Rationale for SpMgt 565

We are proposing to change the course number of SptMgmt 573 to 565. The reason for the change is to bring our graduate course offerings in line with our undergraduate course numbers. This will provide consistency to our course numbers and make it easier for our students to make decisions about courses and allow faculty to appropriately and accurately advise students and applicants to the program.

Title change also reflects the content of the course, which has always been intended as a course in ethics instead of philosophy. For our students who will be working in the industry, ethical practices are important in their interaction with customers, the general public, and other stakeholders. Wording change is from “Philosophical” (old title) to “Ethical” Perspective of Sport and Physical Activity.
SPORT MANAGEMENT 565
ETHICAL PERSPECTIVES OF SPORT AND PHYSICAL ACTIVITY

Every reason or motive for involvement in ...[physical activity] has moral significance; therefore, every [human] action ... is either morally right or morally wrong it is never morally neutral. Elinor Metheny

Instructor:

Justin Barnes
Ph.D. Sport Philosophy

Office Hours:

By appointment
Phone: (509) 335-7720
E-Mail: justin.barnes@wsu.edu

Course Description

The purpose of this course is to develop a problem solving approach to current ethical problems within Sport Management. In addition, I will provide the student with an understanding of ethical conceptual frameworks and the various roles it plays for sport management professionals.

Course Objectives:

The study of ethics is a study of philosophy and the various philosophic methods of critical reasoning and thinking. Our goal will be to develop the ability to find reasoned, universal solutions to difficult subjects.

A second objective is to understand the nature of man (in the generic sense) and why he violates others in an ethical sense.

A third objective is to learn the art of moral reasoning with its ramifications of criticism, reflection, and observation.

Textbooks:
Final Project/Paper: A 8-10 page paper reviewing, critically analyzing, and discussing your ethical position about life, self, sport and your profession. This paper is to be referenced as per our format. You should have at least six references and your paper should discuss the following questions:

a. What is an ethical leader?
b. What attributes do you have to be an ethical leader?
c. How would you control the problems of productivity and ethical practice?
d. Develop a matrix or a paradigm to illustrate your ethical leadership and how you would create ethical followers and ethical fellowship within your leadership style?
e. How would you set up your department, your group, your (?) To manifest ethical practice?
f. How would you rate yourself in relation to Greenleaf’s position of servant leadership? What qualities do you have to support a servant leadership position?

Quizzes:
Sometimes there will be five point quizzes at the beginning of class. This class obviously entails much reading. Make time and accomplish the tasks. You will only become a better individual by questioning and learning from others work.

Attendance:
You will be allowed one unexcused absence for the semester. Since this class only meets once per week, it is important that you attend each session. Each additional unexcused absence will result in the loss of a letter grade. Your participation in the course (which requires attendance) is vital to your assignment quality and overall development.

Guest Speakers: Throughout the semester there will be a series of guest speakers ranging from former athletic directors to the dean of students.

EVALUATION:

Quizzes: 10% (100 pts)
Book Critique: 30% (300 pts)
Papers: 40% (400 pts)
Final Project: 20% (200 pts)

Grading
925-1000 = A 765-799 = C+
900-924 = A- 725-764 = C
865-899 = B+ 700-724 = C-
825-864 = B 600-699 = D
800-824 = B- 599-0 = F

Late Policy
All assignments are due in class on the scheduled completion date. Anything submitted after the due date and time is considered to be late. You will lose half the total for late assignments.
To ensure all WSU students’ safety, health, and welfare, the University has developed policies and procedures to that end. You can find more information through the following links: http://safetyplan.wsu.edu; http://oem.wsu.edu/emergencies; and http://alert.wsu.edu. You should visit these sites and be familiarized with their content.

Please Note
Please keep cell phones and pagers turned off for the entire class period.

The student will also have the opportunity at the end of term to evaluate the course and instructor. The purpose of the evaluation is twofold to criticize the present condition and to give fruitful direction for the future.
Nov 9: Legalized ethics: Is the law always right? (Paper 11)

Read: (Ch. 4) McNamee, M. & Perry, J. (1999). Ethics & sport.

Nov 16: What is a critical examination? How does it apply to ethics? Absolut Power Corrupts.....

Read: The story of Enron: The smartest men in the room (Handout)

Nov 23: Fall Break

Read: Greenleaf (Ch. 11 & Afterword)

Nov 30: Should college athletes be paid? Implications of Title IX


Dec 7: Documentary: Bigger, Stronger, Faster

Read: Ian Todd’s research concerning doping and sport (handout)

Dec 14: Cass Final
WRITING CRITICAL BOOK REVIEWS

A critical review is not merely a summary of the book's contents (though that may be included) but primarily an evaluation of its strengths and weaknesses. Nor does "critical" mean bad-mouthing the book; it means you must decide what is good and bad about the book and why. You may wish to ask some or all of the following questions about the book as you read:

1. **Thesis.** What is the author's main argument? Is the thesis readily apparent? Is it convincing? (There may be sub-theses, too.)
2. **Scope.** What is covered, and do you wish there were more or less? What? Why?
3. **Organization.** Is the book logically constructed, or is it confusing, repetitive, etc.? How else could it have been written?
4. **Objectivity.** Does the author have a bias, and how does that affect the book? (It may actually help it.) If the author has a viewpoint, does he or she provide enough information so that one can form one's own judgments of the evidence?
5. **Style.** Is the level appropriate? Is the book easy to read, or did it frustrate you? Why?
6. **Sources.** Even without expertise you can quickly tell whether a book depends on such primary materials as documents, diaries, and letters, or whether it is all drawn from second-hand general texts. Judge accordingly.
7. **Documentation.** Any time you quote, give unusual information, or argue controversial points, you should cite the source in a way that is designed to lead the reader easily to that source. Does the author do this properly? (Incidentally, you should do it in your review.)
8. **Conclusions.** What are the general points which emerge from the book (these are sometimes different from the thesis argued), and are they acceptable or useful?
9. **General value.** How useful might the book be to a specialist in this field, or to a student investigating the subject matter for the first time? (What an expert finds useful might be far too complex for the novice reader.)

If your topic gives no directions about how to organize the review, you might begin by listing what you see as the book's most important strengths and weaknesses, then construct your thesis accordingly; for example, "Although Mary Smith's *The Lost Continent* is clearly organized and thorough, its arguments about colonization are ultimately unconvincing." Such a thesis would help guide the structure of your essay: first analyze Smith's organization and thoroughness, and then discuss the weakness of her arguments. Try this approach as a starting point.