

**COLLEGE OF WILLIAM AND MARY**  
**DEPARTMENT OF KINESIOLOGY AND HEALTH SCIENCES**  
**KINE 493 (COLL 200): PHILOSOPHY IN KINESIOLOGY**  
**INSTRUCTOR: PROFESSOR JOHN M. CHARLES**  
**CLASS: MORTON HALL 37, TR, 12.30-1.50**  
**OFFICE HOURS: TR 11-12, ADAIR 114**  
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**OVERVIEW**

The focus of this course moves from the mind/body relationship, to the philosophy of walking, the aesthetic domain of playing and the ethical dimensions of competing now and in the future. This COLL 200 course is based (80%) in the Arts, Letters, and Values (ALV) domain and looks out (20%) to the Cultures, Societies and the Individual (SCI) domain. It also fulfills the GER 7 requirement by developing the ability of students to express their own values and attitudes towards philosophic principles in the context of “action” and health with particular reference to the relationship of the mind and body, the distinctions between western and eastern attitudes toward the physical, living the good life and making the right ethical choices. It is an applied philosophy class that looks out to the CSI domain through the interplay of values with social policy and cultural practice related to health and human movement in its variety over time and space. This course fulfills the writing requirement of the KHS Department. To achieve the COLL 200 goals of the ALV domain and GER 7, the class addresses the following questions:

- what is philosophy (process, structure and formal content)?
- why is philosophy a foundation of health and human movement?
- how do philosophies of the body, movement and embodiment affect health?
- how can eastern philosophies inform western practice about health and human movement?
- what are the aesthetic dimensions of play?
- what is the ethical decision making process?
- how are ethics a significant element of sport and athletic performance?
- what are major ethical dilemmas that face the health and human movement professions?

To meet the goals of the CSI domain, the class addresses such questions as:

- how does A Philosophy of Walking employ social construction of reality methodology to explain the practice of walking in different cultural contexts?
- how does the analysis of Zen in the Art of Archery lead to an understanding of cultural relativity in action through time and space?

A range of teaching methods are employed including Socratic dialogue (to stimulate critical analysis), interactive learning techniques (including group discussions and debates) and experiential learning with a focus on practical applications of philosophy.

**REQUIRED TEXTS**

Charles, J., Introduction to Humans Moving: A Guide to Philosophy in Action (on reserve in Swem Library)

Herrigel, E., Zen in the Art of Archery.  
Phillips, C., Six Questions of Socrates  
Gros, F., A Philosophy of Walking  
Reese, B., The Fourth Age

## **REQUIREMENTS AND EVALUATION**

A. Oral: 40%

1. Reading analyses (10%)

Review one of the six questions of Socrates, a section from A Philosophy of Walking and a chapter from Zen in the Art of Archery. Prepare the Socratic question presentation as a group power-point presentation using the philosophical method described in your text. Subdivide the group presentation into **reacting/self-distancing** particularly by recognizing cultural relativity, **identifying** the basic principles addressed in your chapter, **analyzing** the strengths and weaknesses and **synthesizing** how the chapter could be applied to health and human movement. In the case of the eastern philosophy and philosophy of walking partner presentations, you will identify the main points in a brief summary, analyze the key arguments in a critique and synthesize your own position.

2. Debates (10% each, total 20%)

Sign up for two debates listed in the course outline: preferably one before Fall Break and one following it. The format for the debate is 2 teams (which do not collaborate with each other), consisting of 2 members (who do collaborate closely). Each debate team will meet to discuss the prompt in detail, discuss strategy (both offense and defense), to decide who will make the initial presentation for the team and who will second that argument by reinforcing key arguments and disagreeing with the opposition. The first speaker on each team is responsible for making all of the arguments pro or con in a prepared, but not read statement (5-8 minutes). The second speaker has the task of highlighting the main points, defending those that were attacked (damage control) and pointing out the shortcomings of the arguments from the first speaker of the opposing team (5-8 minutes). After these first four presentations, the floor is opened to points of information (not questions, but statements from the audience) that will allow the teams to consolidate their positions, followed by a final statement from each team (1 minute). The audience votes and explains why they were persuaded to vote the way they did – what arguments they liked, did not like and would have liked to hear. Grades will be awarded for unimpeachable logic, persuasiveness, charisma and wit, clear thesis and strong sequencing of supportive arguments. Points will be given for clear and well-researched opening statements that address the basic ethical question of 5-8 minutes length that are presented as persuasive positions, but will be deducted if they do not fit in that time frame, or if the statement is read as a prepared script. Particular debate skills that will be evaluated are clarity in defining each word of the prompt to make your point and in establishing your burden of proof (ie persuading the audience what you have to do to win the debate), listening and responding to points made by your opponents and to points of information raised by the audience. Debaters cannot use laptops, I pads, smartphones, etc.

3. Comprehension and interaction (10%)

This part of the grade is earned by attendance and verbal interaction in class throughout the semester. Interaction should display depth of knowledge and a high level of

philosophical maturity (demonstrating careful class preparation, advanced reading and a willingness to engage in discussion of weighty topics). Participation in all class sessions should be unequivocal, so the use of laptop computers, Ipads, smart phones and other technological equipment will be penalized unless prior permission has been given by the Professor on a case by case basis on the understanding that students will show class notes to the professor at the end of class. Students are encouraged to visit the professor, preferably in office hours, to discuss their progress throughout the semester.

B. Written: 30%

The focus of the term paper is your philosophy of health and human movement. It is subdivided into 6 sub-sections, each worth 5% of your grade. They should be submitted within a week after each of the topics have been completed in class in APA format with 1.5 spacing, 2 pages each, 2 references in each section using the following sub-titles:

Socratic Principles in Personal Practice  
Embodiment and Mind Body Relationship.  
Metaphysics and Movement: East/West acculturation  
Epistemology and Walking  
Aesthetics and the Meaning of Playing  
Ethics and the Challenges of Competing

C. Exams (30% of grade)

Mid-term Exam 10%

Final Exam 20%

## **COURSE OUTLINE**

### **Thursday August 30** Introductory Session

Preview of the class, including topics to be covered and an overview of assignments. Analysis of the meaning and purpose of Kinesiology and Health Sciences related to the Arts, Letters and Values (ALV) and Cultures, Societies, and the Individual (CSI) domains of the Liberal Arts. Consideration of the proposition that in an age of relativism and fake news, establishing principles and living by them is of paramount importance. Preparation for Socratic questions assignment.

**Tuesday September 4** Introduction to philosophy and values (ALV): content and method (Read Charles, Preface and Chapter 1) and discussion of the relationship of philosophy and practice; policy and the social construction of reality (CSI). Prepare for this class by reading **Six Questions of Socrates** with a particular emphasis upon the Socratic principle you have selected for group analysis. In class today the **virtue** and **moderation** groups will make power-point presentations to critique Phillips analysis of virtue and moderation. This will lead to a discussion of the meaning and methods of philosophy and to participation in a series of applied philosophy exercises that are designed to provide an introduction to philosophy, to the relationship of health, human movement and philosophy, and to the experiential process of applied philosophy.

**Thursday September 6** Phillips critique of **justice, good and courage**.

Group presentations of moderation, justice and good, sub-divided into four categories: reacting/self-distancing to the basic question, identifying key points of discussion in the chapter, textual analysis/critique of the conversations and synthesis of applications to health and human movement through social policy and cultural practice.

**Tuesday September 11** Piety and the good life leading to a comparative analysis of the relative importance of the Socratic values

Group presentation of **piety**.

Lecture/discussion/debate regarding the meaning/importance of both theoretical and applied philosophy with particular emphasis upon how the six Socratic value-orientations discussed in class influence public policy and personal practice). This will be presented in the form of an intergroup debate on the topic that (your principle, eg courage) is the most important of the six ideals discussed by Phillips for humans moving in a healthy society now and in the future.

**Thursday September 13** Phillips' moral caboose: is excellence still possible?

Presentation and critique of the chapter on this topic supplemented by the reading posted on the Blackboard site for this class, leading to the following debate:

Debate: That the Olympic Games is a pinnacle of athletic excellence and good health, that represents all of the Socratic virtues in the ideal society and is a model for how we should live the good life.

**Developing Self-Understanding and Understanding Others**

**Tuesday September 18** Self-understanding and mind/body questions: from being a body to having a body now and in the Fourth Age. (Read Charles, Chapter 2, pages 33 to 51 and Reese Part One, particularly the section entitled Three Big Questions, pp. 39-55).

Be ready to discuss dualism, monism and holism in the Fourth Age, in particular such statements as "What were for thousands of years simply abstract and to many people, largely irrelevant ponderings are now the central questions of our time" (Reese, p. 40). Discuss the importance of understanding", "what is the composition of the universe", "what are we" and "what is your self" in the Fourth Age.

Debate: That philosophical questions relating to the composition of the universe, what are we, and what is your self will determine the face of technology in the Fourth Age

**Thursday September 20** Self Understanding, Epistemology and Moving/Walking.

Students make presentations of the chapters from **A Philosophy of Walking**

Consideration of how the perspectives of the author enlighten us about our mind/body relationship. Analyze and synthesize your own philosophy of walking through experiencing walking and recording the philosophical principles evoked by that experience in a 1 page analysis, much like many of the shorter chapters in your Gros text. Present it to the instructor in the next class session and include it with different cultural perspectives of self, ranging from dualistic to holistic values (ALV) and from eastern to western practice (CSI) in one of the written assignments for this class.

**Tuesday September 25** Aesthetics and Playing: Personal Perspectives (ALV).

Read pages 87-98 of Charles chapter on play to prepare for this class session.

Discussion of the promise of play, elements of play, play as not-work and play and sport. Debate the motion that college athletics is more work than play.

**Thursday September 27** Aesthetics and Playing: Cultural Perspectives (CSI).

Read pages 98-116 to prepare for this class session.

Discussion of why people play, play as you grow, why live your life as play why live a cultures life as play. Debate the Socratic principle that Life should be lived as play.

**Tuesday October 2** Metaphysics in the East and the West (Charles, Chapter 3).

Activity, the Eastern Way (Read assigned chapters of Herrigel, **Zen in the Art of Archery**). Philosophy in Action: how does eastern philosophy affect health and the performance of a movement form? Work with a partner to present critical textual analysis of an assigned chapter focusing on the obscure and meaningful elements of this book.

**Thursday October 4** Complete Herrigel presentations and consider how understanding others can bring self-understanding and self-improvement. Discuss zen in the art of archery and beyond; yoga, tai chi and healing arts. Consider whether the cultural difference exemplified through such eastern healing arts as acupuncture, yoga and tai chi should be more fully incorporated into mainstream medicine and insurance coverage in the USA.

Debate: That western sport performance and health practices could be improved by the incorporation of the traditional eastern philosophy found in **Zen in the Art of Archery**

**Tuesday October 9** Holism, Dualism and Career Implications (Read Charles, 52-64 to prepare for this class)

Consideration of mind/body philosophy and career: analysis of the impact of mind/body philosophy on daily life in diverse societies (gender roles, sport, technology and health) and professional performance (kinesiology-based careers).

Debate: That your mind-body philosophy will have major ramifications for your choice of a health and human movement career, for your way of professional practice and for your approach as a consumer.

**Thursday October 11** Mid-term exam

**Fall Break October 13-16**

**Choosing the Right Path**

**Thursday, October 18** The Growing Need for Ethics (Read Charles, 133-139 to prepare for this class)

Analysis of how ethics will affect health moving forward, with a particular emphasis on your experiences and aspirations. Synthesis of how ethical decisions may be made using DETECTORS: ethical theory leading to moral decision-making (choosing the right path).

Debate: that ethics is a critical frontier in the future of both medicine and sport.

**Tuesday, October 23** The relationship between morality and movement: can such behavioral extremes as violence be healthy for participants and the future of the events?

Debate: That violence in sport is ethically justifiable in some circumstances.

**Thursday, October 25** Doing Ethics (Read Charles, pp. 139-146 to prepare for this class)

The question of how to make ethical decisions is considered in the context of absolute and relative standards of morality. Introduction to DEFLECTORS, codes of conduct and the case study approach to be approached through the process of becoming DECIDED. Debate: That the strategy of losing intentionally in some cases can be morally justified.

**Tuesday, October 30** DETECTORS applied in sport: can they develop healthy working relationships?

Application of each of the DETECTORS in sport-related contexts

Debate: That the rights of the intercollegiate athlete should be more important than any social contract with the NCAA represented by rules enforced by Athletics Departments

**Thursday, November 1** Codes of Conduct in the play of sport and the work of health care.

The question of the day is whether it is possible to design and implement professional codes that will effectively legislate morality. A second, no less important, question is whether such a course of action is desirable. At work and in play, we are governed by moral principles that prescribe our actions. How do we determine what to do and what not to do when faced with ethical dilemmas? Unwritten codes will be identified and their impact upon behavior will be analyzed. As a starting point, the unwritten code of sportsmanship will be considered as a principle for life and work, especially health care.

Debate: That it is sometimes the right thing to do to break the rules of sport and of the health care work place.

**Tuesday, November 6** Morality and Justice in Sport (Charles, 148-9)

Following up on the judgment of whether it is morally permissible to gain an advantage at work and at play, the question to be debated in this class is what constitutes a just and fair society from a Rawlsian perspective? In particular, the issue of whether "social engineering" through the law courts is ethical will be addressed in relation to affirmative action and Title IX.

Debate: That affirmative action in higher education admissions programs and Title IX in intercollegiate sport are ethically justifiable because they correct the injustices of the past.

**Thursday, November 8** Morality and Justice in Health Care (Charles, 149-151)

The question of allocation of scarce resources applies in health care as well as sport. In this case the resource is human organs and the question is how should the recipient be chosen in the case that there is one organ and two potential recipients?

Debate: That the star professional athlete in the prime of his life who is injured in the heat of a contest should receive a donated organ ahead of an aging incarcerated criminal in similar condition who had his name on the organ recipient list first.

**Tuesday, November 13** Individual Autonomy (Charles 151-153)

The ethical limits of personal autonomy and property rights will be explored as they relate to the question of procreative profit.

Debate: That it is immoral for a W&M student to sell her eggs in order to earn a profit

**Thursday, November 15** Justice and Paternalism in college sport (Charles, 153-155)  
What is the right and just balance between personal autonomy and moral legalism? The parameters of paternalism prescribed by John Stuart Mill in On Liberty, will be used to define a personally acceptable code of paternalism. The question of how far authority should be able to infringe upon the freedom of action of any individual will be discussed as it relates to drug-testing for performance-enhancing substances  
Debate: That a college athlete and an applicant for a health care position should be able to opt out of drug-testing for recreational drugs that are not performance-enhancing.

**Tuesday, November 20** Intrusive paternalism in recreational choices (Charles, 155-156).  
The anti-paternalist position that Mill reached regarding the ethical right of authority to intrude into personal choices about risk-taking behaviors that do not cause harm to others will be tested in this discussion of personal recreation.  
Debate: That an individual should be allowed to choose whether to wear a protective motorcycle helmet or personal flotation device without governmental intrusion.

### **Thanksgiving Break: November 21-25**

**Tuesday, November 27** Ethics beyond the realm of interpersonal relationships  
This class session will be devoted to an analysis of the stages of moral development as defined by Kohlberg. Discussion of issues from the ethical perspective of post-conventional morality.  
Debate: That an athlete aided by prosthetic devices (eg Blade-Runner) should not be allowed to compete in the Olympic Games because in the interests of fairness no athlete should have an artificial advantage.

**Thursday November 29** Ethics and Axiology: Pulling it all together.  
Discussion of the relationship between choosing the right path and living the good life; spanning ideas from Greek idealism of the past to the challenges of creating your future, illustrated by excerpts from A River Runs Through It.  
Debate: That the 2018 International Association of Athletics Federation ruling that female middle distance runners should submit to testosterone testing and reduce their testosterone levels to an acceptable norm is just and fair.

**Tuesday, December 4** The interplay between ALV and CSI domains in the liberal arts and in life. Consideration of how values affect practice in health and human movement with particular emphasis upon developing a career case study.

**Thursday, December 6** Course conclusion (Paper is due today). Course review and final exam preview.

### **University ADA Accommodation Syllabus statement**

William and Mary accommodates students with disabilities in accordance with federal laws and university policy. Any student who feels they may need an accommodation based on the impact of a learning, psychiatric, physical, or chronic health diagnosis should contact Student Accessibility Services staff at 757-221-2512 or at [sas@wm.edu](mailto:sas@wm.edu) to determine if accommodations are warranted and to obtain an official letter of accommodation. For more information please see <http://www.wm.edu/sas>