

KIN 58 Course Outline as of Summer 2025**CATALOG INFORMATION**

Dept and Nbr: KIN 58 Title: ETHICS IN SPORTS

Full Title: Ethics in Sports

Last Reviewed: 11/27/2023

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: KINES 58

Catalog Description:

Students will examine ethics, moral issues, and value judgements related to sport. Students will learn to follow and analyze ethical arguments, examine philosophical issues, and apply them to the artistic expression of sport.

Prerequisites/Corequisites:**Recommended Preparation:**

Eligibility for ENGL 1A or EMLS 10 (formerly ESL 10) or equivalent

Limits on Enrollment:**Schedule of Classes Information:**

Description: Students will examine ethics, moral issues, and value judgements related to sport. Students will learn to follow and analyze ethical arguments, examine philosophical issues, and apply them to the artistic expression of sport. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or EMLS 10 (formerly ESL 10) or equivalent

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:

IGETC:	Transfer Area	Effective:	Inactive:
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CSU Transfer:	Transferable	Effective:	Fall 2024	Inactive:
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UC Transfer:	Transferable	Effective:	Fall 2025	Inactive:
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CID:

Certificate/Major Applicable:

Major Applicable Course

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Apply ethical principles and frameworks to analyze complex ethical dilemmas in sports.
2. Assess the ethical implications of various sports policies, practices, and rules (e.g. gender equity and doping), and propose ethical improvements or alternatives.
3. Analyze the influence of societal values and ethical issues on sports culture and society.
4. Evaluate strategies for advocacy and promotion for ethical leadership and accountability in sports.

Objectives:

In order to achieve these learning outcomes, during the course students will:

1. Examine and discuss morality and ethical issues pertaining to sport and their application in the sport industry.
2. Apply the theoretical and foundational concepts that support ethical and moral reasoning in sports.
3. Compare the similarities and differences of various ethical theories.
4. Discuss factors that influence decision-making.
5. Identify, analyze, and debate specific issues relative to ethical dilemmas commonly encountered within the competitive sport context.
6. Demonstrate effective written and verbal communication such as critical thinking, deductive reasoning, and decision-making.
7. Formulate opinions by understanding both sides of an argument, in regards to performance-enhancing drugs in sports.

Topics and Scope:

- I. The Process of Moral Reasoning
 - A. Values, morals, and character
 - B. Culture
 - C. Impartiality, consistency, and reflection

II. Values and Principles

- A. Ethical dilemmas
- B. Ethical principles needed to come to conclusions
- C. Case studies, class discussions and lectures

III. Application and Strategies

- A. Rules and how they are connected to principles
- B. Steps to working through a moral problem
- C. Obstacles and fallacies in reasoning

IV. Intimidation, Competition, and Sportsmanship

- A. Intimidation
- B. Competition
- C. Sportsmanship

V. Violence in Sports

- A. Prevention of violence and questionable conduct
- B. How violence can be physical as well as psychological
- C. Why violence exists in sport and society and is even somewhat condoned
- D. How the establishment of rules, the emphasis on winning, and the controls that have been established affect the amount and extent of violence in sports
- E. Categorical imperatives that can help reduce violence in sport

VI. Eligibility in Sports

- A. Eligibility issues at all levels of sport relating to moral issues
- B. Case studies and scenarios in regards to eligibility rules
- C. Ethical dilemmas regarding eligibility

VII. Sport Elimination and Commercialization

- A. Ethical dilemmas regarding sport dropout in interscholastic and commercialization in sport
- B. Being cut from the team
- C. Burnout
- D. Exploitation

VIII. Racial and Gender Equity

- A. School integration on African American athletes and coaches and if these effects were ethical
- B. The media's portrayal, myths and realities about upward mobility, and the exclusion from management positions of African American athletes and women in today's society
- C. Title IX
- D. Ways to increase racial and gender equity in sports

IX. Ergogenic Aids for Sport Performance

- A. Stimulants, depressants, anabolic steroids, cannabis and blood doping on sports participants
- B. Drug testing, and health issues regarding taking ergogenic aids

X. Ethical Considerations of Technology in Sport

- A. Technology and advanced materials
- B. Potential benefits from technology
- C. Possible solutions/guidelines to follow with the use of advanced materials

XI. Sport Science, Physical Education, and Research

- A. Moral responsibility
- B. Being a sport scientist, physical educator, or research scientist
- C. Professional responsibility, collegiality and loyalty

XII. Morality in Sports

- A. Moral values
- B. Moral reasoning

Assignment:

1. Reading and textbook assignments
2. Journal article critiques
3. Research papers
4. Term project(s)
5. Presentations
6. Discussions or debates
7. Ethical case studies
8. Quizzes and exams

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Journal article critiques, research papers, term project(s)	Writing 20 - 50%
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Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Case studies	Problem solving 5 - 10%
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Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None	Skill Demonstrations 0 - 0%
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Exams: All forms of formal testing, other than skill performance exams.

Quizzes and Exams	Exams 40 - 60%
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Other: Includes any assessment tools that do not logically fit into the above categories.

Class participation, presentations, discussions, debates	Other Category 5 - 20%
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Representative Textbooks and Materials:

Ethics in Sport. 3rd ed. Morgan, William. Human Kinetics. 2018 (classic)

Sport Ethics: Applications for Fair Play. 3rd ed. Lumpkin, Angela and Stoll, Sharon and Beller, Jennifer. McGraw-Hill. 2003 (classic)

Other Appropriate Texts