

**EXAMINING THE EFFECTS OF AN INTERVENTION PROGRAM
CONCERNING SPORT COMPETITIVE THEORY AND MORAL REASONING
ON THE MORAL COGNITIVE GROWTH OF FRESHMEN**

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ABSTRACT

During the fall of 2008 and the spring of 2009, two Sports and American Society Core Discovery courses' pedagogical styles were examined to determine if there was a variation in how they effected moral reasoning development in freshmen students. One course featured an instructor utilizing a Maieutic Socratic teaching methodology while the other featured an instructor using a social constructivist approach. The mixed methods study involved 65 students with 30 enrolled in the experimental course (Male, N=22; Female, N=8) and 35 enrolled in the control course (Male, N=21; Female, N=14). However, due to transfers and student dropouts, only 13 students in the experimental course (Male, N=8; Female, N=5) and 22 students in the control course (Male, N=11; Female, N=11) were part of the final posttest. The sample was classified as: 1) experimental group with a moral reasoning education intervention and, 2) a control group, using a Social Constructivist theory style of teaching. An ANOVA using GLM procedures found no significant difference between experimental versus control Sports and American Society Core Discovery courses. Wilks Lambda: $F(1,31) = 1.585$, $p = .221$, partial $\eta^2 = .093$. However, the experimental Sports and American Society Core Discovery course group moral reasoning scores increased from Time 1 (mean = 35.41, SD = 4.85) to Time 3 (mean = 39.25, SD = 7.30) where the control Sports and American Society Core Discovery course group moral reasoning scores decreased from Time 1 (mean = 34.13, SD = 6.43) to Time 3 (mean = 32.59, SD = 10.03). Though no significance was found, perhaps instructors may be able to use these results to better pedagogical framework for effective moral reasoning development in first year courses specifically designed for college freshmen.

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CHAPTER ONE

The Problem: Intervention Program in College Core Discovery

Introduction

Recently, several universities across the United States have undertaken the mission of aiding the growth and retention of freshmen students by requiring specific courses called Core during their first year, or in this particular study, Core Discovery courses. From the university's Web Site, Core Discovery's purpose is to accomplish growth amongst college freshmen through a curriculum that explores contemporary issues and experiences from multiple perspectives and time frames. In addition, Core Discovery courses' should consist of creating awareness and sensitivity to human diversity through developing an understanding of assorted values, attitudes, and interpretations. More important, Core Discovery courses provide content that aids students' examination of their own and others' diverse values, which shape the multiple cultures residing on campus.

Currently at the university, numerous Core Discovery course options are available for freshmen such as Sports in American Society, Globalization, Cultural Encounters: The Latino Story, Contemporary American Experience, Sex and Cultures, and so forth. Though there are several course options available, freshmen may only enroll in one Core Discovery course. In addition, when freshmen choose their Core Discovery course, they are generally enrolling in that course for the entire year. While there are several diverse Core Discovery course options, all Core Discovery courses carry the same mission and standards for their instructor and students. Moreover, each Core Discovery course has the

objective of guiding students to success during their freshmen year and preparing them for future success during their collegiate experience.

To accomplish the loftily expectations desired by the university and Core Discovery, instructors are encouraged to use content that explores the affluence of campus culture through lectures, concerts, theatre productions, gallery exhibits, guest speakers, videos, and the Internet . These activities and materials assist Core Discovery in creating an atmosphere that fosters growth in interpersonal skills, class participation, and group work. The hope is that if these activities and materials are common classroom practices, this learning environment may create thoughtful listening, questions, responses, and discussions amongst freshmen students who are only allowed to enroll in Core Discovery.

Core Discovery courses should challenge freshmen to think critically and develop the ability to gather and synthesize information from numerous disciplines and sources. Through this process, Core Discovery courses may aid freshmen in developing effective note taking skills and a working knowledge of university libraries and student academic services. More important, the intent is that freshmen will become better equipped and more confident with materials and services needed to thrive in college.

For Core Discovery courses to succeed in accomplishing their mission, instructors need to play a major role in their freshmen students' development. It is desired that Core Discovery instructors provide an atmosphere where differing opinions are respected and open for exchange among class participants. In addition, Core Discovery instructors are asked to stimulate interactions with faculty and other students. Instructors are also asked to assist freshmen with academic demands, orientation to university life, and encourage

conversations with students who differ in terms of race, ethnicity, politics, religion, and personal moral and social values.

Through analyzing the information concerning the mission, objectives, and instructor demands of Core Discovery, it is evident that the courses are devoted to aiding the cognitive and social development process of freshmen. It also appears that moral issues of justice, responsibility, respect, and tolerance are the underlying themes within the Core Discovery curriculum. Nonetheless, the best teaching methodology and course content to accomplish the moral objectives and fulfill the mission of Core Discovery appears to be unclear.

Reimer, Paolitto, and Hersh (1983) suggest there are superior methods to accomplishing moral education than others. For instance, they suggest there are certain kinds of social interaction that instructors can utilize which are more conducive to moral development than other interactions. For example, they state that first step of moral education is for the instructor to examine their own moral judgments, and open their mind to the divergent beliefs of their students concerning what constitutes fair solutions to moral problems used in moral education.

According to Gill (1993), certain instruction methodologies like a Maieutic Socratic methodology that emphasize prime moral values as underlying themes to class activity, are the best pedagogical methods for moral education. Perhaps, one could suggest that non Maieutic Socratic teaching methodologies which pertain to the notion that students will discover moral values through lectures and class experience are less capable of accomplishing Core Discovery's objectives. Gill (1993) claims that most non Maieutic teaching methodologies are instructor centered instead of learning centered like

the Maieutic Socratic methodology. In essence, moral values are often never openly discussed or highlighted with the teacher centered approaches; rather, the moral values are usually embedded in the general philosophies and framework of classes like the Core Discovery experience.

If this is the case, one could argue that moral education appears to be more discrete in non Maieutic Socratic styles of instruction. For Core Discovery to accomplish their mission and objectives, perhaps, a better approach to moral education exists where moral values are explicitly discussed in relation to moral issues. Stoll (2008) suggests that a Maieutic Socratic teaching method is one such approach that explicitly addresses the moral values before the issues. In addition, this approach, that is student centered, may be superior in developing moral reasoning within freshmen students than non Maieutic Socratic methods.

Another key implication for conducting this study concerns the issue regarding the age of the students in relation to the development of the moral brain. According to Gazzaniga's (2005) account, the ethical brain's greatest moral growth occurs between the ages of 16-22. If Gazzaniga is correct, and he probably is considering the work of Tancredi (2005), Pfaff (2007), and others; college freshmen (ages 18-19) would therefore be best served for the goals of a Core Discovery through a classroom environment and curriculum that engages in a reflective and challenging moral discussion.

Setting the Problem

Due to the importance of moral education for this age group, an experimental study involving two Sports and American Society Core Discovery courses transpired during the fall of 2008 and early part of the spring in 2009. In this mixed methods study,

one of the Core Discovery courses featured an instructor utilizing the Maieutic Socratic teaching methodology, which underlines moral values within the lesson plan. The other course featured an instructor using a question and answer approach with less of an emphasis on moral dilemmas and ethics, but more on social constructivist theory.

Nonetheless, the latter approach appears to be similar to other instruction styles utilized within Core Discovery. It should also be noted that the experimental course with the instructor using the Maieutic Socratic teaching methodology has several years of teaching experience with this method and has been effective in sport or athlete populations. One question that has always existed is if this methodology would be effective in a general university environment. The reason two Sports and American Society courses were chosen as the experimental courses, was due to the instrument used in this study, which determines one's moral reasoning through their reflections and responses concerning sport situations.

Though the experimental instructor emphasized moral dilemmas in the instruction style, Fox and DeMarcco (1990) state that moral reasoning as a process is a pedagogical style. Reimer, Paolitto, and Hersh (1983) have also suggested that moral reasoning can occur in any curriculum discussing any topics that are focused on moral reasoning issues. Nonetheless, they believe it is necessary for the instructor to infuse prime moral values into their teaching methodology for moral education to be effective. At the conclusion of this experimental study, each instructor and their teaching methodology and content were compared and contrasted to measure possible advantages and disadvantages that their teaching methodology and content may have on moral development amongst freshmen students in two Sports and American Society Core Discover course.

Problem Statement

The purpose of this mixed methods study is to examine the effects of instructors' pedagogy on freshmen's moral reasoning in two Sports and American Society Core Discovery courses.

Constant Variable:

Core Discovery Class: Sport and American Society

Independent Variable:

Teacher pedagogy (Maieutic Socratic tied in moral reasoning and Social Constructivist instruction tied in traditional Core Discovery).

Dependent Variable:

Moral reasoning scores using the Hahm Beller Value Choice Inventory (HBVCI)—A reliable and valid instrument

Researchable sub-problems:

1. What is moral education's role in sports?
 - a. What has been done with moral education in sport?
 - b. Why is it important to have moral education in sport?
2. What is moral development?
3. How has moral education been implemented in collegiate classrooms?
4. Why are Core Discovery courses important for freshmen students' moral cognitive growth?

5. How has the Maieutic Socratic teaching methodology been used with sport before?
6. Why is the Maieutic Socratic teaching methodology important for enhancing moral reasoning?
7. How does the Maieutic Socratic teaching methodology compare against Social Constructivist Theory instruction in moral reasoning amongst freshmen?
8. What are the differences between the two pedagogy styles?

Null Hypothesis:

1. There is no difference in gender moral reasoning scores of students enrolled in the experimental Core Discovery courses.
2. There is no difference in gender moral reasoning scores of students enrolled in the control Core Discovery courses.
3. There is no difference in students' moral reasoning scores enrolled in the experimental and control Core Discovery courses.

Terms:

Competition- a mutual quest for excellence.

Core Discovery Course- is a university class designed to create an academic community for freshmen students. The intent of Core Discovery is for students to learn and understand the academic expectations of the university and build friendships that may last until graduation and beyond. Unlike most classes at the university level, Core Discovery courses last the entire year in hope that students will form relationships with their classmates and instructor.

Maieutic- is a standard centered around an interactive, interpersonal exchange between the teacher as a facilitator and the student as the discoverer. The primary emphasis is to create a learning environment that encourages critical thinking and critical inquiry of ethical and moral issues by both instructor and student.

Moral- is a state in which one knows the good, proper, and right moral obligation. The moral is dependent on motives, intentions, and actions as they affect other human beings.

Moral Development- growth process by which one learns to take others into consideration in making moral decisions. Moral Development is usually considered to occur through six different stages in three different levels, from a low reasoned perspective to a greater reasoned perspective.

Moral Reasoning- a systematic process of evaluating personal values and developing a consistent and impartial set of moral principles to live by (Lumpkin, Stoll, & Beller, 2002).

Morality- refers to motives, intentions, and actions of an individual as they are directed toward others and how these are judged by the greater society.

Pedagogy- the art or science of being a teacher.

Sport- is an activity that is governed by a set of rules or customs and often engaged in competitively.

Sports in American Society- is a course that uses ethics, sociology, history, literature, film, political science, physical education, and cultural studies to explore the central role of sports in America. The course examines the relationship of sports to gender, race, class, ethnicity, consumerism, media, and a number of other topics.

Course materials include essays, documentary and feature films, short fiction and poetry, and historical, legal, and sociological studies.

Value- is the individual relative worth placed on some intrinsic or extrinsic object, experience, or persons.

Assumptions:

1. This study will have a normal representation of college freshmen students enrolled in university required Core Discovery classes.
2. The HBVCI instrument will capture moral reasoning.
3. Teaching methodologies will have an effect on moral reasoning development amongst freshmen students.

Limitations:

1. Limited to the time and place of an environment located in the Pacific Northwest.
2. Limited to freshmen students.
3. Limited to a semester and a half experience.
4. Limited to experience and knowledge of instructors.
5. Limited to the primary researcher's relationship to the experimental teacher as a graduate assistant in the College of Education.

Significance of the Study

Throughout the last 50 years, researchers such as Piaget (1932), Kohlberg (1969), Rest (1973), Gilligan (1982), Bredemeier and Shields (1986), Stoll and Beller (1987), Ebbeck, Gibbons, and Weiss (1995), and Gibbs (2003) have all discovered through empirical research that moral reasoning is a continual process that is consistently

developing throughout one's lifetime. However, what has not received much research is the best pedagogical method to enhance moral development within young populations. As stated previously, Gazzaniga (2005) informs us that the ages of 16-22 is a critical period in brain development, where moral education is imperative to enhancing moral development amongst younger populations. Moreover, he claims that this is the phase when moral education also has its greatest impact.

Though Kohlberg (1984) and associates (Reimer, Paolitto, & Hersh, 1983) provided a general guideline of a question and answer approach to be used in moral reasoning, little has been published on what the most effective pedagogy is to improve moral reasoning education. Considering that the goal of the Core Discovery is bound in moral reasoning; researching pedagogical styles and classroom content to explore moral reasoning would be beneficial to: 1) the goals of Core Discovery, 2) the development of cognitive moral reasoning of the students, and 3) the growth of the students' moral brain development.

Following Kohlberg's model of moral reasoning, Reimer, Paolitto, and Hersh (1983) offered research to support the hypothesis that specifically identifies types or forms of questions that would best cause cognitive dissonance, which is the psychological process necessary to cause moral reasoning growth. Their research, though 20 years old, is supported by later research in neuroscience of the moral brain. Since 2000, numerous research studies and texts regarding reasoning and neuroscience have scientifically supported the earlier psychological studies of moral reasoning growth and its relationship to cognitive dissonance. For example, Tancredi (2005), Gazzaniga (2005),

and Pfaff (2007), report numerous findings regarding the importance of cognitive dissonance and its affiliation to moral brain development.

As stated in the university's Web Site, the purpose of Core Discovery is to aid the growth amongst college freshmen by creating awareness and sensitivity to human diversity through classroom instruction and activities. Core Discovery courses are also desired to provide content that aids students' examination of their own and others' diverse values, which shape the multiple cultures they often encounter during their collegiate experience. Due to the goals aspired, this mixed method's study concerning pedagogy's effect on moral reasoning education could be extremely beneficial to Core Discovery and similar courses in achieving their objectives. More important, this study may aid other universities and instructors in using the best pedagogical approach to aid the moral development of freshmen students.

William D. Casebeer, a philosopher at USAFA stated, "We are social creatures and if we are to flourish in our social environments, we must learn how to reason well about what we should do". Also, according to several writers and researchers (D'Aquili & Newberg, 1999; Eccles, & Gootman, 2002; Resnick, 2002; Tancredi, 2005 Gazzaniga, 2005, Pfaff, 2007; and Stoll, 2008), moral reasoning is strongly desired amongst younger populations that fall in the age range of the majority of college freshmen.

According to neuroscientists Eugene D'Aquili and Andrew B. Newberg (1999), the human brain appears to be organized to ask ultimate questions and seek ultimate answers. They argue that there is a need for moral reasoning education in younger populations. They also maintain that the need in young people to connect to ultimate

meaning and to the transcendent is not merely the result of social conditioning, but is instead an intrinsic aspect of the human experience.

Tancredi (2005) suggests that we are hardwired for morality and thus we need better role models, improved environment, and better living experiences to improve moral development. Tancredi (2005) also stated that because we are hardwired - meaning the brain grows in proportion to the amount of discussion, thought, and reflection - young people need quality instruction from role models to discuss, argue, and cause them to think about the important moral issues in life. Due to these later neuroscience research findings, the exploration of teaching methodologies within Core Discovery courses should strongly be considered.

This mixed methods study examined two instruction styles and content from separate instructors. One pedagogical style emphasized prime moral values such as justice, honesty, respect, responsibility, and beneficence as the foundation of classroom activity. The alternative style touched on prime moral values, but they were the central emphasis of classroom activity. In addition, the instruction style was a more traditional Core Discovery approach than the experimental style, emphasizing Social Constructivist theory. Through the examination of the separate pedagogical styles and content, this mixed methods study could perhaps be valuable in understanding how freshmen students develop morality during the period in which moral development is the greatest. In addition, this study may lead to improved ways for enhancing the appropriate behavior and aid the reasoning process in freshmen students. Stoll (2008) suggests that moral development can only occur if the students have the skills, tools, and knowledge to do so.

Stoll (1998) states, “Moral reasoning does not promise behavioral change, but it does promise individual soul searching and reflection on personal beliefs, values, and principles. Without this process, cognitive moral growth will not increase, behavior change will never occur, and the potential for consistent moral action becomes little more than a hit or miss proposition (p. 24)”. Currently, Stoll’s belief is that a Maieutic Socratic teaching methodology and an interactive moral education curriculum may be the best teaching methodology to achieve moral reasoning development within freshmen students.

However, the Maieutic Socratic style has not been compared to an alternative pedagogy style in Core Discovery. Perhaps by analyzing moral education pedagogy style, and content in Core Discovery courses, improved material regarding moral education and pedagogical styles could be introduced to the collegiate curriculum. These improved moral educational tools may help students learn the importance of moral reasoning and its effects throughout life. By analyzing moral development through pedagogical styles, this study may initiate the importance to universities about choosing a better education path for their students’ moral development.

CHAPTER TWO

Review of Literature

Introduction

This study used two Sports and American Society courses in the Core Discovery curriculum to examine the impact of pedagogical styles on moral reasoning growth in freshmen students. The reason two Sports and American Society course were chosen is because it appears that sport in American society is usually practiced as a zero—sum end activity whereby there is a winner and a loser (Shields, 2001). Moreover, it is with the arena of competition that most sport experience transpires. Depending on one's view, competition may be a positive or negative experience; and it is an environment that challenges moral decision making and moral action. Eleanor Metheny (1973) said sport action is a choice, and it is either moral or immoral.

The following review of literature discusses the elements of moral development, moral development and the relation to competition, moral development and sport, moral education, moral education within athlete populations, moral education in collegiate courses, the Maieutic Socratic teaching methodology and moral reasoning, and why Core Discovery courses are important for freshmen's' moral cognitive growth.

Moral Development

Over the last 25 years, much literature has been written regarding the relationship of participation in sports, competition, and one's moral development (Shields & Bredemeier, 2005; Gibbs, 2003; Walker, 2002; Beach, 1999; Bailey, Reall, & Stoll 1998; Stoll & Beller, 1998; Ebbeck, Gibbons, & Weiss, 1995; Kohn, 1992; Bredemeier &

Shields, 1990; Bredemeier & Shields, 1986). In general, much of the research conducted has been on young adults and people involved with collegiate athletics (Bredemeier & Shields, 1986; Bredemeier & Shields, 1994; Reall, Bailey, & Stoll 1998; Stoll, & Beller, 1998). A number of studies have examined moral development and sportsmanship, but there has been little exploration of what is the best method of moral education to foster moral development growth in freshmen students. Nonetheless, one needs to understand moral development and its theories before one can implement the proper instruction method for one's moral education agenda in a Sports in American Society Core Discovery course.

Piaget's Theory of Cognitive Development

To begin, Piaget's (1932) theory of cognitive development examined the processes of coming to know and the stages one progresses through in developing that ability. Piaget (1932) theorized that infants are born with operating schemes that he called "reflexes." He believed that infants initially used these reflexes to adapt to the environment, but quickly replaced these reflexes with constructed schemes. Piaget (1932) felt that the cognitive operations in infants are used to adapt, assimilate, and evolve to function in a complex social environment. Through Piaget's (1932) research and theoretical writings, he identified four stages in cognitive development: 1) Sensory Motor Stage (infancy), 2) Pre-operational stage (toddler and early childhood, 3) Concrete operational stage (elementary and early adolescence, and 4) Formal operational stage (adolescence and adulthood).

To Piaget (1932), morality included both the individual's respect for rules and justice (a concern for reciprocity and equality among individuals). His work was

concerned with the shift in morality from that of respect, constraint, and obedience to that of self governance and control. Piaget (1932) theorized that individuals develop their moral background in duty, obedience, and constraint and then through maturation toward a direction of autonomy, cooperation, and equality. Essentially, he believed that as the child's cognitive processes developed, social interactions would increase, and a broadened perspective concerning authority and role reversibility occurred. In summation, the outcome of this process becomes a higher level of moral orientation.

To understand the developmental processes concerning rules, Piaget (1932) studied multiple-aged European children's attitudes toward the origin, legitimacy, and alterability of rules in the game of marbles. From meanings concerning the game's rules, he established stages that were then generalized to all rules. From the stage theory, he applied a theory of justice. "The rule of justice is a sort of immanent condition of social relationships or a law governing their equilibrium" (Piaget, 1948, p.196). In addition, from the former processes, Piaget identified two broad moral development categories the: 1) heteronomous stage--morality of constraint/ coercive rules and 2) autonomous stage--morality of cooperation/ rational rules (Piaget, 1965).

He found that individuals within the heteronomous stage (moral realism) base moral judgements on unilateral obedience to authority such as parents, adults, and established rules (Piaget, 1932). In addition, Piaget (1932) stated that because rules are sacred and unalterable, individuals feel obligated to comply. He suggested that individuals believe others think as they do, and view right and wrong acts as black and white (either completely right or completely wrong). In addition, Piaget (1932) claimed that rightness and wrongness are viewed in terms of consequences and punishments.

Because rules are viewed as fixed and unchanged, transgressions are considered serious. Any rules transgression is followed by the belief in an "immanent justice", the will of God or some inanimate object. Thus, only vague concepts of fairness and justice (equality) exist (Piaget, 1932).

In contrast, the autonomous stage (morality of cooperation or reciprocity) is characterized by the individual's ability to develop a more subjective sense of autonomy and reciprocity (Piaget, 1932). Right and wrong are not absolutes but rather dictated by the situation, with rules subject to modification to one's needs or situational demands. For instance, individuals recognize the game's formal rules, but also understand that the rules can be altered through mutual cooperation. Moreover, duty and obligation are relative to social experiences, peer expectations, and reversibility (the placing of oneself in another's position). And, in the form of either restitution or direct retribution, punishment is reciprocally related to the misbehavior. Finally, an increased cooperation and egalitarian growth occurs during this stage. Essentially, the autonomous stage is typified by respect and cooperation with peers, rather than obedience to adult authority (Piaget, 1932). In addition, Piaget attempts to show that cognitive and moral development occurs concurrently.

In conclusion, Piaget's (1932) moral development theory hypothesizes that cognitive development closely parallels biological growth and development. Essentially, as individuals mature and interact with others and their environment, cognitive capacities increase. Through maturation, the child gains equality with older peers and adults, thus gaining self-esteem and respect for others. Theoretically through this process, the child is encouraged to either change the rules or apply rules on the basis of reciprocity. In

addition, reversibility of roles with peers facilitates awareness, and rules are products of group agreement. Thus, through increasing social interactions and maturation processes, the child gains a new awareness concerning rules, their origin, and applicability. Rules are no longer viewed as obedience to adult authority (heteronomous morality), but as products of agreement and cooperation (autonomous morality). According to Piaget (1932), the result is a broader, more mature view of rules and justice.

Kohlberg's Moral Development Theory

Like Piaget, Kohlberg (1971) believed in universal, sequential stages of cognitive development. Each stage depends upon knowledge gained from the previous stage, which is qualitatively different and more sophisticated than the earlier stage (Turiel, 1966). The relationship between Piaget (1932) and Kohlberg (1984) is that while the former posits cognitive morality in the domain of logic or mathematical structures and physical domains, the latter posits cognitive structures in the philosophical and conceptual domains. Kohlberg engages philosophy in his approach because he believed empathy and identification are separate elements for physical and mathematical sciences (Kohlberg, 1971). This refers to an individual's ability to identify with another person's point of view, known as reversibility or in Biblical terms "the Golden Rule" (Kohlberg, 1967).

Kohlberg (1969) posits that justice (from which all social norms are derived) is the key to moral development. His theory of justice stems through the Platonic theory of good, "the Golden Rule", and formalist philosophic theory such as Kant's categorical imperative (1959) and Rawls' (1971) theory of justice. Specifically, Kohlberg (1981a) states, "I have tried to trace the stages of development of morality and to use these stages

as the basis of a moral education program, I have realized more and more that its implication was the reassertion of the Socratic faith in the power of the rational good” (p. 29).

Although Kohlberg follows Platonic theory, he conceives of justice as equality rather than a hierarchy. His stages follow Kantian moral philosophy in that moral judgements are based on concepts of obligation as defined by the principles of respect for others and justice. Moreover, Rawls’ theory (1971) involves making moral judgements based in reflective equilibrium (principles and judgements coincide). Similar to Piaget (1932), Rawls holds that an equilibrium must exist between beliefs concerning general principles, and judgements about certain situations (a constant give and take relationship). He further states that the principle of justice is an equilibrium among competing claims.

This equilibrium occurs only when an individual chooses an "original position" prior to the establishment of an action, under a "veil of ignorance" (Rawls, 1971). The "veil of ignorance" (the notion that no one knows his/her position in society) represents impartiality and universalizability. Impartiality is best defined as an unbiased view, whereas universalizability is defined using Kant's (1785; 1959) Categorical Imperative ("So act that the outcome of your conduct could be universal will.") The foundation of Rawls' system of equilibrium is reversibility. In other words, moral judgements must be reversible; that individuals must live with their moral decisions if they take another's place given the same situation (the Golden Rule). Equilibrium and reversibility (justice) form the philosophical foundation of Kohlberg's stage theory. Essentially, a higher order

stage thinking process is represented by a greater application of justice to moral decisions (Beller & Stoll, 1992).

Like Piaget (1932), Kohlberg (1971) believed that this development was strictly progressive (i.e., once a child had transitioned to a higher stage, he or she could not go back to the kind of reasoning used in an earlier stage, and that children always transitioned from their current stage to the next stage, i.e., they never skipped stages). Kohlberg (1967) also believed that these stages were universal, and conducted studies in a variety of cultures to demonstrate this theory. Here is a short description of each stage from Kohlberg (1967):

First Level or Pre-Conventional (ages 2-8).

Stage (1): Stage One is characterized by obedience and punishment orientation. At this stage of development, an individual's explanation for following rules is largely based on the consequences of breaking the rules. During this stage, children see rules as unquestionable and immutable.

Stage (2): Stage Two, also referred to as instrumental exchange orientation, the child's reasoning is based on what is in it for them. During this stage, moral rules are not immutable and unquestionable, but also subjective (Kohlberg, 1981). Different self-interests yield different rules. Punishment is still important, but in a different way. Turiel (1983) states that Stage One punishment is tied in the child's mind with wrongness; punishment proves that disobedience is wrong. At Stage Two, in contrast, punishment is simply a risk that one naturally wants to avoid.

Second Level, Conventional (Ages 9-11).

Stage (3): Stage Three is also known as interpersonal conformity orientation. This stage contains elements of the more mature stages to follow, such as the belief that morality involves a sense of community, and duty, but also contains elements of the previous stages. In particular, it involves conformity to family or community standards in order to gain approval (Kohlberg, 1981).

Stage (4): Stage Four is also called law-and-order orientation. During this period, reasoning process conveys considering what is best for the community. Kohlberg (1981) also states that laws are instruments for maintaining order.

Third Level: Post-conventional (Ages 12 and Up).

Stage (5): Stage Five is set apart by the notion of prior rights and social contract as a point of reference. According to Kohlberg (1981), Stage Five respondents hold true the concept that a good society is best conceived as a social contract where people liberally enter to contribute toward the benefit of all. They recognize that different social groups within a society will have different values, but they believe that all rational people would agree on two points. First, they would all want certain basic rights, such as liberty and life, to be protected. Second, they would want some democratic procedures for changing unfair law and for improving society (Turiel, 1990).

Stage (6): Stage Six moral reasoning is based on universal ethical principles. For the duration of stage six, ethical rules are based on an individualist and democratic perspective. Ethical rules are a product of individual reasoning, rather than handed down from an authority. Justice and fairness are the guiding principles (Kohlberg, 1981).

Moreover, Kohlberg focuses on the cognitive aspect of morality (Kohlberg, 1981). There is also cross-cultural support for the six stages—see Snarey, Reimer, & Kohlberg (1984). The mechanism for regulating morality balances external reward-based and social regulation to internal abstract ideas. According to Tomlinson-Keasey and Keasey (1974) abstract thought is not enough to produce Stage Five reasoning. Development and growth in moral reasoning is initiated by cognitive dissonance. Walker (1996) reported that subjects in a state of disequilibrium show the greatest changes in moral development and development continues throughout the human lifespan if the proper treatment is applied (Walker, 2002).

In conclusion, Kohlberg believed that morality consists of the most fundamental societal values, with the preservation of human rights (justice) as the most fundamental value. His theory holds that cognition and morality develop through reflective equilibrium, and between principles and experience.

Rest and The Defining Issues Test (DIT)

James Rest (1979a-b-c) developed the Defining Issues Test (DIT) using Kohlberg's cognitive development theory and Piaget's model of cognitive development. Piaget's and Kohlberg's studies of cognitive moral development were reliant on justice as a guiding moral virtue. Both researchers believed moral action and behavior are centered on the sense of fairness. Consequently, Rest (1976) also embraced the "stage model" of moral development. The underlying assumptions for the DIT are:

1. The morality of an individual's reasoning can be classified at a single stage (or at the two adjacent stages).
2. Each stage is a reconstruction or transformation of the prior stage.

3. Therefore, each stage is described in terms of formal structures of reasoning, not in terms of the content of judgment and values such structure generate (Rest, 1979, p. xi).

Rest (1974), noted that moral judgment is living, evolving, and never fully develops. One source of this evolution is the developmental stage of the moral agent and the other source of this development is one's cultural experience. In addition, Rest (1979) claims that moral development is a cognitive process. Rest's (1974) measure of moral cognition and preference is based on conceptual comprehension of cognitive moral reasoning. However, while moral judgment development occurs in a cognitive domain, it is not dependent on cognitive ability. Measures of moral judgment correlate with measures of moral values, which maybe based on deontological or teleological principles.

Dortzbach (1975) studied the effect of age and education on moral judgment using the DIT. The sample included a group of subjects between the ages 25-74 and found that moral judgment increased in adults with education, but not with age. Coder (1975) found a slightly negative correlation with age, while a positive correlation with education. More important, there is a general consensus among researchers that concur with Rest's (1979a-b-c) findings claiming that formal education has a stronger effect than age on cognitive moral development. Evidence also suggests that in the adult population, moral development advances are even slower after formal education concludes (Rest, 1972).

In a more recent study, Rest (1986) reported that college students scored higher than high school students in the DIT and theorized that the progression in age allows more time for cognitive development. Rest also suggests that a higher I.Q. creates a faster

rate of learning and development. In addition, he argues that socio-economic status allows for more development opportunities and education.

Rest (1986) claimed that this is one of the major implications of Kohlbergian cognitive developmental theory is that people change over time in their moral orientation. One's orientation is not a permanent trait, or fixed at an early age, but undergoes successive transformations in a definite, prescribed order. Therefore one would expect that older people in general should show a more advanced stage of moral judgment than younger ones. However, as stated previously, Rest (1986) found that moral judgment scores are higher with increasing age and education. Nonetheless, after adults finish formal schooling, there seems to be a plateau—that is, older adults who only finished high school have DIT scores similar to current high school subjects, older adults who finished college have DIT scores similar to current college students. By and large then, moral judgment seems to develop as long as people continue their education, then tends to level off. In the DIT studies the groups having the highest scores were doing graduate work in moral philosophy and political science (Rest, 1986).

However, Higgins-D'Alessandro and Power (2005) stated, "Adulthood is a network of moral self-concepts that functionally guide decisions and behavior, serving as reference points for the individual. For other youth and adults this network of moral self-concepts may be transformed becoming fully and consciously integrated into one's sense of self as a moral identity.

Further, Higgins-D'Alessandro and Power (2005) stated:

The idea of moral self-concepts or something like it is necessary for two reasons, first, because understanding morality or moral functioning calls

for a theory of the individual connected to his/her actions through conscious and reasoned intentions, and second, because the idea of moral identity as put forth by Blasi seems to describe the few and is defined in such a way as to exclude the great majority of adults, thus calling for a second idea that can adequately capture their moral functioning (pg. 86).

Gender

Overall the research using the DIT is inconsistent in comparing gender differences. It cannot be assumed that all human beings develop moral senses in the same manner (Gilligan, 1982). Consistent with Noddings (1984), the female aspect is largely unknown because the research has generally only occurred on male subjects and was conducted by male investigators. While it may be possible to elicit gender differences in hypothetical moral dilemmas, for the most part, moral judgment in men and women is extremely similar.

Gilligan

Gilligan (1982) agrees with a developmental stage approach to moral reasoning, with one basic exception. She speculates that besides the developmental stage sequence, moral reasoning is delimited by "...two moral perspectives that organize thinking in different ways" (Gilligan, 1982). Although the perspectives are not absolute to one gender, she states that men define morality almost exclusively relative to principles of justice, whereas women's concepts of morality concern standards of responsibility and care. Essentially, women morally reason less in terms of rights and more in terms of responsibility based in an "insistent contextual relativism" (Gilligan, 1979, p. 444).

Gilligan (1987) further states that most individuals are aware of the two perspectives yet use only one to facilitate and clarify decisions. The two perspectives are not opposite ends of a continuum, "...with justice uncaring and caring unjust...", but rather, "...a different method of organizing the basic elements of moral judgment: self, others, and the relationship between them" (Gilligan, 1987, p. 22).

However, Gilligan (1982) believes problems exist because one moral perspective currently dominates psychological thinking and is embedded in the most widely used measure for assessing the maturity of moral reasoning. Kohlberg's (1981) and Piaget's (1932) work (Gilligan, 1982). Second, previous research such as Kohlberg's (1981) was based on a longitudinal study of eighty-four males. Through her theory, she argues that women score lower on tests such as Rest's (1973) Defining Issues Test and Kohlberg's (1984) Moral Judgment Questionnaire because of the test's orientation toward principles of justice.

Gilligan (1982) and her colleagues used these differences as a starting point to propose completely different patterns of moral development for men and women. As stated previously, Gilligan believes that morality develops by encompassing much more than justice. Gilligan and Attanucci (1988) demonstrated that concerns about both justice and care are represented in female thinking when considering real-life moral dilemmas. The study also found an association between moral orientation and gender with men and women using both orientations. For instance, care-focus dilemmas are most likely to be presented by women and justice-focus dilemmas by men (Gilligan & Attanucci, 1988).

Rest (1976) reviewed 22 female subjects examining gender differences in DIT research; he noted a significant variation in P scores between males and females.

Although female subjects scored higher, the statistical power of this finding was weak. In contrast Haan, Smith, and Brock (1968) reported that female subjects consistently used stage three reasoning, while males were at stage four. Nonetheless, Beller and Stoll (1993) have repeatedly found that women score significantly higher than males do in their DIT scores.

Moral Development and the Relation to Competition

Through the previous literature, one can see that there are many factors that affect one's moral development. In addition, one can also argue that the more sports have become competition focused in American Society, the more they have effected moral development in athletes and perhaps, the population that follows sports. For instance, several recent examples exist of athletes or people related with athletes intentionally violating rules to elevate their performance. Some of the latest scandals that have made headlines include the BALCO steroid disgrace, Floyd Landis and the Tour de France, and Bill Belichick's camera spying on the oppositions' play calling in the National Football League. Moreover, one could argue that rises in unethical behaviors are also being enacted in the playing environment. For example, 2003 brought Sammy Sosa's corked bat and in the 2006 World Series, Detroit Pitcher Kenny Rodgers was asked to remove the pine tar from his throwing hand. In a post game interview, Rodgers claimed the substance was dirt. Nevertheless, the substance he claimed to be dirt was conveniently pictured under his palm in each of his other two previous post season starts. As discovered in Reall, Bailey, and Stoll's (1998) study, when participants have an opportunity to win and better themselves, cheating may be the path they choose during

competition. Former Minnesota governor Jesse Ventura once stated, “Win if you can, lose if you must, but always cheat during competition” (Rushin, 2003).

Hon and O’Connor (1994) explained that athletes are frequently encouraged to utilize unsportsmanlike behaviors such as violence and intentional rule violation in order to win a contest. Often, these players are influenced by their coach and the perception of their teammate’s probability to perform similar behaviors (Stephens & Kavanagh, 2003). What athletes and coaches fail to realize is that this behavior undermines the moral development of sportsmanlike attitudes necessary to play fair and the quest for mutual excellence. In addition, these behaviors factor into the development and modification of sportsmanship attitudes in younger, less experienced athletes (Hopkins & Lantz, 1999).

Moral Development and Sport

Researchers argue that the longer athletes are involved with athletics the more their morality declines (Bredemeier & Shields, 1986; Stoll & Beller, 1998). Bredemeier and Shields (1986) conducted a study involving collegiate and high school nonathletes and basketball players, with an equal ratio of male to female subjects in all groups. They discovered that female and male nonathletes scored higher in moral development tests than did athletes at the college level, little difference, however, existed between high school athletes and nonathletes. They concluded that the longer people are involved with sports, the more they develop an attitude that focuses on winning during competition. In addition, Potter and Wandzilak, (1981) and Stevenson (1975) found negative relationships between sportsmanlike behaviors and the length of involvement in sport activities.

A similar study examined changes in college athletes' ethical value choices in sports. Beach (1999) showed that collegiate athletes decline in sportsmanship orientation over their four year period of participating in collegiate athletics. A decrease in ethical value choices in sport situations also occurred and athletes develop a professionalism attitude, which places a greater emphasis on winning than skill development. Beach (1999) suggest the reason scores decrease over their four-year period of participation in sports may be a consequence of the value placed on winning at all costs in American culture. Furthermore, Priest, Krause, and Beach (1999) suggest that the longer people are involved with sports, their opportunities to cheat may increase.

Stoll and Beller (1998) argued that developing morality is a lifelong process in which people are not born immoral or moral, rather, it is a process that develops through the daily activities they practice. One can carry this reasoning into the developmental process of desire to win during competition. One could argue that individuals are not born as cheaters or non cheaters, but through their daily lives, they develop habits which determine if they decide to cheat or not cheat during competition. Thus, it would seem that through various activities, one can develop morality which may help athletes choose the correct path during competition. Stoll and Beller (1998) state, "Morality is learned and we as teachers and coaches can positively affect the learning process of others who participate in sport."

This brings to question, what are the factors that may affect an athlete's willingness to do whatever is necessary to win during competition? The drive to be successful in competition may come from the rewards people receive because of their success (Reall, Bailey, & Stoll, 1998). In the early 1990s at a northwest university, they

conducted a study with business students competing against each other in game playing activities. One of the game playing activities outlined that students in the upper 50 percentile of the game playing activity, would receive full credit for a paper while the other students would only receive 90 percent of the total points possible. In all of the game playing activities, students' moral values were affected during the game playing because they wanted to win, including a game playing activity where students would receive nothing if they won. Each of the 118 students who participated in this study cheated in the competitive game playing activities to achieve success during the competition. This outcome appears to also be prevalent in athletics.

Stoll (2001) claims that learning immoral behaviors in American sport come from a variety of factors including coaches, parents, peers, teachers, media, and one's environment. Several studies have analyzed how parents, coaches, teachers, peers and one's environment shape their playing behaviors on the field. Stoll's theoretical writings (2001) on moral development state:

Significant people in our lives serve as role models for us. We learn by not only hearing what these important people say but also through their nonverbal instruction, their gestures, facial expressions and body language. These models can be parents, peers, teachers, coaches, co-workers, bosses, or even entertainers. Any person can serve as a role model and can teach others through their actions, words, and behaviors (p. 74).

In accordance with Stoll, (Bredemeier & Shields, 2006; Miller, Roberts, & Ommundsen, 2005; Stephens & Kavanagh, 2003; & Hopkins & Lantz, 1999) claims

these negative competitive behaviors are also be shaped through parents, coaches, teammates, opponents, and participation in other competitive activities. More important, one could argue that unethical behaviors in athletics often lead to unethical behaviors in life. As Reall, Bailey, and Stoll (1998) suggest, college students cheated in activities for numerous reasons including money, superior grades, and sometimes just to win. Throughout history, athletes who have cheated in competition spoiled what they accomplished and tarnished their sports for years after they were caught (Rushin, 2003).

An area of moral development in sport that has recently received more attention is one's ego orientation and task orientation levels and how they behave in sport. Research (Kavaussanu & Ntoumanis, 2003; 2001; Kavussanu & Roberts, 2001) has shown that high levels of ego orientation are associated with cheating and unsportsmanlike behavior. Stuntz and Weiss (2003) found that higher levels of ego orientation also led to the approval aggressive behavior. Nonetheless, research has demonstrated that higher levels of task orientation have positive effects of sportsmanlike behavior. Bredemeier and Shields (2006) suggest that a primary component of ego and task orientation for athletes is their environment. They call this environment the motivational climate in which athletes can be pulled either toward task orientation or ego orientation.

Through sport one can see there are ethical problems that need to be tackled. Bredemeier and Shields (2006) claim that this is where educators can take control of the situation through the motivational climate they develop within students and the classroom. For coaches and educators to be successful in their quest for moral development, Bredemeier and Shields (2006) claim they need to emphasize perspective

taking and empathy, moral reasoning through reflection, and provide a motivational climate or environment that emphasizes task orientation.

Sport as Moral Education

A common argument concerning sport is whether participants build character through their involvement. Due to the importance of this matter, much research has been conducted focusing on the effects sport has on character development. However, it should be noted that sport may also be a powerful catalyst for moral education. For instance, Kalliopuska (1989) discovered that physical activity outside the world of sport tended to increase empathy and compassion within individuals. Kalliopuska became interested in this research due to his study (1987) that discovered basketball players sensitivity levels decreased from the ages of 8- to 16-year-olds as they progressed in basketball. In a later study, Kalliopuska (1992) discovered that athletes who were less empathetic also had lower levels of self esteem and were more self centered. Moreover, recent explorations (Shields & Bredemeier, 2005) have found that nearly a third of children between fifth and eighth grade have felt like they had practiced bad sportsmanship while competing in sport. Though research has shown that sport limits the empathy development within athletes, Bredemeier and Shields (2006) suggest that sport could be used as a channel for aiding one's comprehension of empathy. For instance, they claim that if foul situations in sport arise, coaches and educators could use the examples to ask individuals how they would feel about the situation if it happened to them. Perhaps, an approach like this in a Sports in American Society collegiate course could be effective in moral education for students.

Moral Education

For this reason, moral education has become more of an issue regarding its importance in sport. Nonetheless, many athletes, coaches, and fans still fail to understand exactly what moral education pertains and why it is extremely vital to moral development. Stoll (2004) stated, “Moral education refers to the deliberate and intentional activity of cultivating moral growth and moral judgment as well as the willing disposition to act upon that judgment” (p. 38). According to Kohlberg (1971), moral education is the encouragement of a capacity for moral judgment. If this is the case, moral education consists of the ability to understand and form moral judgments, and also have the courage to act upon what one has learned. Arnold (1994) suggests that when moral judgment is translated into an appropriate moral action, moral education is most clearly expressed.

Kretchmar (1994) suggests that it is a curious fact that sport participants will work overtime and make all manner of sacrifice to achieve athletic excellence, but do not seem to be interested in doing the same in the arena of ethics. He argues that athletes will practice for months, perhaps years to perfect their craft, but will not spend the time to practice sound morals in the playing environment. Stoll (2004) suggests the moral life necessitates a host of personal dispositions. The moral person must think the issue through to the limits of his capacity but if the morally right action is to occur, the person must be disposed to act on his moral judgment (p. 167).

Researchers, (Stoll, 2004; Rest, 1986; & Kohlberg, 1971) claim that moral education is a lifelong endeavor. Through life experiences, we continually grow, mature, and develop or not develop morality. In addition, empirical research claims that moral

development is shaped through our education, environment, and moral role models (Stoll, 2004; Rest, 1986; & Kohlberg, 1971;). Currently, these researchers argue that much of the general public misunderstands the notion that moral development is a lifelong endeavor, which continually needs to be practiced or it will become static.

To go further, Stoll's theoretical writings (2001) identify moral education as a combined lifelong informal and formal process of learning in which our moral awareness, values, and understanding of morality has effect on or behavioral choices. More important, all is understood and acted upon through our life experiences and the lessons we have learned. Bredemeier and Shields (2006) suggests that this process culminates in developing what is otherwise known as our moral character, i.e., moral development. Moreover, they claim it is important to inflict challenges upon our moral value system in order to create a psychological dissonance in which we begin to ponder our own morality.

Through these researchers (Bredemeier & Shields, 2006; Miller, Roberts, & Ommundsen, 2005; Ebbeck, Gibbons, & Weiss, 1995; Stoll & Beller, 1987; Bredemeier & Shields, 1986; Rest, 1986; Bredemeier & Shields, 1985; Kohlberg, 1984; Piaget, 1932) findings and opinions above, one could suggest that the objective of moral education is moral development. Education in one's life comes in various intention and unintentional forms. Like regular education, moral education also comes from intentional and unintentional forms, or in other words, the informal and formal process of education (Gibbs, 2003).

To begin, the informal process of moral education concerns one's environment and life experience. Stoll (2004) states:

Our lived environment contains all of our life's experiences from our birth to our present. Our first environmental influence is from our immediate families. We are indirectly educated through our family traditions, family values, religious training, and family history. Our next environment experience comes to individuals at school, at work, or at play. We learn from what our peer group practices, from the values of the group, and from watching what the group does. The environment also instructs us through the greater societal norms, values, and actions. Today our societal influences are highly affected by media presentation, i.e., television, sports, movies, newsprint (p. 65).

Much of the research conducted in moral growth is also supported by the latest developments in neuroscience. Through the use of MRI and biology studies of brain chemistry, it appears that habitual behaviors can negatively or positively impact growth of the moral brain (Pfaff, 2007; Gazzaniga, 2005; Tancredi, 2005).

Stoll (2004) suggested that the second part of this unintentional moral education concerns modeling from significant others such as family, friends, peers, teachers, coaches, and respected others in one's life. Throughout one's life, there are important people who greatly influence the choices they make. Often they even confront these individual before they make their choices. Kretchmar (2001) states that we learn by not only listening to what other says, but watching their nonverbal cues through instruction, gestures, facial expressions, and body language.

Nonetheless, there is also a formal process to moral education that can be effective in character development. The formal process of moral education can occur

pretty much anywhere. It may be more advanced and more consistent for some and less for others, but the general goal of formal moral education is to create cognitive dissonance that triggers a systematic moral reasoning process (Gibbs, 2003; Stoll, 2001; Kohlberg, 1984, 1981). Cognitive dissonance concerns the struggle one may encounter when wrestling with a choice concerning a moral dilemma. Generally this calls one to question their own values and the effect their choice may have not only on themselves, but others too (Stoll, 2001; Kohlberg, 1984). Moral Reasoning is a systematic process of evaluating personal values and developing a consistent and impartial set of moral principles to live by (Lumpkin, Stoll, & Beller, 1995).

To foster moral reasoning growth, Stoll (2001) suggests that it is imperative to accomplish the personal, internal turmoil of cognitive dissonance. Stoll & Beller, (2004) claim;

Moral reasoning is highly beneficial to anyone involved in the process. Research for the last forty years, plus all of our work at the Center, has shown significant positive cognitive moral growth for all ages enrolled in specifically designed programs or classes. Moral reasoning is not ideology, or theology, or some mystical practice of making people become good. Rather moral reasoning is based on the assumption that as reasoning individuals, each of us can, through self-examination, cognitive dissonance, and a specific methodology, grow cognitively about our moral decision making process. Moral reasoning does not promise behavioral change, but it does promise individual soul searching and reflection on personal beliefs, values, and principles. Without this process, dissonance

is impossible and cognitive moral growth will not increase nor behavioral change occurs (p. 31).

Through the previous research findings and claims, moral development can be done both systematically and non-systematically and formally and informally. Stoll (2001) stated that in the best scenario, all will be implemented throughout one's moral education experience. In addition, Stoll claims that the objective of moral education should be to provide the individual with a strong base of values and a way to think about them. Thomas Lickona (1991) called these the valuing and knowing the right - when the pieces are together, the individual has the keys to doing the moral right.

Researchers (Rest, 1986; Kohlberg, 1984; Bredemeier & Shields, 1986; Stoll & Beller, 1987; & Ebbeck, Gibbons, & Weiss, 1995) argue that moral education is beyond the range of moral training. For moral education to be successful it should encourage individuals to reflect upon moral issues in light of fundamental learned moral principles and make their own rational judgments, which they then are able to translate into appropriate moral action (Arnold, 1994).

Researchers (Stoll, 2004; Fox & DeMarco, 1990; & Kohlberg, 1984) argued that the whole intent of creating cognitive dissonance is to create third order reasoning within one's moral evaluation. In addition, they claim that if morality be further developed, it should involve third order reasoning, which means to provide consideration and a concern for others as well as oneself. It should also attempt to distinguish right from wrong and good from bad. Arnold states (1994), "Morality in the theoretical sense is associated with values and principles that need to be evaluated, understood, and fleshed out before one chooses or engages in a particular course of action" (p. 76).

Moral Education within the Classroom Setting

Moving into the next section concerns moral education and its impact in the classroom. Higgins (1996) stated that moral education should be considered as a regular class in the school system, much like political science or physics. She claims that the underlying purpose of any moral education program is to foster a better society and that there is no better place to train our young population than in our schools. Moreover, Higgins (1996) claims that moral education programs and educators should take on this purpose and make it their own.

Higgins (1996) specifically states:

The entire world must be understood as audience and participants in our moral education programs. As it becomes more impossible to maintain traditional boundaries between nations and between people, moral education programs will, similarly, be compelled to broaden their goals and scope. More important they should be, and I hope will be, essential in creating the bridges that clearly are so necessary once the boundary walls have fallen (p. 71).

In addition, Higgins (1995) states that a moral education program should express and embody ideals unrealized by society. A clear and strong connection between a program's ideals and its societal roots increases its chances for success. Perhaps this can be accomplished with a lesser known model pedagogy such as the Maieutic Socratic method, which has already proven its success with athletic populations.

Moral Development within Collegiate Students

One thing to consider when examining moral reasoning in collegiate students is there appears to be correlation with age and increased education. Rest (1979a-b-c) found that moral judgment scores are higher with increased age and education. However, Rest did find that when college students finish formal education their scores appear to plateau. He found that students who had the highest moral judgment scores were students doing graduate work in moral philosophy. Along with Rest, other empirical studies (Paradice & Dejoie, 1991; Gfellner, 1986; Rest & Thoma, 1985; Rest, 1979a-b-c, 1987, 1988;) have found that formal education makes a unique contribution to moral development in collegiate students during college.

Of note is research conducted measuring the differences of moral reasoning development among public state institutions, Christian liberal art institutions, and Bible institutions. Cartwright and Simpson (1998) compared levels of moral judgment development among the three types and found no differences in post conventional moral reasoning among freshmen students attending the various institutions. However, in a longitudinal study scores among the senior students showed significant differences with the Christian liberal art institutions scoring the highest, public state institutions finishing second, and the bible institutions scoring the lowest.

McNeel (1994) did a similar study using 22 samples of students from liberal arts colleges, three universities, and two bible colleges. He found large effect sizes for liberal arts colleges, large or moderate average effect sizes for universities, and no effect or a moderate effect size for the two Bible colleges. Basically, the schools that had the greatest impact on students' moral development were the liberal arts colleges. In addition,

this is consistent with Cartwright in that liberal arts colleges seem to be more effective than their counterparts in promoting moral development amongst their student populations.

King and Mayhew (2002) believe these studies suggest that the development of moral reasoning is affected by the collegiate context. For example, they suggest that some public universities work from an explicit value framework and encourage and expect students to discuss their values and ground their decisions in a value based framework where other institutions may discourage initiatives that suggest religious values, holding separation of church and state as the higher value.

Other studies in moral reasoning have explored the difference in moral reasoning between academic disciplines (Snodgrass & Behling, 1996; St Pierre, Nelson, & Gabbin, 1990). For instance, St Pierre, Nelson, and Gabbin (1990) found that students majoring in business had lower levels of moral reasoning than students majoring in psychology, math, and social work. However, on the contrary, Snodgrass and Behling (1996) found no significant differences in moral reasoning levels when comparing business and non business majors.

King and Mayhew (2002) argue that so far much of the research is inconclusive as to whether one's academic discipline has a greater effect on their moral reasoning in college. Nonetheless, they do believe that the education context an institution or class provides is paramount in effecting students' moral reasoning. For instance, courses that have emphasized service learning and ethics with a question and answer approach to ethical situations have shown some improvement in moral reasoning scores on the DIT.

Boss (1994) examined whether classes working with community service as part of the class curriculum would score higher on the DIT. In the study, she found that an ethics curriculum combined with discussion and writings on moral dilemmas and moral development were effective within ethics classes, whose members were also required to complete 20 hours of service learning in the community. Students involved in the intervention study increased their scores by a mean average of 8.61 while the students involved in the control group only increased their scores by a mean average of 1.74. However, results in the control group were not significant. In relation to Boss's study, other studies (Smith & Bunting, 1999; Adams & Zhou-McGovern, 1994; Mustapha & Sebert, 1990; Tennant, 1991) have found that effective intervention studies in moral development concerned question and answer approaches to ethical situations, reflective ethical writings, emphasized decision making, and promoted active learning. To date, these components appear to be central in each of the successful moral reasoning intervention studies concerning collegiate students.

Goree (2000) suggested that moral education could be extremely effective in collegiate journalism class. He claimed that exposure to theories of moral development could lead collegiate students to examine themselves and ask hard questions about how they thought and acted. Goree suggested that studying moral reasoning also could remind students that higher standards exist and are worth exploring and aiming for. In addition, he claimed that studying moral reasoning may reinforce to students that professional ethics means more than conforming to laws, rules, and a professional culture.

Goree (2000) suggests that bringing the study of moral development into collegiate courses could guide students to focus not only on forbidden laws, rules, or

codes, but instead on why people think and act the ways they do. Like the studies above, Goree believes that explorations of Kohlberg, Piaget, and Rest's work could provide positive conceptions of what moral reasoning can be at its best within collegiate students.

Hahm, Beller, and Stoll examined how to improve moral reasoning skills among collegiate student-athletes in the classroom in 1989. At the time, they theorized that through critical self examination of personal and social values applied toward actions on and off the field of play, athletes could improve moral reasoning as well as improve moral and character development. Moreover, in the 1989-1990 academic year, Stoll instituted a "Moral Reasoning in Sport" class for collegiate athletes with the purpose of investigating the inherent ability of student-athletes to maintain or improve moral reasoning skill through a Maieutic educational program grounded in normative, philosophic theory. Stoll, Beller, and Hahm (1991) stated that the class consisted of 37 student-athletes (24 male, 13 female) who were randomly selected to enroll in the class; the remaining 132 student-athletes at the university served as the controls. During the moral reasoning course and its evaluation, all student-athletes in the study were involved in their competitive seasons and were also required to attend two 2-hour informational seminars on alcohol, drug use, and rape prevention (Stoll, Beller, & Hahm, 1991).

In August of 1990 (the year following the course), 21 of the course student-athletes (57%) and 75 of the control student-athletes (57%) were post-post-tested. Results showed that moral reasoning in the control group significantly decreased from the pretest scores (62.06 – 56.02). Nonetheless, the results of moral reasoning in the course group significantly increased (66.96 – 72.27) (Stoll, Beller, & Hahm, 1991).

Since the initial study, several similar studies followed suit with consistent results to the original study. For instance, Bredemeier & Shields (1998) found the same type of results in comparable studies, including a general decline among control groups of tested individuals. In addition to the initial study, Stoll, Beller, Hahm (1991) and others have assessed the effects of intervention programs on the moral reasoning and development of other collegiate and high school student-athletes. Like the initial study, their results have reported an increase in moral reasoning and development among the populations participating in the intervention programs using the Maieutic instruction method. Therefore, since the initial study, the postulation has been upheld numerous times. For this reason, one has to consider a similar intervention program with general students in Core Discovery possibly using the Maieutic Socratic teaching methodology to improve moral reasoning in freshmen students.

The Maieutic Socratic Teaching Methodology and Enhancing Moral Reasoning

Through empirical research, the Maieutic Socratic teaching methodology has been effective in enhancing moral reasoning when tied with moral reasoning with the purpose being to achieve cognitive dissonance in classroom activities and assignments. Gill (1993) states the central purpose of the Maieutic Socratic teaching methodology is to develop critical thinking skills about moral issues within one's student population. This method should foster independent student thinking by focusing on: (i) specific student and teacher actions, (ii) a selected classroom environment, (iii) a unique question-answer approach, (iv) a philosophic, cognitive structure, and (v) a rigorous content and curriculum (Stoll, 2004).

According to Gill (1993), the Maieutic Socratic methodology is structured around an interactive, interpersonal exchange between the teacher as a facilitator and the student as the discoverer. The primary emphasis is to create a learning environment that encourages critical thinking and critical inquiry of ethical and moral issues by both instructor and student. By using written material combined with audio-visual presentation and class discussion and interactions, the facilitator should challenge students to use their personal values to resolve moral conflicts that incite cognitive dissonance and third order reasoning. Gill (1993) implies that students should be required to address these issues in writing and communication that includes effective argumentation, proper listening skills, and conflict management. By engaging in dialogue to support their belief and actions, students will be responsible for supporting their beliefs and actions in both specific and general situations.

Gill (1993) states:

In my view, the focal character of cognitive activity is the interaction between knower and the environment, both physical and social. This relational interaction consists of a push-and-pull, give and take process in which both knowers and the know mutually define themselves and the each other continuously. This model obviates the traditional understanding and educational practice of treating known as a static reality, knowledge of which one knower, the teacher, transfers to the minds of other would-be knowers, the students (p. 106).

In order to effectively use this interpersonal, interactive methodology, the instructor must base their approach on an open, caring, trustful environment (Gill, 1993).

With both student and teacher focusing on interactive discussion through use of active listening skills and empathetic argumentation, participants may come to appreciate divergent points of view and in the process improve their own critical thinking and reasoning skills. The difficulty in adapting to this type of methodology is the ingrained teaching styles that emphasize content as the only focus. Essentially this approach is a radical departure from the lecture, information-centered approach, which appears to be typical in university classrooms today, where the instructor is the center or focus of the learning experience (Gill, 1993).

Stoll (2004) states that the Maieutic Socratic teaching methodology is a holistic learning philosophy where the student is the focus and the interchange of ideas and reasoning is the social environment. She states that this method needs to make students move from passive learners to active “reasoners”. In addition, students should be challenged to read, think, and ponder as they actively argue, question, and discuss, all aspects of important social and personal issues in the subject content.

According to Stoll (2008), non Maieutic Socratic teaching methodologies pertain to the theory in which students will discover the moral values through the lectures and class experience. In addition, non Maieutic Socratic teaching methodologies are instructor centered, and the moral values are often never openly discussed or highlighted with this approach. Rather, the moral values are embedded in the general philosophies and framework of the Core Discovery experience (Stoll, 2008). For this reason, the Maieutic teaching methodology should be considered; where the moral values are explicitly discussed and student centered. Conceivably, a Maieutic Socratic method that

explicitly addresses the moral values before the issues may be superior in developing moral reasoning within freshmen students in Core Discovery.

Why are Core Discovery Courses Important for Freshmen's Moral Cognitive Growth

Gilligan (1976) suggests that intellectual interest within education is a significant factor affecting cognitive moral development. In addition, Gilligan (1982) reports that humanities undergraduate students had more advanced moral reasoning than science majors. However, it has not been studied which type of teaching methodology has the greatest impact on freshmen student's moral reasoning at a state university. Though there have been several studies with athlete populations' concerning character development in sport, this sport competition Maieutic model has yet to be implemented within regular humanities undergraduate courses.

Keith Goree (2000) argues that exposing collegiate students to theories of moral development can lead students to look inside themselves and ask hard questions. It reminds students that higher standards exist and are worth exploring and aiming for. It teaches that, even in the group climate, ethical decisions are individual and personal. In addition, it reinforces to students that ethics means more than conforming to laws, rules, and a one's culture. Goree (2000) also claims that studying moral development reminds students that ethical thinking should be based on more than pure, unadulterated self-interest. It should include how actions affect others and that taking your interests of others into account is preferable to not doing so. Goree (2000) concludes that moral education tends to hook students into thinking about ethics objectively, some of them for the first time. He argues that many students enter ethical situations privately doubting the

relevance of the subject. However, he suggests that moral education can cut through some of those doubts and personalize the material.

More important, Gazzaniga (2005) stated that this is an extremely important period within freshmen students' brain development, where moral education is imperative to enhancing moral development amongst freshmen students. Gazzaniga also reports that the moral brain's greatest period for development occurs between the ages of 16-22. He suggests that this is the phase when moral education also has its greatest impact. Moreover, several researchers (Tancredi, 2005; Gazzaniga, 2005; D'Aquili & Newberg, 1999) suggest that moral reasoning is strongly desired amongst younger populations that fall in the age range of the majority of college freshmen.

Neuroscientists D'Aquili and Newberg (1999) claim the human brain appears to be organized to ask ultimate questions and seek ultimate answers. Moreover, they argue that there is a need for moral reasoning education in younger population. They also maintain that the need in young people to connect to ultimate meaning and to the transcendent is not merely the result of social conditioning, but is instead an intrinsic aspect of the human experience.

Tancredi (2005) argued that we are hardwired for morality and thus we need better role models, better environment, and better living experiences to improve moral development. Tancredi (2005) also stated that because we are hardwired - meaning the brain grows in proportion to the amount of discussion, thought, and reflection - young people need quality instruction from role models to discuss, argue, and cause them to think about the important moral issues in life. Due to their research findings, the

exploration of the Maieutic teaching methodology within Core Discovery courses should strongly be considered.

Stoll (1998) states, Moral reasoning does not promise behavioral change, but it does promise individual soul searching and reflection on personal beliefs, values, and principles. Without this process, cognitive moral growth will not increase, behavior change will never occur, and the potential for consistent moral action becomes little more than a hit or miss proposition (p. 24). Rest and Narváez (1994) and Rest, Narváez, Bebeau, and Thoma (1999) suggested the same. For this reason, Rest & Narváez (1994) claim that significant work needs to be done in professional education to develop educational programming and assessment mechanisms aimed at developing the important components of moral behavior such as ethical sensitivity, ethical focus, and ethical action (Narvaez & Bock, 2002).

Lickona (1991) stated that for unethical behavior to change, one needs to consistently practice sound ethical behavior for it to become habitual. Practice can only occur if the students have the skills, tools, and knowledge. Possibly, through a Maieutic teaching methodology, this may be able to be achieved with freshmen students enrolled in Core Discovery. Lickona (1991) states that moral education must have the qualities of moral knowing, moral feeling, and moral action. Each of these components of character have subsets that include moral awareness, knowing moral values, perspective taking, moral reasoning, decision-making, self-knowledge, self-esteem, conscience, empathy, loving the good, self control, humility, moral action, competence, will, and habit, which must be fostered to develop good character.

As stated in the introduction, the purpose of Core Discovery is to aid the growth amongst college freshmen's growth by creating awareness and sensitivity to human diversity through classroom instruction and activities. Core Discovery courses are also desired to provide content that aids students' examination of their own and others' diverse values, which shape the multiple cultures they often encounters during their collegiate experience. Due to the goals aspired by the university in this study, this experimental approach in moral reasoning education could be extremely beneficial to Core Discovery and similar courses in achieving their objectives. More important, this study may aid other universities and instructors in using the best pedagogical approach in aiding the moral development of freshmen students.

CHAPTER THREE

Methods

The purpose of this mixed methods study is to examine the effects of instructors' pedagogy on freshmen's moral reasoning in two Sports and American Society Core Discovery courses.

Subjects:

Due to the importance of moral education for this age group, this mixed methods study involved two Sports in American Society Core Discovery courses. The mixed methods study occurred over two semesters and involved 65 students. Thirty students enrolled in the experimental course (Male, N=22; Female, N=8) with Mrs. K and 35 students enrolled in the control course (Male, N=21; Female, N=14) with Mr. S. However, due to transfers and student dropouts, only 13 students in the experimental course (Male, N=8; Female, N=5) and 22 students in the control course (Male, N=11; Female, N=11) were part of the final posttest. The sample was classified as: 1) experimental group with a moral reasoning education intervention and, 2) a control group, using a Social Constructivist theory style of teaching. The purpose of selecting students in freshmen Core Discovery courses was to minimize age related problems that can come with moral reasoning development. For instance, researchers (Bredemeier & Shields 1986) found that young subjects between the ages of eight to twelve were often either oblivious or disinterested in moral reasoning topics and subjects. Moreover, Kohlberg (1981b) specified that adolescence (ages 14-25 for male, and ages 12-21 for

female) is a critical period for moral development. Likewise, Gazzaniga (2005) reported that the greatest growth in the moral brain occurs within the ages of 16-22. For this reason, younger subjects were not chosen as possible subjects for examining moral reasoning. Therefore, college freshmen ranging from the ages of 18-21 were appropriate subject choices for a study in moral reasoning and moral development.

Protecting Subjects:

Human assurance forms were provided to meet the northwest university's standards and individual consent forms (see Appendix B) were issued to each of the subjects in the experimental and control courses on the first day of class. Subjects at the northwest university (see Appendix D) were evaluated in their respective classrooms. To protect the subject's identity, students' names remained confidential so their identity could not be disclosed. All subjects involved in the experimental study were at least 18 years of age. The researcher gave brief instructions to the subjects prior to each administration of the HBVCI. Subjects were administered a pretest in August a posttest in December, and a post-posttest in March the spring semester.

Course/Subject Selection

The Core Discovery administration granted permission for the researcher to examine two, three credit courses in Sports in American Society to compare pedagogical styles and their relationship to Moral Reasoning development within freshmen students, particularly if the Maieutic Socratic Methodology would impact freshmen's moral reasoning growth. The subjects involved in this mixed methods study included both female and male students between the ages of 18 and 21 years of age. As mentioned previously, one pedagogical style emphasized a Maieutic Socratic style and was

compared against a traditional question and answer approach emphasizing Social Constructivist theory. In the fall, the two courses transpired over 18 weeks and met for a approximately three hours per week in 50 minute class sessions on Monday, Wednesday, and Friday. The format was the same for the spring semester with the researcher following both classes for the first nine weeks of the second semester. Core Discovery courses typically consist of Socratic questioning in what some may deem as a instructor lead discussion format, instructor lead discussions, group activities, occasional movies, and guest speakers intertwined with the course content. In addition, students were required and presented opportunities to attend outside learning activities throughout the both semesters.

Consent Form

Core Discovery courses were chosen for this mixed methods study due to the fact that the majority of the students were between the ages of 18 and 21, which according to Gazzaniga (2005), is during the time frame of the greatest growth in the moral brain. To obtain their permission for this mixed methods study, selected Core Discovery students enrolled in the courses received letters describing the study and inviting them to participate on the first day of class. Though none of the students chose not to participate, they had the option of not being involved. In addition, they students were told if they chose not to participate, it would have no effect on the outcome of their final grade for the course (see consent form Appendix B).

Experimental Course Content

The content of both courses concerned sport history, sport competition, sport sociology, and sport philosophy in America. In addition, text books for this course during

the first semester included, *Sociology of North American Sport*, *Counting Coup*, and *Souled Out* while the second semester include *Sociology of North American Sport*, *The Essential Wooden*, and *Triumph and tragedy in Mudville: A lifelong passion for baseball*. As stated previously, Mrs. K utilized the Maieutic Socratic teaching methodology within her class. Her course content emphasized prime moral values such as honesty, responsibility, respect, justice, responsibility, and beneficence within sport. In addition, this section had students use theoretical as well as contemporary readings and sources regarding sport history, ethics, sociology, and business. Class resources also included PowerPoint, Internet aided learning activities, and video.

Control Course Content

Like the experimental course, the control course used resources that included Internet aided learning activities and video (see Appendixes F and G for course content and assignments). In addition, the control stressed multiple theories for sport development in America, and also included weekly current events that students would relate to theories discussed in the text book (*Sports In Society: Issues and Controversies*), and class. In addition, Mr. S had the students subscribe to *Sports Illustrated* so they could relate weekly writing assignments to the magazine and book and also provide discussion questions to the class. However, unlike the Maieutic Socratic style used by Mrs. K, Mr. S's pedagogy was based on Social Constructivist theory and his instructor lead discussions utilized a question and answer approach that was student centered, student directed, and student controlled.

The reason two Sports in American Society courses were chosen for this study was due to subject matter and the objectives of Core Discovery. At the conclusion of this

mixed methods study, each instructor and teaching methodology were compared to measure possible advantages and disadvantages that each may have on moral reasoning development amongst freshmen students. (see Appendixes F, G, & H for course content, assignments, quizzes).

Core Discovery Course Guide Description (Per the University's Web Site)

Sports in American Society

This course uses ethics, sociology, history, literature, film, political science, physical education, and cultural studies to explore the central role of sports in America. The course examines the relationship of sports to gender, race, class, ethnicity, consumerism, media, and a number of other topics. Course materials include essays, documentary and feature films, short fiction and poetry, and historical, legal, and sociological studies.

Experimental Course Requirements

Class instructor lead discussions/discussions, involving both theory and application, were supplemented with video tapes highlighting current sport issues and moral dilemmas. Also, a daily blog was operated on the class Web Site where material was supplemented. Course requirements included daily five point quizzes over readings and class discussions/instructor lead discussions. Weekly 1-2 page reflective or 2-3 page response papers were written that included 2-3 references concerning moral issues in sport, sport history, sport philosophy, and sport competition. Also, two 3-4 page ethics papers that included six references were assigned that focused primarily on ethical situations in sport. In the papers, it was required that the students' references were a

reflection of the required texts, class, and online sources from where they obtained their information. In addition, reflective papers were worth 10 points, response papers were worth 15 points, and ethical papers were worth 20 points. As part of the grades, students received points for grammar, content, and referencing. Moreover, all student papers were graded and returned the next class period, and each student's paper received Mrs. K's comments or questions concerning what they had written as well as comments on grammar and referencing format.

Control Course Requirements

The control course consisted of group work, student lead discussions, and instructor lead discussions, involving both theory and application. In addition, each class format (group work, student lead discussion, and instructor lead discussions) had an assigned day during the week. For instance, group work consisted of discussions lead by student groups regarding chapter content, student lead discussions were generated from questions they brought to class regarding sport content, and instructor lead instructor lead discussions highlighted content from the text book. Like the experimental course, the control course would often use Internet video to supplement discussion regarding current sport issues. Occasionally the Internet videos would touch on moral dilemmas, however, more emphasis was towards current events.

It is important to note that the control course focused specifically on Jay Coakley's (2004) *Sports in Society: Issue and Controversies*. Course requirements included weekly response papers regarding the relationship of current events and how they apply to the theoretical applications of Coakley (See Appendix F). However, unlike the experimental course, there were no references required in the weekly response papers.

In addition, the papers were graded by check plus, check, or check minus system with a check plus being the best and a check minus being the worst. It is also important to note, there was no specific grades that focused on referencing or grammar.

Teaching Method

The experimental course was taught by Mrs. K who has 40 years of teaching experience and is considered one of the leading authorities in competitive moral education intervention techniques for college aged students in America. Also a professor of Physical Education, Mrs. K is a Distinguished Faculty Member and winner of a prestigious university Outreach Award, and a university teaching award for excellence. It should also be noted that the primary researcher in this study had served as Mrs. K's graduate and teaching assistant for the prior three years and also worked in the same office.

The control course was taught by Mr. S who has an M.S. in anthropology and has taught in the Core Discovery curriculum for two years. His teaching experience also includes other Core Discovery courses besides Sports in American Society. In addition, Mr. S has taught several classes in anthropology at the current university and Washington State University, and has also worked as an academic advisor for incoming freshmen and students on campus. Though the researcher established a strong relationship with Mr. S during this study, they had no interaction with each other before the study was conducted.

Mrs. K applied a Maieutic Socratic style of instruction that Mrs. K has used for years. "Maieutic" is a form of Socratic instruction style that involves discussions, questioning, and analyzing (Adler, 1982). This method encourages students to analyze their own beliefs as well as the beliefs of others and is a student centered learning method

(Gill, 1993). The goal is to create discussion that draws on the students' skills of reading, writing, speaking, and listening and, which should sharpen their ability to think clearly, critically, and reflectively (Adler, 1982, p.30). Essentially, the Maieutic method encourages students "to think for themselves, to respond to and ask important questions, to pursue arguments, to defend a point of view, to understand antagonistic views, and to weigh alternatives" (Adler, 1982, p.30) (See Appendix D for an example of the style).

Mr. S emphasized a Social Constructivist style of the pedagogy. He also emphasized and applied various classroom formats that were student centered to guide the content. Social constructivism views each learner as a unique individual with unique backgrounds and needs that guide their learning process (Wertsch, 1997). The learner is also seen as complex and multidimensional through their experiences. Social constructivism not only acknowledges the uniqueness and complexity of the learner, but actually encourages, utilizes and rewards it as an integral part of the learning process (Wertsch, 1997). As part of his pedagogical style, Mr. S required that students discuss content from Coakley (2004) through group work, discussion questions, and papers they wrote. In addition, he often permitted students to drive discussion while he facilitated. Expectations from Mr. S were that students would develop knowledge of Sports in American Society through experience and application of content from a variety of settings (Meyer, 2003).

Design for Quantitative Methods Analysis

For the quantitative data, a repeated measure groups design was used (see Table 1) 1) An ANOVA using a split plot factorial design was used to detect significant differences between main effects and interactions. Treatment (TRT) versus controls

(between subjects) was the first main effect. Pretest versus posttest (within gender) was the second main factor. Interaction effects included gender*TRT, time*TRT, time*gender, and time*group*gender. The following were the Null Hypothesis for this study.

1. There is no difference in gender moral reasoning scores of students enrolled in the experimental Core Discovery courses.
2. There is no difference in gender moral reasoning scores of students enrolled in the control Core Discovery courses.
3. There is no difference in students' moral reasoning scores enrolled in the experimental and control Core Discovery courses.

Table 1: Group Design

Repeated Measures Randomized Groups Design

R	O1	T1	O2	T2	O3
R	O4		O5		O6

R = Random assignment of subjects to groups

O1 = Pretest

T1 = Treatment (Moral Reasoning Pedagogy)

O2 = Posttest One

T2 = Treatment (Moral Reasoning Pedagogy)

O3 = Posttest Two

O4 = Pretest Control

O5 = Posttest Control One

O6 = Posttest Control Two

Variables

The study's independent variables include treatment (Course one, course two, course four or control), gender, and time.

The dependent variables will be the Hahm-Beller Values Choice Inventory total scores.

Instruments

Hahm, Beller, and Stoll (1989) Value Choice Inventory (HBVCI)

The HBVCI pre-test was administered to the two Sports and American courses during the first week of class in August by the primary researcher in this mixed methods study. The first posttest was administered in December of 2008 with another posttest in March of 2009 for students still enrolled in the courses from the first semester. The pre-test first posttest and final posttest HBVCIs will be administered by the primary researcher.

Hahm Beller Value Choice Inventory (HBVCI)

The Hahm-Beller Values Choice Inventory (HBVCI) was developed using deontological theory (Hahm, Beller, & Stoll, 1989). The deontological perspective holds that an inherent rightness or right action rule, apart from all consequences, exists that players can follow to avoid violating opponents. The copyrighted inventory proposes that three universal codes of conduct exist in sport situations: honesty, responsibility, and justice (see End Note 2). The Hahm-Beller's deontological basis proposes that the former values are followed in action, word, and deed and is composed of 12 questions

concerning honesty, responsibility, and justice (see Appendix E). It is important to note that four of questions are consistency checks in the inventory, which would bring the total to 16 questions. Questions are answered using a Likert Scale of SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, and SD = Strongly Disagree. Individuals respond to one of five scales that most clearly represent their thoughts and feelings. It has been used for over 25 years to measure moral reasoning in athletic and student populations and is a valid and reliable instrument .86-.88 cronbach alpha. Over a 25 year period, the HBVCI is the gold standard in measuring moral reasoning and has been translated into seven languages and it appears to accurately capture moral reasoning levels in sport populations (see Appendix E for a full description).

Data Collection

During August, 2008, 65 University of Idaho student were tested with the Hahm-Beller Values Choice Inventory. Each student signed a letter of informed consent (see Appendix B). The experimental group (11:30 am class) received a Maieutic Socratic instruction style with a theoretical framework tied into moral reasoning in sport, while the control group (10:30) was a course taught with a Social Constructivist theory approach. Of the group one students, approximately 75% retested with the Hahm-Beller during week 17, December, 2008. Of the group two students, approximately 98% retested with the Hahm-Beller during week 17, December, 2008.

The lower control posttest numbers were due to the fact that: 1) students with failing grades were omitted from post-test selection because of a lack of attendance in the course and 2) before the retest date, some students quit school.

All students were allotted ample time to complete the Hahm-Beller. One student suffered from reading/comprehension problems that made understanding the questions difficult, but still managed to comprehend and complete the inventory.

In the spring semester, only 13 students completed the inventory for the experimental group (Group One) while 21 students completed the inventory for the control group (Group Two). This was due to students transferring Core Discovery course after the first semester 2) and students failing the course in the spring. In addition, it is important to note that several students were forced to transfer to other Core Discovery courses due to scheduling conflicts with other required class. Also, some students just choose to transfer because they have the option to explore another Core Discovery course that they believe may be a better option. The experimental and control groups completed the two inventory post-posttests at mid-terms in March, 2009.

Quantitative Data Analysis

HBVCI

While the Hahm-Beller's measurement level was ordinal rather than interval, because the sums (or means) of the 16 questions (total reasoning scores and three scale scores) were used, normality was assumed.

An ANOVA using a factorial repeated measures split-plot design was used to detect significance at the 5 percent level. Sources of variation for main effects were: Treatment (Course and control), Gender (male and female), and Time (pretest, posttest, and post-posttest). Interaction effects included: Gender*TRT, Time* TRT, Time*Gender, and Time*TRT*Gender.

After a significant F test, Fisher's Protected LSD procedure was performed to determine which means were significantly different. Experiment wise error rates were controlled at a level equal to the F test alpha level 5 percent.

Design for Qualitative Methods

The qualitative design was based on a paradigm in which the instructors pedagogical style, curriculum content, class actions, and class format could be understood. Specifically, this data explores the feelings, events, and classroom interaction between the instructors and the students. The event in this mixed method study are explored in formal and informal observations, interviews, video analysis, and documents such as course outlines, syllabuses, assignments, quizzes, and exams. More important, the reality of this data collection is constructed through personal interaction and perceptions and should be analyzed rather than measured. Further, Sherman and Webb (1988) describe this type of research as directly concerned with experiences as they are lived with the aim of understanding these experiences as closely as is possible to how the participants feel it or live it (p.7). By using this methodology, the purpose of this exploratory case study is to describe and analyze ways in which instructors' pedagogy impacts the moral reasoning development of freshmen students in Core Discovery Sports in American Society courses.

Researchable Sub Problems for Qualitative Research

1. How does the Maieutic Socratic teaching methodology compare against Social Constructivist Theory instruction in moral reasoning amongst freshmen?
2. What are the differences between the two pedagogy styles?

Observation

Instructor observations occurred weekly through the entire fall semester of 2008 and midway through the spring semester of 2009. A total of 20 formal class observations (10 of each instructor) were conducted while several informal observations were conducted. Initially the researcher acted as a non-participant observer collecting data through observing instructor-student interaction, content, class work, instruction, and student and teacher behaviors. Nonetheless, at times, the researcher would also become an active participant and provide feedback to the students and assist the instructor during certain points of the class sessions.

Observations were used to examine the effects of instructors' pedagogical style on moral reasoning development. Both informal and formal observations of content, instructor body language, instructor behavior, student behavior, instructor lead discussion style, instructor and student questioning, and assessment were used. These classroom actions were chosen to be observed from several analyses of live and recorded instructor class sessions in which the researcher examined possible pedagogical actions that may impact student moral reasoning growth. After the researcher chose the actions for the observation tool, they were presented to two experts for possible alterations or omissions. After some deliberation with the two experts, the researcher and experts concluded it would best if the observation tool captured identifications of class themes, types of questions asked by the instructors (first order, second order, third order), moments of interaction (such as instructor pausing, student discussion, and student feedback), classroom formats (instructor lead discussion, group work, student lead discussion), and possible moments of cognitive dissonance within the students. In addition, formal

observations were observed live, but also videotaped. This was done so the researcher could reexamine the class to possibly capture more pedagogical actions that impacted student moral reasoning growth.

In addition to the formal observations, informal observations were conducted and recorded in notes and memos. In addition, informal observations were made immediately prior to, during, and immediately after class instruction time. These times were chosen because the researcher was interested in collecting data that related to the teacher's preparation, organization, student interaction, instructor to student interaction, pedagogical content knowledge and relating this knowledge to students, teaching cues, and moral reasoning development.

Interviewing

Interviews were conducted with the instructors to examine their instruction style and their perceptions of student moral cognitive growth in Sports and American Society. Interview questions consisted of Instructional Strategy (n=23), Instructional Format (n=5), Content Development (n=19), and Student Response (n=15). After completing the interviews, each was transcribed and the data was analyzed inductively (Patton, 1990) by three individuals familiar with qualitative research. During the process, data from the interview transcriptions were read carefully by the individuals to identify common themes and patterns. In addition, peer debriefing was conducted between the three individuals to clarify the emerging themes discovered.

Documents

Throughout the semester, several assignments were dispersed to the students in both classes. Though not all the assignments were the same for both instructors, each were documented and examined to determine if they may have had an impact on the students' moral reasoning development. Mrs. K utilized reflective, response, and ethical papers in addition to daily quizzes while Mr. S utilized weekly response papers in conjunction with a take home midterm and final exam for both semesters. Mrs. K did operate a Web Site that included quiz studies, papers assigned, and a synopsis of each lesson she covered in class. Moreover, students were required to check the Web Site on a daily basis. In addition, syllabuses and class schedule were also part of the documents collected.

Data analysis

Informal observations were examined through field notes gathered during class sessions while formal observation were examined using an observation tool to determine class themes, types of questions (first order, second order, and third order), moments of interaction, pausing, feedback, classroom format (instructor lead discussion, group work, etc), and possible moments of cognitive dissonance (see Appendix P for observation instrument and data analysis)

Each interview was transcribed and the data was analyzed inductively (Patton, 1990) by three individuals familiar with qualitative research. During the process, data from the interview transcriptions were read carefully by the individuals to identify common themes and patterns. In addition, peer debriefing was conducted between the three individuals to clarify the emerging themes discovered.

Trustworthiness

In this study, the researcher attempted to garner trustworthiness through peer debriefing, instructor reviews of their pedagogy, informal observations, formal observations, and instructor interviews. Trustworthiness is a set of values that enforce that one collected and analyzed data in an honest manner, and where their assumptions and conclusions were checked. In addition, trustworthiness protects the subjects involved and how the results of a study are communicated in the study (Ely, 1991). Ely (1991) also states that trustworthy means that the process of research needs to be just, that data and conclusions need to be representative of the experiences of the participants, and that certain actions must be done to establish credibility. In addition, Ely (1991) states, a researcher must have prolonged engagement in the field; experience peer debriefing; and check with the people studied. The following describes the steps the researcher took to garner trustworthiness:

Practice Makes Perfect: Learning the Ropes:

In preparing for this study, the researcher made several preliminary visits to each class to better understand the instructors' pedagogical styles. In addition, these preliminary visits allowed the researcher a better idea what to examine in their formal observation sessions. In addition, these preparatory visits provided the opportunity to establish relationships with the students and instructors in each course. When data collection began in August, the researcher gathered data weekly through informal and formal observations, video observations, informal and formal interviews, and classroom documents. In addition, prolonged engagement, as described by Ely and Anzul (1991), allowed the researcher time to conduct follow up interviews, make observation of

behaviors and events that reflected on previously made observations, and forced the researcher to further examine activities and pedagogy strategies that may have impacted moral reasoning growth in freshmen students.

Peer Debriefing:

Throughout the study, professors on the dissertation research committee reviewed data to analyze collection methods, areas that lacked information that needed to be further explained, possible bias, and other possibilities for data collection. In addition, they provided edits and suggestions for data reporting in the study.

What Did the Participants Think:

Throughout the study, the researcher routinely visited both instructors informally and formally to check analysis of their instruction style and strategies they utilized in class. In addition, the researcher had the instructors examine the data collected (interviews, observations, and documents), descriptions of their pedagogical styles, and interpretations and findings in the mixed methods study. By following these steps, this process permitted the researcher to be more accurate with the pedagogical descriptions and the impact the styles may have had on moral reasoning development in freshmen students.

However, it is important to mention that the primary researcher worked with the experimental instructor before and while this study was being conducted. In addition, the primary researcher had served as the experimental instructor's teaching assistant the previous two years in their Core Discovery course. Also, before this study occurred, the primary researcher had experienced the experimental instructor's pedagogical style in

multiple graduate and undergraduate courses as a student. Nonetheless, the primary researcher had never enrolled in the experimental instructor's Core Discovery course.

CHAPTER FOUR

Results

Descriptive Statistics

Sixty five students enrolled in two Core Discovery Sports and American Society courses. Though 65 students originally enrolled in the study, only 34 students completed the study due to class transfers at semester, dropouts, and failing grades. Students with failing grades were omitted from the post-posttests due to their lack of commitment to the experimental and control courses. In the final results, the experimental course consisted of 7 males and 5 females while the control course consisted of 11 males and 11 females. Overall, there were 34 total inventories used in the Hahm-Beller final analysis.

Purpose of the Study

The purpose of this mixed methods study was to examine the effects of instructors' pedagogy and content on freshmen's moral reasoning in two Sports and American Society Core Discovery courses.

Quantitative Data Analysis

Three quantitative hypotheses were proposed and tested. To detect differences among treatments, class, gender, time, and related interactions the general linear model approach was used to compute least squares means, standard errors, and probabilities. The quantitative part of this study used a repeated measures ANOVA using GLM procedures and Alpha was set at the 5% level for all tests of hypotheses ($P < 0.05$).

The Hahm-Beller Values Choice Inventory, based on the three universal values of honesty, responsibility and justice was used to test the three hypotheses. Hypotheses One through three examine the summed total reasoning scores.

The current study considered that one course was based in a theoretical framework of moral reasoning and the other course was based in a traditional Core Discovery theoretical framework. Quantitatively the data was analyzed examining differences between the experimental and control groups. Qualitatively each course was analyzed separately and then compared against one another to determine if certain pedagogical styles, class exercises, and content increased moral reasoning.

Hypotheses One

There is no difference in gender moral reasoning scores of students enrolled in the experimental Core Discovery courses.

This analysis was not run because of insufficient sample size by gender.

Hypotheses Two

There is no difference in gender moral reasoning scores of students enrolled in the control Core Discovery courses.

This analysis was not run because of insufficient sample size by gender.

Hypotheses Three

There is no difference in students' moral reasoning scores enrolled in the experimental versus control Core Discovery courses.

No significant difference was found by experimental versus control Sports and American Society Core Discovery courses. Wilks Lambda: $F(1,31) = 1.585$, $p = .221$,

partial $\eta^2 = .093$. However, the experimental Sports and American Society Core Discovery course group moral reasoning scores increased from Time 1 (mean = 35.41, SD = 4.85) to Time 3 (mean = 39.25, SD = 7.30) where the control Sports and American Society Core Discovery course group moral reasoning scores decreased from Time 1 (mean = 34.13, SD = 6.43) to Time 3 (mean = 32.59, SD = 10.03).

Table 2: HBVCI Scores by Group

	Experimental Group		Control Group	
	Mean	sd	Mean	sd
Pretest	35.41 _a	4.85	34.13 _a	6.43
Posttest2	39.25 _b	7.30	32.59 _a	10.03

Though no significant difference was found, the experimental course did show improvement in moral reasoning scores where the control course showed a decline in moral reasoning scores. The experimental group sample size may have masked the potential of significance in the experimental group scores from pretest to posttest. One could perhaps argue that the students in the experimental were impacted by the content and pedagogical style of Mrs. K.

Qualitative Data Analysis

Teaching Models Framework:

In this mixed methods study there were two instruction styles being enacted on the Sports and American Society courses. In the coming paragraphs each pedagogical

style will be described, in addition to class environment, student interaction, class activities, and student development.

Class Content Taught

Throughout the year both instructors had the students write a variety of papers regarding sport topics and how the topics related to American society (See Appendixes G & L). Though some of issues were different, many were the same. Below is a chart of the content topics that were taught by both Mrs. K and Mr. S's classes.

Figure 1 : Instructor Content		
Mrs. K Topics	Mr. S Topics	Topics that both Instructors Covered
<ul style="list-style-type: none"> • Athletic department budgets and the commercialization of collegiate athletics • Carlisle Indian School Football • Racism • Center for ETHICS Presentation • Cheating in Sport (Cheating, Lying, and Stealing) • Civility • Gladiators and sport today/Violence • Bobby Knight/Abuse • Relativity • Type of Justice • Interscholastic Sport Today • Code of 	<ul style="list-style-type: none"> • Commercialization of Sports • Characteristics of the Media and Sport • Sports effect on health and wellness • Being involved in sports: What happens? • Origin and development of organized youth sports • Trends in youth sports and Sociological questions about youth sports • Different experiences: Informal, player controlled sports versus organized, Adult controlled sports • Recommendations 	<ul style="list-style-type: none"> • Fan Behavior • Violence in Sport • Media in Sport • Sport and Religion • Steroid Testing in Sport • Fan Behavior • History of the Olympic Games • The Super Bowl and the economy • Racism in Sport • Sport Names, Logos, and Mascots • Role Models • Steroids in Sport • Commercialization of Sport • Changing or ending sports participation De-competition • Obesity and Wellness

<p>Ethics/Civility/Rudeness</p> <ul style="list-style-type: none"> • Types of Leadership • Moral and Nonmoral values in Sport • Social Values in Sport • Paternalism • Law, rule, standard • Gender Equality and Title IX • Ethos, Pathos, Logos • Spring Semester: • Intellectual Freedom/Critical Examination/Dogmatism • Prostitution of Athletes/Sexploitation • Digital Generation/Hard Wired for Morality • John Wooden and his Philosophy on Leadership • Gambling in Sport • Baseball Hall of Fame Credentials • Competition • Play 	<p>for changing youth sports</p> <ul style="list-style-type: none"> • Deviance in sport • Performance enhancing substance: Deviant over conformity in sports • What is violence in Sport • Participation and equity issues • Ideological and cultural issues • Racial classification systems and racial ideology in sports • Sport participation among racial and ethnic minorities in the United States • The dynamic of racial and ethnic relations in sports • Social class and relations • Sports and Economic Inequality • Social class and sport participation patterns • Economic and career opportunities in sports • Sport participation and occupational careers among former athletes • The Sociology of Sport: What Is It and Why Study It • Functionalist theory: What do sports contribute to 	<ul style="list-style-type: none"> • Sports in High School and College • Racism • Violence
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- society
- Conflict theory:
What do sports contribute to society
 - Interactionist theory: How do people experience sports
 - Critical theories: How are sports involved in creating and changing culture and social relations
 - Feminist theories: What are the connections between gender and sports
 - Figurational Theory: Understanding sports in terms of historical and global processes
 - Understanding history while studying sports in society (Sports vary by time and place)
 - What is socialization?

Though the two courses concerned Sports and American society, each instructor had a different method of instructing their students. Some of their pedagogy strategies were similar, but much of their method was different. Below is a summarization of each instructor's instruction style or paradigm method. The format is in a case study form that was derived from the researcher's informal and formal observation notes, video, and interviewing.

*Mrs. K**The researcher's first day:*

The researcher entered the classroom with a pen in hand and a video camera to be placed in the back of the room. The video camera was placed in the back of the room to better capture Mrs. K, her teaching style, and the classroom environment. Since the researcher had already sat in on several of the previous classes, he felt that he had become part of the class. The students no longer offered prolonged stares, instead, they glanced at him as the door closed behind and then returned to their conversations while others gazed forward in mild anticipation for Mrs. K's arrival. Even with the video camera, they did not seem to care. As he observed the students, the researcher could sense the same anxieties he had seen in previous class sit-ins, such as wrestling through their notes to get a few last glances at the quiz study, while others conversed about the content aloud.

The researcher was stationed near the left front corner of the class. From his viewpoint, he could see the entire class and the area where Mrs. K taught. The students sat at tables aligned in rows facing forward. Though there was no assigned seating arrangement, the students had become creatures of habit and routinely sat in the same places. While the students continued their pre class rituals, Mrs. K entered the class with her usual smile and greeted the students as she advanced forward to the front of the room. Mrs. K proceeded to log on to the computer and lower the screen for her customary PowerPoint instructor lead discussion. A few students let out groans about the upcoming quiz and asked if there could be a group quiz instead, but Mrs. K laughed and told the students to buck up.

Once the computer, screen, and PowerPoint discussion were in order, Mrs. K began passing quizzes to the students while asking them to be quiet and respectful to their classmates. The class became mute while the students provided their best attempt to answer the five question quiz. After about five minutes, Mrs. K asked the students to pass the quizzes forward and to be sure that their names were on their quizzes. At this point, Mrs. K clicked on her first slide and asked the students if they were ready to learn about lying, cheating, and stealing, and how it pertained to sport and real life (September 5, 2008).

Getting the students involved:

As the researcher observed (Observation One; September 5, 2008), Mrs. K's pedagogical style, he noticed it was centered on an interactive, interpersonal exchange between her and the students. She played the role of a facilitator while the student became the discoverer; however, she seemed to have firm control of the direction she wanted the class to flow. In addition, it generally appeared that her primary emphasis was to create a learning environment that encouraged critical thinking and critical inquiry of ethical and moral issues from the students. Since today's topic dealt with lying and cheating in regards to sport, the students were quite willing to voice their thoughts. In combination with her instructor lead discussion, Mrs. K used PowerPoint slides and links to the Internet, so students could easily follow her content while she used an instructor lead discussion.

Another interesting feature of her pedagogy style was that each time she came to a new PowerPoint slide, she would have a student read the bullet points aloud to the rest of the class. By doing this, one could see it assisted the majority of the students in engaging

the discussion and instructor lead discussion. Nonetheless, one could also see that this tactic created some uneasiness in the student, perhaps out of discomfort that they may be called next. Also, after each point was read, Mrs. K would generally ask a follow-up question to one of the students regarding the point. When Mrs. K did ask a question during this class, it generally challenged the students' personal values in order to resolve the moral conflict of lying and cheating in sport. Below is quoted context from the class discussion (Observation One; September 5, 2008):

Mrs. K: Lying and cheating appear to be rampant in the sport world today. A case in point is the fiasco of the Tour de France. What is your opinion?

Student One: It appears to be a problem in the Tour de France.

Mrs. K: Just a problem in the Tour de France?

Student One: I don't know...I guess.

Mrs. K: Is the Tour de France broken? And if so, should the governing agencies give up the fight and allow the athletes to take whatever they need to succeed?

Student Two: I don't know. I have never thought about it like that.

Mrs. K: Well, that is what I would like you to figure out in the paper I am assigning. Tell me what the governing body should do. What would you do?

Student Two: I guess, I can see your point. It is a tough situation for any governing body.

Mrs. K: That is what you need to answer. What should the governing body do? How would you handle this situation? These are tricky situations to deal with, but that is what your books and brains are for. Remember to give sources. All Reflective papers must have two sources cited, following APA format. You must use in class materials such as your text book. You can also use Web Sites. Oh, this paper needs to be 2-3 pages and must include three references. One reference from class, one from the text book, and one of your choice.

Assessing morality through papers:

After Mrs. K finished her brief discussion regarding the assignment, one could see that the students realized that she wanted them to address these issues in their papers. Also, when she was speaking, one could see that several of the students were writing diligent notes to obtain a better grasp of the assignment. Mrs. K also would remind the students that the assignment would be posted on her Web Site in case the students did not understand or if she was going too fast for them to write everything down.

As for the rest of the class, Mrs. K continued to press the students with more questioning regarding the ethics of lying and cheating. At one point, some students argued and stated in sport a win is win, even if cheating is involved (Observation One; September 5, 2008). Mrs. K responded well and touched a tone by simply asking the students what is a lie? What is cheating? What is stealing? And what is competition? How would one define these questions outside of sport? Though these appeared to be simple questions, they did not generate simple answers (Observation One; September 5, 2008).

In an interview (September 7, 2008), the researcher asked Mrs. K how the subject matter of lying, cheating, and stealing fit into her overall plans for Core Discovery.

Interviewer: During class on Wednesday, it appeared you attempted to involve students through questions and about lying, cheating, and stealing, and how it relates to ethics. Why did you do that?

Mrs. K: Socratic/Maieutic... or as Dewey said, we learn by doing...if we want to do ethics, we have to do ethics...not study about ethics...but do ethics through writing, reflecting, thinking, speaking. Jerry Gill in his work about the dance of learning...argues that discussion must be a two way street. Kohlberg also argued that the art of discussion is about student to student, teacher to student...thus questions, answers, thinking reflecting. I want students then to transfer this to their papers

Interviewer: But how does the subject matter of lying, cheating, and stealing fit into your overall plans for Core Discovery?

Mrs. K: This is the basic underlying structure of moral reasoning; the goal is to have a common language... a conceptual understanding of the terms and processes... thus we need to spend a large sum of time learning to understand the basic concepts so that we have a place to understand and discuss the concepts... Lying, cheating, and stealing sound like simple concepts, but really there is a lot of gray area to be had. These are just part of the building blocks used to assist in moral development.

Opposing views are welcome:

Gill (1993) states that Socratic Maieutic instruction must include openness to differing points of view from the students. When observing Mrs. K, one could see her patience while waiting for students to respond to her questions. In addition, it was interesting to watch Mrs. K receive student responses that were at odds with her worldview. However, Mrs. K would never argue with the students, but she would reference others who had a contrasting viewpoint that aligned more with her thought process. In an interview (Interview Seven, December 5, 2008), the researcher asked Mrs. K about this tactic:

Interviewer: I noticed today in class that you quote Richard DeGeorge (1993) saying “that we have to have standards” and then you followed that up with Christina Hoff Sommers stating that “certain things are always wrong.” Why did you cite these people and what were you trying to accomplish with quoting other in relation to the situation?

Mrs. K: It is an ethical tactic in discussions about volatile situations. That doesn't place you against them but rather them against standards. It is important to have an arsenal of knowledge about these standards. Sometimes I will give one position and then I will give another so that it forces them to think outside the box. That there is this vast body of knowledge out there about four thousand years old that is academic and scholarly but doesn't set me against them instead against the standards, instead of I think. It's so and so said. That arsenal, allows them to see

exactly what I do in class is expected within their papers. The conversations get richer.

Creating an environment of student confidence:

When Mrs. K used this strategy, it appeared to provide an environment of acceptance; where students appeared to lack fear of speaking. In addition, Mrs. K seem to use body language extremely well when lecturing and listening to the students. She often reinforced what the students were saying with affirmative verbal and nonverbal behaviors such as head nodding, exhibiting a relaxed manner, and using a conversational style. When she did this, one could sense her mannerisms fostered a willingness for students to speak-up and to risk presenting solutions, even if the students knew that Mrs. K may disagree. Also, as the semester progressed, one could sense a feeling of security among the students, where they had become less afraid of responding (Observation Seven; December 5, 2008).

Pausing and its effect on moral development:

It was also apparent during Mrs. K's instructor lead discussions that her questions were often followed with moments of pausing before a student would step forward with a reply. Even after the reply, Mrs. K would stare patiently at the student before responding. It also appeared that by engaging the students in dialogue filled with pauses, the students felt compelled to support their belief and actions with more rhetoric. As evidence, her first class session had over 15 instances where Mrs. K paused for five seconds or more while waiting for the student's responses (Observation One, September 5, 2008).

Overall, it was quite effective. More important, it appeared the students sensed that they would be accountable for what they said. Mrs. K was also reluctant to provide quick answers and verification to the students' questions and statements, which again, appeared to cause the students to feel that there may be more than only one acceptable answer. Moreover, it seemed that Mrs. K was waiting for the answer to come from the students as a group. One could sense Mrs. K realized the importance and effectiveness of pausing and patience as a teaching strategy. For instance, it took the students over 10 minutes to find the correct answer to questions about lying, cheating, stealing, and competition. Only after students fed off their classmates' answers were they able to collectively come together as a group to define the questions (Observation One; September 5, 2008).

When they finally defined each question, Mrs. K stood in the front with her hands on her hips, paused for a few moments, and then repeated the answers to the class stating (Observation One; September 5, 2008):

Mrs. K: What is a lie? To deceptively deceive someone. What is to cheat? To break a promise. What is to steal? To knowingly take someone's property or ideas. What is competition? A mutual quest for excellence. Remember these for your next quiz, because there is a good chance that they will pop up.

In an interview (October 27, 2008) Mrs. K explains her rationale for pausing and reluctance to reply with quick answers:

Interviewer: In class when asking these questions you use a lot of hmms, hmmmmmmms, and pauses. What's your objective in doing so?

Mrs. K: Dramatics. I do the dramatics to stop the tempo and to catch their attention. I definitely do not want to show any type of emotional response. I do it to make them think. I do these because it allows them to know that I am thinking and I do it to help keep them focused on the topic. I like having their rapt attention. In order to get them to start using their pathos, logos, and ethos, I need their rapt attention on the topic. Listening plays a vital role for how I communicate and engage the class. Though, I drive the content, it is imperative that I am able to listen, be open, and argue without falling to the obstacles of reasoning. My role as the instructor in this course is to question, probe, and suggest alternative perspectives to the students. I aim for the students to experience dissonance. I want to force the student to wrestle with the issue—to reflect, to analyze, to evaluate, to provide reasons, and to search for alternatives. Gill (1993) states that dialogue capacity is the most important feature of this methodology, requiring that the teacher permits the students to find the answer through questioning.

The risk taker:

In addition, Mrs. K stated (Interview Four; October 27, 2008) that one needs to be a risk taker to use this instruction style and strategy in order to improve moral development:

Mrs. K: You need to be a little bit of a risk taker. Jerry Gill asserts that an instructor risks being wrong and openly challenged with this instruction style. In this role, the instructor must accept that it will be necessary to try

new and innovative approaches that may be successful and may not. The key here is being willing to try (Gill, 1993). Often Instructors are initially intimidated by pausing and patience. Some never get over it, but after years of practice, I have found it to be imperative for student and moral development.

When Mrs. K's instructor lead discussion was coming to a conclusion during this observation session (September 5, 2007), one could sense that some of the initial thoughts regarding lying, cheating, and stealing within sports and life were beginning to change. For example (Observation One; September 5, 2008), at the beginning of class, some students stated that the idea of competition was to win at all costs, however, as the class progressed and students began to discuss lying, cheating, and stealing; and how they affect competition and life outside of sport, the student appeared to be contemplating their initial views. More important, the students may not have come to this thought process had the topics of lying, cheating, and stealing not been discussed with Mrs. K's pedagogical style.

The Sage on the stage:

Though the students spoke often in Mrs. K's class, their dialogue generally occurred when she was doing the questioning. Nonetheless, if the students did not know the answer, they would ask follow-up questions to Mrs. K who would often ask a follow-up question to the students. Regardless of the questions and content, Mrs. K had a definite vision of the journey she wanted the students to take.

King (1993) describes the sage on the stage as direct teaching, in which the instructor controls the content and managerial style of the class. In this model, the

instructor oversees nearly all decisions about how students are organized, what learning tasks are covered and when, what class rules apply, and what ideas are communicated. Sage on the stage instructors also drive the content and are viewed as the one who has the knowledge that needs to be transmitted to students according to decisions made solely by the teacher (King, 1992).

Though Mrs. K was an advocate for students to be discoverers during her instructor lead discussions, there was no doubt she had a strong personality embedded in her instruction style that guided the students' direction in the course. In addition, each assignment (See Appendix G) had definitive undertones of morality and ethics within sport. For instance, much of her pedagogical style was intertwined with discussing moral and social values and having the students compare and contrast the value sets.

In an interview (Interview Six; November 13, 2008), Mrs. K discussed this strategy and how she felt that it impacted the students:

Interviewer: When you discuss sport content with the class, you are always comparing social values and moral values to each other, what is your purpose in comparing the two in class? Content Development/Instructional Strategy

Mrs. K: most people do not know what ethics are. They try and associate it about their everyday lives because they don't understand it and you get people off wallowing because they don't really understand it. The terminology or the significance of them, so it is important to discuss them.

Interviewer: the fact that you pin social (loyalty, dedication, sacrifice) and moral values (honesty, justice), something about the contrasting and comparing that makes it easier for the students to understand?

Mrs. K: Of course. Because society has taught them that if they are ethical they are loyal. That's just one example. They also get caught up in things like multiple disciplines at the university and multiple cultures at the university and they lose sight that social justice is justice and fairness. Issues with social justice wouldn't occur if people understood what justice was, but they get caught up in the political issues. They don't answer things from a universal language without realizing that the basic terminology and definition of ethics hasn't changed at all and still applies to society. I do this so that they have a base to have a conversation to build on, because if they don't have those basic skills they can't play the game.

Driving ethics and morality in assignments:

Below is an example of Mrs. K asking the students to explore an ethical issue and decide the fate of subjects in the dilemma regarding cheating and lying in baseball (Observation Three; October 14, 2008).

Mrs. K: Both Pete Rose and Bonds suffer from an issue of integrity. Yes, one gambled and one apparently took steroids, but both lied when they were confronted with their errors. In Rose's case, it wasn't that he gambled once, he was a compulsive gambler...thousands of dollars a day on baseball. Sure, he supposedly never bet on the Reds to lose, but the issue

becomes foggy because the lies become so tangled. He also was convicted of tax evasion, paid a fine, and spent time in prison. All of which are major integrity issues. He cannot be elected to the Hall of Fame until or if he is ever reinstated. Bond's issue lies in the problem of did he, or does he use steroids? Integrity again surfaces. If you went to the Baseball Hall of Fame Web Site on entrance criteria, you will discover that the integrity issue just won't go away. Sure other athletes have tainted pasts. Ruth was a womanizer, Cobb was no altar boy, Mantle was a drunk....but none of them were caught in the public eye lying to an investigative team into their behaviors about the game... that's a key...their behaviors about and in the game... that's the integrity thing coming out again.

Yes, Rose was and Bonds is an unbelievable athlete - but for the Hall of Fame...there are other issues. For this assignment you must reference your papers as per our directions on the Web Site in the syllabus. Also, in this assignment, I want you to go to the Web, find out everything you can about the issue of Barry Bonds and answer the following question. If you were on the sports writers' board, would you support Barry Bonds for the Baseball Hall of Fame? Look up the criteria for inclusion in the Hall of Fame, and review the issues. What would be your vote, and how would you support it, and why? Good luck!

The continuous content journey:

After a few observation sessions, one thing began to come into focus, Mrs. K's classes built from one class to the next. Everything she did appeared to build on the content from a previous instructor lead discussion, assignment, or quiz. In addition, Mrs. K was able to effectively track their journey via her Web Site, where she consistently provided updates to the class regarding class discussions, assignments, and quizzes. In addition, it appeared that student behavior such as respectfulness towards the instructor and each other tended to build and improve from one class to the next.

In the fifth observation (Observation Five, October 27, 2008) one can see that the students' anticipation of class commencement had become almost ritualistic, as if they were doing a mental preparation for a test. Like the previous observations, Mrs. K entered the classroom and addressed the students with informal, but polite greetings. However, once Mrs. K stood in front of the class, the students quieted and waited patiently for their quizzes. It was evident that the students had become accustomed to Mrs. K's class routine. In addition, throughout each observation, student conduct and behavior appeared to improve. In interviews, Mrs. K often stated that her class was a journey that was built on one class from the next. However, the researcher wanted to know how she felt about the students accomplishing and not accomplishing her goals for the class (November 13, 2008):

Interviewer: in your class is there a time when you begin to see that certain students are accomplishing what your goal is? That you see them coming along for the ride?

Mrs. K: Yes, but every class is different. They have to gain the discipline in what they are doing before they can have an argument. Which really aggravates them because they don't want to have to go into the text book or take notes in class or go online? Many try to just go online because they won't really gain the knowledge about it. It takes a good month to two months, when they realize that they have to do this because it will affect their grade. I want to see the argument, the referencing their argument, once they realize this, their papers get massively better. They have to think this through and take their time in doing it. They don't really like it but they start the process. It finally gets the conversation going on. Twenty of them are getting this and doing what they are supposed to be. For them I could definitely say that we are done with them for the semester, but the other 18 definitely are not where I want them or need them to be.

Interviewer: for the 18 that aren't getting it, what have you done in the past to try and bring them up to par? What do you try to do to help them?

Mrs. K: I will send them emails saying, I haven't seen you in class or I haven't received your paper. You're not doing your work or something similar to that. Normally these freshmen are a little over whelmed and their party life is a little too good. It normally isn't because they are studying too hard in everything else but because they have fraternity stuff, and enjoying the great life at Idaho. I will say that 15 of the 18 will not make it to where we want them to be but that 3 of them will fail; that 3 just won't make this class, a lot because of the choices that they make. Which

is okay because we now have a student repeating from three years ago that needed this again and failure was good for him.

In a later interview, Mrs. K talked about the students she felt were not coming along for the journey or were lost in class (Interview 7; December 5, 2008).

Interviewer: Let's say that there is a child that is lost. That is attending class but is just tuning out. Is there anything that you try to do with those students that aren't necessarily coming along during class?

Mrs. K: Well usually if they are there, they are coming along. There is a few at midterm that realize that they are going to fail and start showing up and these are the kids that are having a hard time adapting to the university. It is too much freedom, too much alcohol, or whatever. They sit in class and try to become a part of it but aren't really getting there. I try and call on them and to make them apart. They are just a hiccup from going away. We actually had one young man that it happened to and he came back a much more mature young man.

Interviewer: From the beginning of the semester until now, what kind of change have you seen in your students?

Mrs. K: Maturity is so much better. Their writing improves so much because I won't allow them to be sloppy. I ding them for grammar, content, and their references. They have to do their thinking and support their argument. If I didn't do that then you don't get much. I would just get these silly little things handed in but because I give them feedback

from me and they know they will get it. They tend to write better because they know they will get it. Then it also allows for the maturity in the discussion and conversations within class because they get deeper. It's their thinking and reasoning.

Building moral reasoning is continuous, uncomfortable, and takes commitment:

Gill (1993) states for an instruction style to be successful in developing moral reasoning, the instructor must build on previous lessons. In addition, the instructor needs to establish personality and academic credibility that the students trust and respect in order for them to come along for the journey. In Mrs. K's case, she had a sport background in coaching and also provided a sense of commitment to the students. More important, it appeared she wanted to make a difference and was committed to the concept that ethics and moral reasoning can be taught and learned in Sports and American Society. Gill (1993) states that this approach must cause the instructor to be committed to caring about participants and they must be genuine in their concern and care about the student, but also the instructor needs to push controversial and sometimes uncomfortable topics at the students.

Mrs. K explained her reason for trying to create this atmosphere in an interview (Interview Seven; January 7, 2009):

Interviewer: Sometimes you really push controversial issues such as exploitation in sports, and commercialization of amateur athletes. Is there a reason why you push these issues or is there an objective to this?

Mrs. K: Well sure, cognitive dissonance asks us to do controversy; as well as what the university wants us to do in the course. Controversy is about understanding the continuum of life and the continuum of questions in life from the conservative to the liberal point of view. So in sport, we have many controversial issues and we need to discuss them from gender equity to sexploitation to drugs to abuse to any of the issues. So that's our job again to have confrontation but to do it so we don't alienate them because we want them to be able to listen and learn.

How prejudice are we:

In a class observation (Observation Three; October 1, 2008), Mrs. K tackles the issue of prejudice. Mrs. K began her instructor lead discussion with a question to class about whether they were prejudiced. When this question was asked, not a single hand rose. It was as if Mrs. K had asked a forbidden question.

Mrs. K: Have you ever felt that you were treated unfairly, that someone showed prejudices against you?

Student one: Yes.

Mrs. K: (Points at student...addresses them by their first name). Have you ever felt that someone treated you unfairly based on qualities that you can do nothing about? (4 second pause). Yes.

Mrs. K: (Addresses another student by their first name asking the same questions)

Student 2: Yes.

Mrs. K: Is there anyone in this room who has not felt the sting of prejudices? (4 second pause). I got two men up here saying NO, they haven't been. I don't know if that is true guys. Maybe it is true. Maybe you have lived such a wonderful life, that you didn't have it happen. Prejudice, (side comment) what is that Student (Mrs. K addresses Student 2 by their first name)?

Student 3: Bubble boy.

Mrs. K: Bubble boy (laughs). Now let's have you, (Addresses Student 3 by their first name) Student 3 will you read the rest of what prejudice is.

Student 3: Prejudice is truly arbitrary (Mrs. K corrects students) and usually develops prior to any actual real contact with the object of the prejudice.

Mrs. K: It means that it comes from where before you actually meet the folks. Or whether you've come to groups with them or know who they are. Now how many of you ever been treated poorly because you were a member of a team? (4 second pause. Mrs. K raises her hand, and the students follow her example). Come on Kids, come on. We use to win the ball games and loose the fight every week. How many times did I get spit on as a coach? Did you ever get spit on as a player? Well you lived in a pretty...(interrupted by a student).

Student 3: I've heard some funny remarks.

Mrs. K: You've heard some funny remarks. Football guys use to play Montana. And use to tell me to make sure that their football helmets were really good. And I'd say why, 'cause they go into a football stadium and people lob potatoes at them. And they weren't baked. Yes Student 4 (Mrs. K calls on Student 4 by their first name).

Student 4: We had a football player get a full can of Pepsi thrown at his head, hit him right in the helmet. That's why we always have to wear our helmets when we come out.

Mrs. K: And you have never been touched by prejudice? (Student 4 stutters, it wasn't...) It wasn't you (Mrs. K laughs along with class). Well what do we do in sports that actually sets that up? Kill 'em, have you heard that before? Kill 'em right. "Oh I hate those..." whoever it might be.

TA: You're hearing them right now at rallies in politics.

Mrs. K: Yeah. Rallies right now in Politics, that's prejudices folks. Right? And in sports that happens a lot in these rivalries that occur. What are you laughing about? (Students have no comment, but appears that dissonance is occurring). We use to lose the cat fights all the time. I don't know how many times they got beat up. But prejudice against you for whatever reason ok. Now what is interesting about this is, Student 5 (Mrs. K calls Student 5 by their first name) will you read that for me?

Student 5: Which one?

Mrs. K: The top one. That very beginning.

Student 5: Which one of us do you want to read? (Mrs. K: Points at

Student 5): It is also not an emotion but an intellectual position taken

regardless of how much objective information is available to a person.

(Mrs. K nods head to make student keep reading). What makes it close to

being a habit is that a person thinks their intellectual position is well

thought out, and it serves as a core in all their intellectual thinking.

Mrs. K: Remember my story about ovaries falling out? Did I tell you a

story about ovaries falling out? (multiple students say no) Oh this is a

great story of prejudice ok. I'm a sophomore in high school and we are

playing basketball. And it was three on three basketball, but a funny type

of three on three basketball. It was women's basketball coming out of the

great state of Iowa called girls/women basketball and you only played half

court. Three forwards and three guards on each half of the court, if you

were a guard or forward you couldn't cross the half court line and the

forwards shot at their basket on this side and the forward shot at the other

basket on their side. Am I making sense? The game is occurred across half

courts. So there are three forwards on the side (puts right hand out to her

side) that shoot at that basket and three guards and if they got the ball they

had to throw the ball to their forwards on the other side of the half mark to

shot over there. Strange game, right? So you could not run across half

court. And I have a terrible shot but I play the three on three. But I'm a

bruiser so I was the guard. And the more I played this game, the more P.O.

I got. How come I don't get to run across the court? How come I don't get

to shoot the points? (Raises hand) Mrs. Shelly why can't I run across, for one Stoll, you're a terrible shot. Yeah well I could get better. And number two is you're a woman. (makes a face) I can't run across because... Yeah because too much exercise will make your ovaries fall out. (students laugh) Too much exercise in 1963, your ovaries will fall out. So I went home and asked my mom. "Hey mom is it true if you exercise too much your ovaries will fall out?" She said, "I don't know Sharon but it's true that if you exercise too much you'll have trouble giving child birth." Hmm. So I went down and asked my dad who was milking the cow. "Dad is it true if you exercise too much your ovaries will fall out?" He said, "Who in Hell told you that?" I said, "My teacher did." And he said, "You believe that?" "No but I wanted to ask you." He said, "Go do whatever you want to do."

Mrs. K: Now my questions to you are how does prejudice affect our lives? How does it affect the choices we make? What we do? What occupation we choose? Where we live? How does prejudice play into this?

Controversy as an assessment of student development:

Controversy was a central theme in each of Mrs. K's assignments. Whether it was prejudice, cheating, lying, racism, etc, students were required to address controversial issues through writing papers, quizzes, and communication. Gill (1993) states by engaging in dialogue to support their belief and actions, students will be responsible for supporting their beliefs and actions in both specific and general situations.

Throughout the semester students were required to write weekly issues pertaining to controversial issues. Mrs. K stated that as long as the students could support their arguments, they could take their papers in the direction they desired. Nonetheless, in each of Mrs. K's papers, it was imperative that students take a stand, and support that stance.

Below is an example of an assignment regarding violence in sport and how it effects society. In this observation (Observation Nine, February 9, 2009), Mrs. K pushes the controversial aspect of violence in sport and how it translates off the field. For instance, in this observation she discusses some of the controversial implications the Super Bowl has on society:

Mrs. K: What kind of effect do you think the Super Bowl has on violence and Society?

Student One: I guess maybe if a passionate fan's team loses, they may get upset and hurt someone or themselves.

Mrs. K: In Sage and Eitzen, there is information about violence and the Super Bowl, and the writer who has done most of the work in the field is Mariah Burton Nelson. Tonight, click on this Web address to listen to her interview with her using your favorite professor's work as an introduction. The link is on the Web Site, you'll see it.

Student Two: Who is our favorite professor (class laughs)?

Mrs. K: (Smiling) Also, we discussed that the Super bowl is a cultural icon for America in which...

Student Three: Who says it is a cultural icon?

Mrs. K: Well you may refute it, however, more pizzas are sold than at any other time. The price for an advertisement is at \$3M per 30 second slot. And the going price for the big time experience at the game is around \$150 K. That's some evidence, right?

Student Three: I guess you may be right.

Mrs. K: Also we discussed the notion of violence per se in sporting events - and the questionable behavior of fans and parents.

Student Four: You mean yelling at referees?

Mrs. K: That's part of it, but there is more...and why?

Student Five: There is aggression too. I have heard that violence may be genetic as to why we are aggressive.

Mrs. K: I'm not so sure - maybe in certain personality forms - the research is rather clear that there is something about sport and athletics that seems to support and promote aggression. See Bredemeier and Shields. Also, tonight go to following link on the overhead to see what the psychologists say.

Attempting to change student opinions:

Mrs. K routinely asked students to willingly reveal what one would do in specific situations, but also, to provide reasons for arriving at their position. With this strategy, she would often integrate her methodology with the student's own experiences. She accomplished this by asking the students to write about and discuss their life experiences in relationship to the content she was pushing. For instance, this was displayed in class

regarding controversial behavior at the University of Idaho and Boise State basketball Game (Observation Eight; January 30, 2009).

Earlier that week, the rival schools had a basketball game where racial slurs were shouted by the home student body at the opposing team players. The story received national coverage and was on the front page of state's largest newspapers.

After the students handed in their quizzes, Mrs. K stood in front of the class and asked the students about their peers' behavior at the latest home basketball game. With several athletes in the class, the conversation became emotionally fired. Several of the athletes stated that when they played in Boise they received the same treatment. The students wanted to know why it was such a big deal if Boise can behave the same way and Idaho could not. Interestingly, Mrs. K stood there and listened to all the students' feeling regarding her initial question (Observation Eight; January 30, 2009).

Without challenging them yet, Mrs. K simply asked: Are there any other thoughts regarding this issue?

Two of the football players in the front row stated: Mrs. K, this is about pride and they insulted our pride when we went to play football there last year. It's alright if we treat their basketball players the same way we were treated. All options are on the table when you play your rival.

Unfazed, Mrs. K followed up their responses with a few questions. When she asked the following questions it was as if she was trying to bait them into more dialogue with each question. In addition, the questions pitted social values to moral values and the students' initial response with their next response.

The questions Mrs. K. preceded to ask were: How do you treat guests when they come to your house? Would it be proper to cuss at your guests? If your guest cussed at you, would it be alright to cuss back at them?

In an interview (Interview 8, January 30, 2009) Mrs. K responded to this class interaction and described what she was trying to do:

Interviewer: A couple football players commented during the discussion that their experience last year down at BSU was similar to the treatment the Idaho fans had inflicted on Boise State. How did you utilize this comment in class? You said that just because they did this doesn't make it alright. What were you trying to get these students to understand?

Mrs. K: Relativism is a common argument. The loyalty issue is a relativistic switch. It is a justification process. Relativism is a level of moral justification that is used often in reasoning, when the young man respectfully said "to be fair Dr. Stoll they don't treat us any better." In the beginning of the semester the kids hadn't been thinking of moral reasoning and you saw much more fire in them. Instead they were thinking and trying to show that this relativism thinking or paybacks are relativistic

thinking. He said that and I wanted to be very clear because we have to think better than that. We have to be better than that because we do not want to get into a situation where emotion carries the day. You don't want to be involved in that. That's why I made that statement. We can't make decisions based on how others treat us. We just can't, even if we played poorly.

Interviewer: And would you say that is a key component to your instruction method?

Mrs. K: Absolutely, but they are at the place in which they could accept it from me. However there is no way that I could go up to a group of athletes and say the same thing because they would go into a defensive justification mode. Us against them type mentality. We have to do it in a way in which they are continually thinking so that they just don't emotionally respond. They were definitely quick to respond but very tolerant to hear what I had to say. And that's part of the journey. There has to be a great deal of respect; from student to student, student to instructor, instructor to student, and that respect has to be one in which they value what is being said. They have to care about that relationship because even though I am saying something very different from what they would rationalize. We saw this a lot in the last two weeks because they would sit quietly and listen intently to what I was saying. And that it helped them to question their thinking, which maybe their way wasn't exactly the best way of thinking about it. You want to be able to have that tension and that

contrast called cognitive dissidence. I made this statement and they reacted to it, and their friends were kind of doing this kind of thing, they wanted to know and challenge me but they were willing to listen to me.

Through the analysis of Mrs. K's instruction style, one can see it involves a continuous journey that does not occur overnight. In addition, Mrs. K appeared to create an environment that was open, caring, and trustful. Mrs. K was able to facilitate interactive discussion through use of active listening skills and empathetic argumentation. Through the use of her style, students were often able to appreciate divergent points of view and in the process, improve their own critical thinking and reasoning skills. The Socratic Maieutic model's primary emphasis is to create a learning environment that encourages critical thinking and critical inquiry of ethical and moral issues by both instructor and student (Gill, 1993).

More important, the results illustrate Mrs. K's effectiveness at creating cognitive dissonance, which is imperative for improving moral reasoning levels within students (Kohlberg, 1981a, 1984). Stoll (2004) states that moral reasoning growth is based on the assumption that as reasoning individuals, students, through self-examination, cognitive dissonance, and a specific methodology, can grow cognitively about their moral decision making process. It appears that Mrs. K's pedagogy style was effective at accomplishing this objective.

Mr. S

Description of Control Instructor's Pedagogy

Mr. S's Arrival:

The researcher entered Mr. S's class like he had in all his previous class observation, but this time, he had his video camera in hand. Like, Mrs. K's class, Mr. S's desk arrangement was similar. The students were in rows and they appeared to have a seating arrangement that they had settled into. Mr. S arrived with his messenger bag strapped to his sleek frame; he appeared to wade through the crowd of students with confidence and coolness. A few students greeted him with some what's ups and Mr. S returned the greetings with a shoulder shrug and then stated, "Not much." One could sense the students felt extremely comfortable in his presence and were glad to see him. Mr. S continued towards the front of the room placing his bag on the front table as he proceeded to lower the projector and log on to his computer.

Once logged on, Mr. S went to the Web Site pandora.com and began playing music for the class. Interestingly, when the music began to play, the class silenced and focused on the lyrics coming from Mr. S's computer. During this time, Mr. S pulled out his book, looked at his notes, and then glanced back at the students. He then asked the students if any of them could name the song or the band. A few students clamored out names, but none were able to identify the band. After a few more guesses, Mr. S caved and told the students about the band and the song (Observation One; September 17, 2008).

Once the pre class exercise concluded, Mr. S asked the students what they had on the agenda for the upcoming weekend. After a few student responses to Mr. S's social questions, he asked the students if any of them had watched Monday Night football two days earlier. Several of the students jumped into the discussion stating their opinions about the game and the teams involved while others (most notably females) just listened

to their peers. When the students were finished responding to Mr. S's initial question, he asked the students about the showboating incident that occurred. Immediately, a large male student in the second row stated that Deshaun Jackson (he was the player showboating in the game) is an idiot and he would have kick his ass if he was playing against him (Observation One; September 17, 2008). Several other students stated that there would be no way they would let a player show them up the way Deshaun Jackson had done. In an interview, Mr. S explained his thoughts regarding this discussion and what it meant to the class (Interview One, September 17, 2007).

Interviewer: About Deshaun Jackson's conduct during a Monday Night football game showing up a defender that you referred to in class; was there a correct answer that you were looking for?

Mr. S: No, not really. It was more to see where the students align themselves in thinking if it is appropriate conduct, the link that I was hoping that would be made is, is there a connection between the conduct on the field with the conduct of the player off the field. Or does it just stay on the field. Also referencing that it is just part of the game, with trying to get a discussion or debate on if it really is just part of the game or not. How the students felt about this conduct, their personal opinions in reference to this.

Interviewer: What went through your head when some of the students discussed the unsportsmanship behavior as being part of the game?

Mr. S: I guess the defense mechanism of laughter. I get it, and understand that a lot of people view it was part of the game. Some of it is, but I think

it is taken over the top. I hear some students say that they think they don't understand the competitiveness of the sport or the sport itself. Some even think that sometimes that line can be crossed. Showing up your opponent goes across that line beyond just being a competitive spirit but with Deshaun Jackson's actions, it more of just makes an ass out of yourself. It is disheartening. It is a media speciation; it also involves entertainment thus making it a double edged sword. It's just not the game anymore but entertainment and entertaining the fans. But we just kind of want to be there.

Interviewer: I thought it was interesting when a student was talking about if Jackson has shown up a member of his team that the next time he was in the game he would try and kill Jackson and how do you think it affected the rest of the class discussion?

Mr. S: I think it was great! I think it impacted this discussion and kind of set the tone for the rest of the year, especially when a student feels comfortable enough to make a statement like that. It allows for the opening up of another discussion and furthering this one as well. And now we have controversial issues and I think that students can take that now. The next class period we actually discussed Michael Vick, and there is some pretty hard issues with that. Racial issues with that. The class didn't want to say anything, but with some prodding, the previous day made it possible to have a discussion like that. It made it acceptable to talk about these controversial issues. I think it's great that he said that. It shows that

you have the competitive spirit to back-up your teammate that was getting shown up.

The class discussion regarding showboating and player conduct lasted for about 15 minutes with several students providing their thoughts and opinions about the issue. Though Mr. S was sitting on a table in front of the class, the students took the discussion and went the direction they wanted to go. Mr. S would occasionally ask questions for further explanation of a student's opinion, or if a student raised their hand, he would call on them, but for the most part, he permitted the students to discuss the issue open and freely while he facilitated the discussion to keep it within the confines of the content.

Once the lively discussion concluded, Mr. S divided the class into groups to work on collaborative chapter presentations. Mr. S claimed that his idea around this activity was to examine how each group would interpret the material and present it to the class (Observation One; September 17, 2008). Once the groups had assembled, Mr. S told the students they had 15 minutes to prepare their presentations for class discussion. In addition, he stated that each group needs a recorder and a spokesperson to address the class. During this time, Mr. S walked freely throughout the class and asked the students if they needed any assistance. For the most part, the students understood the material and needed no assistance. When the preparation time concluded, the groups had each of their assigned spokespeople address the class. Through the presentations, each group appeared to have a solid grasp of the material, and they appeared to present the material in a fashion that was easy to follow (Observation One; September 17, 2008). Moreover, the group work was a common activity throughout the semester.

Later in the day, (Interview One; September 17, 20008) Mr. S explained his reasoning about the format of the group work and what he was trying to do.

Interviewer: I notice that you had students form groups and discuss the chapter, a group work, with assignments or positions like recorder and reporter, I wanted to know what do you try and accomplish with these group activities? Why do you do them?

Mr. S: There are a few reasons. Let's start off with collaboration.

Working as a group is incredibly important in the work place. Upon graduation you see this more and more, it's a skill you need to develop. And I think the best way to develop that is through experience and do it. I am trying to prepare them to do group work and to within other classes, and eventually when they enter the work force. I think another component is it is easier for students to talk in small groups and express themselves more. It also gives students responsibilities in having group roles. It forces them to take on a role within their group and eventually with in the classroom itself. So it also helps with leadership opportunities. I think it is important to present back to the group these skills of informal presentation skills. I had this one kid that was pretty funny. He was kind of sitting there going back and forth joking around. Which leads to my next point, it kind of creates an atmosphere of fun. And learning should be fun; there is no sense in making it not. I think that you can see students in a different way, to reinforce terms, topics, issues, and I think that going over them all helps. Along with writing it on the board so that they can see it. And each

group is kind of doing the same thing. I am also looking for the differences. Each group normally has something different but kind of the same, on how they interpret or different perspective that might be missed in a larger discussion. It allows for it to be broken down in simple aspects, so that it isn't so daunting. Smaller increments to be able to process the information better.

Inserting himself as an instructor:

Though Mr. S was an advocate for group work as part of his pedagogy, he also realized that groups would occasionally need assistance. In essence, Mr. S would insert himself into the discussion if he felt some of the groups were lacking details. Gill (1993) stated that it is important for the instructor to have trust in their students, but provide support when necessary. Kohlberg (1971) stated that one needs to feel cared for and trusted in order for moral development to occur. In this observation (Observation Three; October 14, 2008), one will be able to see that Mr. S permits the students to guide the class's course and set the pace, however, one will also see that Mr. S plays a role in the activity when he feels it is necessary.

During this class, Group one discussed how sport had become a major focal point for secondary schools and higher education. In addition, they discussed how physical education is a class that the majority of Americans have experienced (Observation Three; October 14, 2008).

Group two discussed why sociologists study sports as parts of culture and society (Coakley, 2004). They also discussed how sport has an importance in people's lives and their connections to ideology and major spheres of social life. In addition, this group

stated that research in the sociology of sport has helped people understand sports as social constructions created by people for particular purposes. They claimed that as social constructions, sports relate to historical, political, and economic factors.

Group three discussed how sports are institutionalized competitive activities that involve rigorous physical exertion or the use of relatively complex physical skills by participants motivated by internal and external rewards (Coakley, 2004). Stating that first, sports are physical activities, but become competitive as advances in performance. During this discussion, the Mr. S inserted himself and explained that the traditional definition of sports is that they are competitive activities. He discussed how sociologists realize that competitive activities have different social dynamics from cooperative or individualistic activities. They know that, when two girls kick a soccer ball to each other on the grass outside their home, it sociologically differs from what happens when the U.S. women's soccer team plays China's national team in the World Cup Tournament, so it makes sense to separate them for research purposes.

Group four discussed how sports are institutionalized activities. They explained (from Coakley, 2004) how institutionalization is a sociological term referring to the process through which actions, relationships, and social arrangements become patterned or standardized over time and from one situation to another. They further explained that institutionalized activities have formal rules or organizational structures that guide people's actions from one situation to another. In specific terms, they stated (From Coakley, 2004) institutionalization is comprised of: (1) The rules of the activities become standardized. (2) Official regulatory agencies take over rule enforcement. (3) The

organizational and technical aspects of the activity become important. (4) The learning of game skills becomes formalized (Coakley, 2004).

Mr. S interrupted the group and finished by stating that the fourth point in the definition of sports is that sports are activities played by people for internal and external rewards (Observation Three; October 14, 2008) (Coakley, 2004). He claimed this means that participation in sports involves a combination of two sets of motivations. One is based in the internal satisfactions associated with expression, spontaneity, and the pure joy of participation. The other motivation is based in external satisfactions associated with displaying physical skills in public and receiving approval, status, or material rewards in the process.

One could sense that the group activities provided the students with some ownership of the content they taught and learned. In addition, the students were allowed some freedom as to the direction they wanted to take the content through the group work and discussion questions they were going to cover in the next class. Mr. S still facilitated the discussion and inserted necessary content that had been omitted from the student groups, but the students drove the discussion.

From a later interview (Interview Four; October 14, 2008), Mr. S explained his philosophy on group work and what benefits he had seen from this pedagogy strategy since the beginning of the semester.

Interviewer: I noticed that you also had the students break into groups again to work. I know I have kind of asked you this before, but what benefits have you seen from the group activities? What was the mission in doing this?

Mr. S: I did this because I believe it has brought different aspects of learning. I wanted them to learn to communicate within a less structured environment and to practice citizenship. To use the university terms, but to use the politically correct terms to “see if you play well with others.” This is to help them to learn in a different environment that they have a little more control over than a traditional setting. I like it because it gives students that are more reserved within class the opportunity to communicate within class and have the reporter bring those ideas or concepts back to the class, so that their voice is being heard. It allows for self confidence to build within the class. It allows those students to contribute to the class without making them feel uncomfortable. Comparison later on, and group work is important because of committees and the like within a corporate or work environment.

Pushing student to discover their identity:

Mr. S’s class regularly participated in group work with his desire being that students would engage new people and expand their perspectives through others. Mr. S would also encourage the students to participate in extracurricular activities such as poetry readings, concerts, and sporting events. Throughout the semester, the issue of self identity and expanding student views came to the forefront of class discussion more than once. For instance, Mr. S explained a class discussion regarding student identities and agents of socialization in an interview (Interview Two; September 22; 2008).

Interviewer: I noticed that the idea of identity being discussed in the group work today lead into the idea of socialization. How do you think the students grasped this concept? The topic of socialization and the agents?

Mr. S: Um. You know I was actually impressed with how they got to the agents of socialization. They picked up the agents of socialization real quick. I think that just trying to define socialization that they understood that, I don't why exactly, but I think that the people around them helped to define that. I think it helped that the theme was carried throughout the whole class and that it helped for the understanding of that term. I think that maybe at the opposite that the idea was kind of foreign to them and the socialization term was kind of new that that they kind of didn't grasp that. I think that defining it and then following it up with ages of socialization then applying it, and then to themselves; to allow them to develop an identity an individual identity that they form of themselves.

Interviewer: I guess kind of jumping into that a little bit; do you think or is it an objective a little bit to possibly look at how some of those agents of socialization might change now that they are in college and not high school anymore?

Mr. S: Absolutely. I think that that also relates to the process in the last question of having to come to grips with the changing identity. I think it will really take a good semester before it takes a strong hold. I think that the majority of them won't be socializing with peer athletes that are teammates. I think it's a new experience for them whether they are in a

residence hall, sorority, or fraternity or off campus. Their socializations are different, probably drastically different for those that played or lettered in high school. Those that are student athletes I think will find that their ages of socialization will be bigger, there will be more of it and more agents out there. Their identity as student athletes will remain, I think that their sphere will become larger, I think that this is why it is an identity awakening. That their agents of socialization are different and are starting to impact their identities and that they will start to realize that.

Interviewer: You discussed how identities can be malleable and why did you bring this up in the discussion with the students?

Mr. S: I think it is important to know that change is okay. That change is inevitable. That you can kind of mold it how you will. Again the baseball guy; he might find himself in club baseball team, but not to take away from club sports, but not a scholarship athlete. The time and types of teams you play are a little different, you play other schools, but you also play 30 or 40 year old league teams as well. It's just a little bit different, but he can sort of mold his identity kind of in that. Still holding on to the idea of baseball and an athlete, but it will be molded differently. I think it is important to realize that and that students come here and are 18 or 19 years old and this is a new process. That they should know this change is okay. I guess it is almost an attention for cover. I think everyone goes through it. My other class, American West, the identity of being an

American westerner that this identity changes as well that student knows that this is okay and that it will occur one way or another.

Interviewer: Kind of jumping back, I think it was interesting to listen to the students relate to personal privilege of your identity; I noticed that you tied the movie Friday Night Lights into this idea. Again what did you think about your student's response to their privilege of their identity?

Mr. S: I think that there is kind of two parts. One, that I was happy with the response and their level of understanding concerning the privilege of being an athlete. Maybe their high school they got away with a few things, maybe they didn't get away with a few things. In either direction that they got that. Intentionally, to bring in the bigger societal issue with privilege in there. It is a work in progress. I think they understood privilege as a student and as an athlete and privilege. We will be moving into conflict theory in terms of male privilege and hopefully that is that second part and we are working at it. I am okay even if it takes until the end of the year for this concept to be understood. But I think that the foundation needs to be built. They understood that privilege of social contextual issues that would stop them from enjoying their athletics.

Community involvement and service learning:

In addition to the pursuit of extracurricular activities, Mr. S also continuously pushed community activities such as service learning and volunteering. In a later

interview, Mr. S to explained (Interview Three; October 1, 2008) his philosophy concerning why he encouraged students to participate in extracurricular events.

Interviewer: I see that you have been asking your students to attend activities outside of class. What is your purpose for doing this?

Mr. S: To experience something that is outside of their comfort zone. Liberal arts education type thing. I am trying to help them take it all in. Especially when you look at the core requirements you have to look at the majority of the students that look at that attend the University of Idaho are from Oregon, Idaho, Washington, or are from rural places. I am really looking to open up their point of view from what they are used to. I am also really looking to give them some cultural awareness, because of their “small town Idaho” Washington, or where ever. I am really looking to make them uncomfortable and broaden their horizons.

Interviewer: Talking about the extra activities, I thought it was interesting that they asked you about the poem presentations. What did you think about their question? It was kind of like they were challenging you. What was your two cents on that?

Mr. S: Umm, I think it is great. I like it when they challenge me. I love it when they ask me why I do certain things. It lets me know they are thinking just not going through the motions. I think they were interested in my perspective. I was glad to tell them that this was out of my comfort zone as well. I don't attend poetry readings, write poetry, or anything like that. I feel like it allows them to also see that I am also learning through

this process. It shows that I am doing the same. I think it is refreshing and to personalize what it means to me. You can always learn and be exposed to all types of things regardless of age. That this is important, life-long learning, this is my objective.

Interviewer: I think it is definitely interesting. How they reacted to your thought or reactions. How do you think your reactions changed their opinions? And their likelihood to attend future events at the university of Idaho?

Mr. S: I got a sense that they would see that I didn't care or that I didn't like it. I try to be genuine and to let them know that this is important. That I also make sacrifices as well to attend these events. That I as well would definitely would like to be at home on Monday night watching Monday night football. That I need to be this example. It is part of the process. I don't want to influence one way or another. I try to be neutral. On Friday we were trying to "rock the vote," one of the questions asked was who was I was going to vote for? To this question I just kept saying November fifth. That this was an important thing to be involved in. I don't want to influence these kids in anyway. I have my opinions but I try to stay more neutral. I try to just bring in a cultural experience for all. But this wasn't mandatory. But I had something else going on.

Explaining his pedagogy:

In a class observation (Observation Nine; February 13, 2009), while the students were doing group work, Mr. S explained what he wanted to accomplish through his pedagogical philosophy and strategies such as group activities, discussion questions, and other student centered assignment. Moreover Mr. S discussed what he envisioned with active student participation. He claimed that much of his pedagogy came from his studies of Social Constructivism, specifically, he stated the Social Constructivist theory points from Speck (1996) for activities in his class (Observation Nine; February 13, 2009):

Figure 2. Social Constructivism

Students will commit to learning when the goals and objectives are considered realistic and important to them. Application in the 'real world' is important and relevant to the student learner's personal and professional needs.

- *Mr. S attempted to accomplish this by having the students work in groups. He often stated that group work was important because the real world will require that you are able to work with people.*

Students want to be the origin of their own learning and will resist learning activities they believe are an attack on their competence. Thus, development needs to give participants some control over the what, who, how, why, when, and where of their learning.

- *Again, Mr. S attempted to accomplish this with the group work, discussion questions the students would bring, and the response papers they would write. For instance, the students were allowed flexibility to choose which article they*

<p>would respond to in <i>Sports Illustrated</i> and what content they would relate it to in the text book.</p>
<p>Students need to see that the development learning and their day-to-day activities are related and relevant.</p> <ul style="list-style-type: none">• <i>This was tougher to gauge, but the general feeling was that the students saw the activities in Mr. S's class as relevant. As for professional development, the onus was on the students to take ownership in the activities Mr. S assigned. In other words, it required some self motivation for the class activities to be beneficial.</i>
<p>Student development must be structured to provide support from peers in order to reduce the fear of judgment during learning.</p> <ul style="list-style-type: none">• <i>Again, Mr. S tried to accomplish this with group work, the student response questions, and also have students share their response papers with the class. When students did share their paper, Mr. S asked them to explain why they chose the articles they did, and how did it relate to the class text book. By having the students do these activities, Mr. S was hoping they would create an environment where students would support each other and respect each other's work.</i>
<p>Students need to receive feedback on how they are doing and the results of their efforts. Opportunities must be built into development activities that allow the learner to practice the learning and receive structured, helpful feedback.</p> <ul style="list-style-type: none">• <i>Though Mr. S may have done this, the researcher was never able to capture it in class observations. However, after the final post-posttest, Mr. S did tell the</i>

researcher that he had provided the students with an oral final. He stated he did this because he wanted to provide the students with feedback and offer suggestions for further development.

Students need to participate in small-group activities during the learning to move them beyond understanding to application, analysis, synthesis, and evaluation. Small-group activities provide an opportunity to share, reflect, and generalize their learning experiences.

- *As mentioned previously, group work was a major part of Mr. S's class format.*

Student learners come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies. This diversity must be accommodated in the student development planning.

- *This was more difficult to accomplish because the majority of the students in Mr. S's class were recent high school graduates from the Northwest. In addition, the majority of the students were Caucasian from middle class families who had been raised with similar experiences. However, it is important to note that each student had participated in sport as a participant and spectator. Thus they were able to draw from their own experiences when forming opinions during class discussion and in their assignments.*

Transfer of learning for students is not automatic and must be facilitated.

Coaching and other kinds of follow-up support are needed to help students transfer learning into daily practice so that it is sustained.

- *Through the observations and interviews, this was one of Mr. S's strengths. Much of his class formats were conducted with him in the role as a facilitator or guide by the side. In fact, one could see that this was a strength of his.*

Content delivery conducted by a Social Constructivist:

Through examining the principles of Social Constructivist theory, it appeared Mr. S attempted to foster an environment that created student growth through content delivery. In addition to group work, Mr. S required students to write about articles in Sports Illustrated and how they relate to content in the book. Mr. S would also assign students to bring discussion questions relating to the class content in order to spark dialogue amongst students.

As part of his pedagogy, Mr. S would have a different class format for Mondays, Wednesdays, and Fridays. Mondays would consist of Mr. S facilitating the instructor lead discussion regarding content from the book. Though Mr. S set the course for the instructor lead discussion, the students drove the discussion. Wednesdays consisted of Mr. S dividing a chapter from the book into multiple sections and then splitting the students into groups and assigning a section to each group. The students would then discuss their section amongst their group before ultimately teaching their assigned section to the rest of the class. Friday consisted of discussion questions regarding content students wanted to discuss with the rest of the class. In a later interview (Interview Four; October 14, 2008), Mr. S explained he had different class format styles throughout the week.

Interviewer: So today, I noticed in your Monday format; well you have a format for Monday, Wednesday, and Fridays, is what I have seen so far. Today I saw you have the students share discussion questions. Why do you do this?

Mr. S: I do this for many reasons. Mainly, I want to make sure that they are doing their reading. That they are actively doing their readings, to engage with their readings. To basically spark discussion. Potentially it helps check attendance, their reading, their comprehension of the readings. These are open ended questions, so it's not just the yes or no type answers but there is actual thought put behind them. Plus it has the potential to help keep the discussion flowing.

Interviewer: What was your point in having a Monday, Wednesday, Friday formats?

Mr. S: Well it just kind of happened. I didn't really plan on it, it happened as I started creating things this summer. I think students like that schedule. It becomes a routine. It helps them and it helps me. It allows them to know exactly what is expected of them each day of the week. On Monday, they know that they need to have their reading and discussion questions done and ready to be discussed in class. Have done their active reading. Wednesday, having applied the information from the readings to Sports Illustrated to put into a response paper. On Friday we sum everything up and then discuss everything that needs to be brought up within small groups so that everyone can talk about what they learned that week. It kind

of wraps everything up so that we are ready to move onto the next topic. Theoretically they read it over the weekend, we talked about it Monday, we apply it on Wednesday, on Friday we review what we went over on Monday and Wednesday so that we get it all together as well as review it once more to establish it.

In a later interview (Interview Four; October 14, 2008), Mr. S explained why he had the students comb the chapters with each other prior to their presentations. The researcher was curious to know why he did not have the students come to class with the material ready to present.

Interviewer: also noticed that when you had them look through the text to find the answers to their questions, I think you developed the four different categories of violence within sport. But you had them find the answers and then relate them to the concepts to the contemporary Sports Illustrated. What was the purpose of this?

Mr. S: Couple of things. I think for a lot of students they get intimidated by the concept of academia. Especially for first year students; not to mention I had touched on this before but with many of the students being from rural Idaho and with this economy it makes it hard for them.

Academics becomes through academia, I think it makes it inaccessible for them. I try and make research or theory or the application of academic concepts that we use to look at sports and try to apply it to everyday life within sports. I think it helps college to become more accessible in the brain, to make it easier to apply it. Most of these students are from Idaho

and hasn't always had people telling them that they needed to attend college, but rather maybe the opposite. Some of the students even have people telling them that they don't need a college degree to be successful. Granted you don't necessarily do. But it's just you can still utilize these skills for everyday life. If I tried to relate all of everyday life to anthropology, it would drive me crazy. I wouldn't be able to even to sit down and watch a TV show. I don't want to make people miserable like that. I just try and relate it to some sort of academic discipline but, intellectualization. To make it fun, make learning fun. To make this all apply to everyday life. I just don't want it to be a theory that they learn about but for it to be something applicable to their lives daily. Intellectualize everything. I want the students to be excited about being here and learning. I don't want these theories to be abstract but how do they relate to me? Let's figure this out; relating Albert Haynesworth of the Tennessee Titans, the big scary, violent, black man in football to Marks' theory. He just seems to be violent. But let's look at this and make it from this abstract but to a real life application.

Nonetheless, when Mr. S did instructor lead discussion, he would sometimes open the book and discuss critical elements of the chapter. In an interview (Interview Eight; January 30, 2009), the researcher asked Mr. S about this strategy.

Interviewer: I noticed that you don't always do it either though. How do you think teaching with the book open affects your teaching style? The connection with your students?

Mr. S: I think it could have the impact of helping them to recognize that I did the reading like they were supposed to. I also think that they might like it because it helps to keep me on track, which I can get really off track on occasion. Then again it is quick and easy for me to quote the book normally with ease. It is a good question, I just haven't really thought about it. But I did really like it so I just kept doing it. However I don't do it every day, but I think part of that is because it is easier for the days in which I am pulling directly from the book. Like Mondays, the open discussion, it allows for focusing on the text . while Wednesdays is an article relating to the text, and Friday is the group work relating to the text. It helps to bring it together. Plus on Wednesdays I always have the Sports Illustrated because that is what we are discussing that day. That's probably really a big part of it.

Changing the way students examine sports

A major theme that Mr. S routinely emphasized was trying to get students to understand the multiple perspectives sport. A key aspect of moral reasoning development is one's ability to self examine themselves and the feeling and perspectives of others (Kohlberg, 1986). For instance, (Observation Nine; February 13, 2009) Mr. S split his class into two groups and play two games of kickball. However, each class played the games at different times so they could watch each other. After the games concluded, Mr. S had the students write reflections regarding their playing experience as well as their experience as a spectator. In another class involving the topic of violence. Mr. S split the students into groups and had each group examine different forms of violence in sport. For

example, one group focused on participant violence within sport, participant violence outside of violence as a result of sport, and violence among spectators. In an earlier interview, (Interview Three; October 1, 2008) Mr. S explained his reasoning behind his philosophy behind his pedagogical style.

Researcher: I noticed that you had the students discussing the multiple forms of violence in sport the other day. One of the groups discussed a story regarding hockey and fighting, and how it is not always appropriate to American values. However, instead of discussing the violence within the game, this particular story was about two fathers who had gotten into a fight after their sons had, with one the fathers killing the other during this fight. To fuel this story you brought up the theory of “the sweet science.” My question is where were you trying to take the class with this story? What exactly were you trying to get across? Were you trying to push them?

Mr. S: I was definitely trying to push them with hockey. I wanted them to look at, well we have fighting in the game of hockey, but there is also violence outside the game, and then there is boxing. I was trying to get the connection that violence just does not occur within the context of the game. As for boxing, it is known as the sweet science, somehow I was trying to get them to look at one (boxing) being okay, one being moderately okay (fighting within the game of hockey), and the other (a parent killing another parent due to their sons fighting in a hockey match) is not okay. I wanted them to look at violence through the multiple

avenues that it occurs in sports today. First, is violence okay in hockey? Is it okay only to a certain extent? That fighting within a ring, with gloves on better than just the violence outside of the ring? I wanted them to start looking at the fine line between the two and whether fighting in sports is a little bit different than two people beating the crap out of each other outside the sport? I was trying to get them to look at it more than just a sanctioned fight but when you apply the sweet science term to it, it becomes more technical. More technical but also becomes kind of more fluid. I really was just trying to stir it around in their brains. I wanted to see where they would take it. It is an easy argument to make that boxing is a violent sport, but a lot of people justify it as okay. However, when two spectators fight, we look at it as not okay. Where boxing, our perception is it is more than just pounding each other within the head. That if you have trained or ever boxed that it is just more than hitting each other. That it is a little bit different. I wanted to see their perception of violence as a participant and spectator.

The use of sports theories and how to apply them:

Another theme Mr. S's tried to emphasize in his pedagogical style was his attention to theory throughout the year and having the students apply them to sport situations. For instance, Mr. S regularly had students study sport theories individually and in groups in order to teach the class the theory they learned. One of Mr. S' other assignments would require that students find articles in Sports Illustrated and then tie the article with a theory they learned in the book. Once the student found a theory that

matched an article in Sports Illustrated, they would write a response paper that they would share with the class. Mr. S explained his reasoning behind his emphasis on this activity (Interview Three, October 1, 2008):

Researcher: jumping into it. I noticed last Wednesday that you have the students subscribe to Sports Illustrated and then write a response paper to the article of their choice.

Mr. S: Part of it is that they also have to have a textbook. They are both positive and negative because they have their good parts and bad parts. Some professors do not like textbooks, and some do. I need them to do response articles and attempt to respond to the textbook chapter. The reason I do it is because I want them to look at the theories and that academics is accessible, that it is all around us. Sports and American society, but it are all around us and permeate our lives. That it is in the textbook and relates to contemporary life. I felt like sports illustrated helps to bring the contemporary with the textbook. Plus it historically has had great writers and to keep them up on current events. If the scope of the class had been broader then I would have had them subscribe to the newspaper instead but Sports Illustrated was more appropriate to the class topic. That this allows for current events being brought up and discussed. To help them stay connected to the world while in little Moscow. The idea of academia is making it fun and relating to help making it enjoyable. To allow the “dorks” to do the research. Ease in the idea of research. I think it is a process to be eased it. That this impacts our lives. I think that

researching and light research has a purpose and it will be brought up more this semester. I try to make it relevant and a lot of times making it more accessible makes it more viewable to fully get the students to grasp it and to apply it to their world view.

Guide by the Side (Student empowerment and owning the learning process):

As documented, Mr. S would often permit the students to dictate the flow of the class through their discussions questions and group work. Though, the students had control, Mr. S would facilitate throughout all class formats in order to provide control. Moreover, one could see that Mr. S relished in the role as a facilitator for the students, and emphasized placing them at the center of the learning process. Much of his pedagogy style consisted of arranging a learning environment that would give the students some direction and a task, then standing aside to monitor, and occasionally inserting lacking content while the students went about the learning process (King, 1993). As mentioned previously, prime examples of this were when Mr. S had the students do group work or run discussions through their discussion questions and papers they had written.

According to the social constructivist pedagogy approach, instructors have to adapt to the role of facilitators and not teachers (Bauersfeld, 1995). Where some instructors provide a didactic lecture when covering the material, a facilitator helps the student obtain their own understanding of the content. The emphasis thus turns away from the instructor and the content, and towards the learner (Gamoran, Secada, & Marrett, 2000). This dramatic change of role implies that a facilitator needs to display a totally different set of skills than a teacher (Brownstein 2001). A teacher tells, a facilitator asks; a teacher lectures from the front, a facilitator supports from the back; a teacher

gives answers according to a set curriculum, a facilitator provides guidelines and creates the environment for the learner to arrive at his or her own conclusions; a teacher mostly gives a monologue, a facilitator is in continuous dialogue with the learners (Rhodes, 1999). A facilitator should also be able to adapt the learning experience by using his or her own initiative in order to steer the learning experience to where the learners want to create value (Di Vesta, 1987). It appeared that Mr. S was able to create a learning environment that supported and challenged his students' thinking. One of his goals was to help students become effective thinkers, and he often did this during the middle of a discussion by assuming multiple roles, such as consultant and coach when guiding students during their discussions.

Perhaps Mr. S was able to do this because he appeared to be very much at ease with the students during discussions. For instance, he would sit on the table in front of the class and ask first order level questions to the students in efforts to spark discussion. In addition, he would always point at the student when they wanted to say something. In turn, the students seemed to have more confidence within the confines of the class as the year progressed, and this could have been due to Mr. S's easy going nature. Mr. S would also permit students to trade dialogue with one another without calling on a student to speak. If Mr. S felt that students were getting off the topic, he would redirect the students to the initial topic. In an interview (Interview Seven; December 5, 2008), Mr. S explained his personality as an instructor.

Interviewer: I guess after this semester how would you describe your teaching personality?

Mr. S: laissez-faire, I guess. I think I'm kind of relaxed, or chill I guess. I guess students don't really see me as a hard-ass. I think in general I try to create an atmosphere that is relaxed and applied to the real world. I really like discussion, and I think this helps the processes of learning in class and small groups. My approach is really based on that. I also have a few different things that I do in terms of my deliverables. Like my take home midterms, so that they have to actually go and read the book and have done their assignment because we have read it once, then discussed it, wrote about it, and then again for the exam. It's the same material but it gets what I want across. Some of my strategies are based on Social Constructivist theory; some people will use strategies that are used in high schools. I treat them like adults. I don't allow cell phones or laptops so that each is based as an adult. I like this constructed approach working together to bring this classroom atmosphere. I operate on a democratic approach, with a veto power. It is a heavy application and discussion based.

Mr. S during instructor lead discussion:

Though Mr. S was often a facilitator in class discussions, he would also do instructor lead discussion once a week regarding book content to the class. When he did instructor lead discussions, Mr. S would use first order level questions such as: How do sports define you (Observation Two; September 22, 2008)? Do you like that identity (Observation Two; September 22, 2008)? And, who are your agents of socialization (Observation Two; September 22, 2008)? Mr. S would use these types of questions to

start conversation among student with the hopes that they would take more control of the discussion. In addition to his discussion starting questions, Mr. S would use body language such as eye contact, proximity, and pointing to capture his students' attention (Observation Five; October 27, 2008).

However, unlike Mrs. K, Mr. S's style did not permit many third order reasoning questions to be asked. Generally, the students were pushing the class discussion, and many of them have had no previous experience with third order level questions. Often moral reasoning is unlikely to improve within students if they are passive during the class sessions. Mrs. K stressed the importance of having students discuss their values, and why they believe in their values. Only then was she able to ask about why they believe what they believe and challenge them through questions about their values in situations (Bredemeier & Shields, 2006). Below is a class discussion displaying Mr. S's approach to questioning.

Mr. S and his approach to questioning students during a instructor lead discussion format

In an observation (Observation Four; October 27, 2008) Mr. S's instructor lead discussion regarding gender in sport was transcribed. Through the transcription, one can see Mr. S's openness to permit students to run with the gender discussion topic, but also how he would question students during class discussions.

Mr. S: Let's just move on to the chapter. Who has a discussion question they like to share? (5 second pause) Anyone? (3 second pause) Anyone?
Alright who can tell me what the chapter was about, just the title.

Student one: Gender

Mr. S: Gender, so it is Gender and Sports, right? So, (5 second pause)

let's get a discussion question. What do we got? (22 second pause)

Anyone? Yes thank-you

Student 2: Um, Probably just, do you think there is equal opportunity to play sports for men and women today or are there still more opportunities for men?

Mr. S: K, what do you think? Is there more opportunities is that what, let me rephrase this.

Student 2: Is it equal now or is there still more

Mr. S: (over lapping student) Is it equal now. Or is there still more for men? Yes (points to a student)

Student 3: I would say, it's not necessarily equal but just because there is a lack of interest in funding.

Mr. S: K, I mean male supports have been set up for so long. If you look at like youth football league or something, male sort of teams, than there are female sort of teams. Or soccer, soccer is a better example. There is way more females because there is a lack of interest. I mean not as many girls want to play.

Mr. S: K, excellent. I will get to you in a second. (Points at student). Yes (points at another student.)

Student 4: I think it depends on what kind of sport it is. For swimming for an example, there are more spots for women than there are men. There are half as many guy swimming teams in the U.S.

Mr. S: What was that last part? There is what?

Student 4: There is about half as many before 1970.

Mr. S: Women swim teams?

Student 4: No there is less of men's now, than before.

Mr. S: So now, there is essentially all that would be for women swim teams.

Student 4: Yes.

Mr. S: So they are split in half now in swimming---

Student 4: No, there are more women swim teams than there are men's.

Mr. S: Oh, ok.

Student 4: Much more.

Mr. S: Much more. Ok (points at another student).

Student 5: Just like his (Student 3) guys are interested more. There are more males that go out to play the sports. So of course there are going to be more male sports.

Mr. S: K (points at another student).

Student 6: I was going along with hers (student 4) the reason there is less men swim teams and like sports men don't...like track. There are only five men's track teams in the WAC, and there are all 8 for the women's. Because they had to cut all the men's teams that don't get funding so they could keep up the basketball and football when Title IX was enlisted. They had to cut all the men's that nobody watches, so they could just keep up the football and basketball.

Mr. S: What's Title IX?

Student 6: It is a law that states that no one can be denied equal opportunity, not necessarily sports, equal opportunity based on gender.

Mr. S: And when was that put into Law?

Student 6: 1972?

Mr. S: K, what did that do....to the landscape of women sports?

Student 6: There was a lot more funding because there wasn't much before it. There also having to create more women sports because all colleges had to have equal number of women and men sports. They had to cut some men sports.

Mr. S: Equal representation. Great, thank-you! (Points to another student).

Student 7: I was going to say the same thing about Title IX. That's why, basically what she (student 6) said.

Mr. S: So in a couple of chapter ago we talk about the historical content of sports and it was on the midterm right. So I like the question and I kind

of want to look at it from the perspective what was I like for youth sports in the past as it is today. Someone touched on it with soccer and that was a good example. Is there (um) equal representation, gender equity within youth sports today? Because I am guessing in the past, probably wasn't there right? So that is why we have Title IX. And it took some time to get to it right? You can't have it automatically have it change overnight. So is there representation in youth sports? (3 sec. pause) what do you thing? (4 second pause) Yes!

Student 8: You're talking youth sports right?

Mr. S: Yes.

Student 8: Well like in my town I guess take T-ball for an example. You have pretty much, if there is an age group that have more girls than guys, there would obviously be more girls. And if there is more guys than girls, there will be more guys. If it is equal...

Mr. S: What about when you get to (um) a step above T-ball? I don't know what they call it now.

Student 9: Coach Pitch.

Mr. S: Is it still coed?

Group of students: It wasn't when we played.

Student 10: T-ball was coed and then I never played baseball with girls again.

Mr. S: Was there softball?

Student 10: Yeah there was softball.

Mr. S: At that youth level?

Student 10: Yeah.

Mr. S: Oh ok.

Student 10: But it is also changing because like I said I never played. But when I went back I work a couple of summers as an umpire, and there were more coed teams in like 11/12 leagues.

Mr. S: That's right. I umpired softball for eight year old girls. Yes, sorry I just had a flash back, when you said that. The parents were brutal. And I had, I was in high school like a senior, my junior high PE coach and basketball coaches' daughters were both playing. They would not leave me alone. It was awful.

Student 11: My brother and sister are about a year apart and they played baseball together on the same team all the way up until she was like 11.

Mr. S: Ok. And did they have softball and baseball?

Student 11: Our school didn't have softball. My brother played baseball all throughout high school. When she got into high school, she started playing high school sports.

The student response as assessment

Through class observations, interviews, and video, one could sense that the students Mr. S's course had a lot of flexibility and were generally able to push the

direction of the discussion. In addition, Mr. S's students appeared to have more freedom than the students in Mrs. K's course due to the format of class activities and Mr.

S's laid back approach. Though the students in Mrs. K's course had freedom to speak, it seemed students were more active in Mr. S's class due to the fact that they had a large ownership in the activities conducted.

Mr. S did require that the students be held accountable for the content covered in class. As mentioned previously, students were required to write response papers to the readings, videos, and class discussion. Papers were due at the beginning of class each Monday and he would not accept late papers. In addition, Mr. S required that students were to relate current events in sport (from Sports Illustrated) to the content from the book, group work, discussion questions, and class instructor lead discussions. At the conclusion of each response paper, Mr. S would have students share their papers with the class concerning why they chose to write about their topic and how it related to the content covered from that week.

Mr. S asked required that the papers be 1-2 pages and needed to address the following criteria: a) Summary of the reading, video, or class material (1-2 paragraphs), b) discussion of one critical point within the reading, video, or class material (at least 2 paragraphs), and c) overall reaction to the reading, video, or class material (up to a full page) (Assessment Calendar). In addition to the weekly review/response papers, Mr. S also assigned a take home midterm and final that asked the students to address the content discussed in class and from the text.

What this all means:

Through the analysis of Mr. S's instruction style, one can see it involves the empowerment of student's to push class content while Mr. S would assist in navigating its direction. Mr. S also appeared to create an environment that was open to student ideas through their discussion questions and group work. Like Mrs. K, Mr. S was able to facilitate interactive discussion, however, he would use student group work and discussion questions in combination with his instructor lead discussions where Mrs. K would generally use a instructor lead discussion format. In addition, through the use of his style, it appeared students were able to meet new people, gain confidence, and ultimately, have some responsibility in what they learned.

Though Mr. S had a different approach than Mrs. K, it seemed to be effective with the students' morale, class appreciation, and content learned. Throughout the semester there were several similarities between the activities the two instructors did and content they covered. Nonetheless, there were also some differences that may have had an impact on the moral reasoning growth in the students. The next chapter will discuss the similarities and differences between the two styles, themes discovered, and the pedagogy strategies that possibly impacted moral reasoning growth in the students.

CHAPTER FIVE

Discussion of Findings

Introduction

The purpose of this mixed methods study is to examine the effects of instructors' pedagogy and content on freshmen's moral reasoning in two Sports and American Society Core Discovery courses.

Hypotheses One

There is no difference in gender moral reasoning scores of students enrolled in the experimental Core Discovery courses.

Hypotheses Two

There is no difference in gender moral reasoning scores of students enrolled in the control Core Discovery courses.

As such, female student scores on the HBVCI (1989) were compared to those of male student scores. However, due to the limited size of the population, scores could not be considered valid due to the low number of subjects in the post-posttest for this mixed methods study.

Nonetheless, one of the major purposes of this study was to determine if gender has an effect in moral education comprehension within freshmen students. The data collection instrument used to test this hypothesis was the HBVCI (1989) built upon normative ethics. The HBVCI (1989), measures whether or not people use deontic moral reasoning to solve dilemmas in controversial sport situations. Differences by gender were

examined as a result of previous research in cognitive moral reasoning that suggests that there are gender differences in cognitive moral reasoning (Rudd, Stoll, & Beller, Bredemeier & Shields, 1998; Rudd & Stoll, 1998; Beller & Stoll, 1998, 1992; Hahm, 1989). However, do these differences extend to moral education comprehension within freshmen students in a Sports and American Society Core Discovery course?

Though not necessarily related to moral education, a review of the literature in the field of sport indicates that women's athletics is driven by different values compared to men's athletics (Noddings, 1984). For instance, in the late 19th century women were not permitted to participate in violent or physically demanding sports. There was fear that women would adopt the same aggressive violent behaviors exhibited by men in sport and conjecture that sport may negatively affect the female reproductive process (Swanson & Spears, 1995).

Therefore, female sport held a less competitive philosophy than male sport. In addition, moral development researchers such as Carol Gilligan posits that men and women use different moral systems for decision making (Gilligan, 1982). However, recent research shows that female athletes may be embracing the alleged win-at-all cost attitude exhibited by their male counterparts (Beller, Stoll, & Hansen, 2004). Some researchers have noted difference by gender in moral judgment. Due to this, an assessment with the HBVCI (1989) in a moral education setting within two Sports and American Society Core Discovery courses could provide better evidence to support previous research that gender has an impact on moral reasoning.

The DIT is the most popular instrument for measuring moral character in the education context. Bredemeier and Shields (1995) found that males in general score

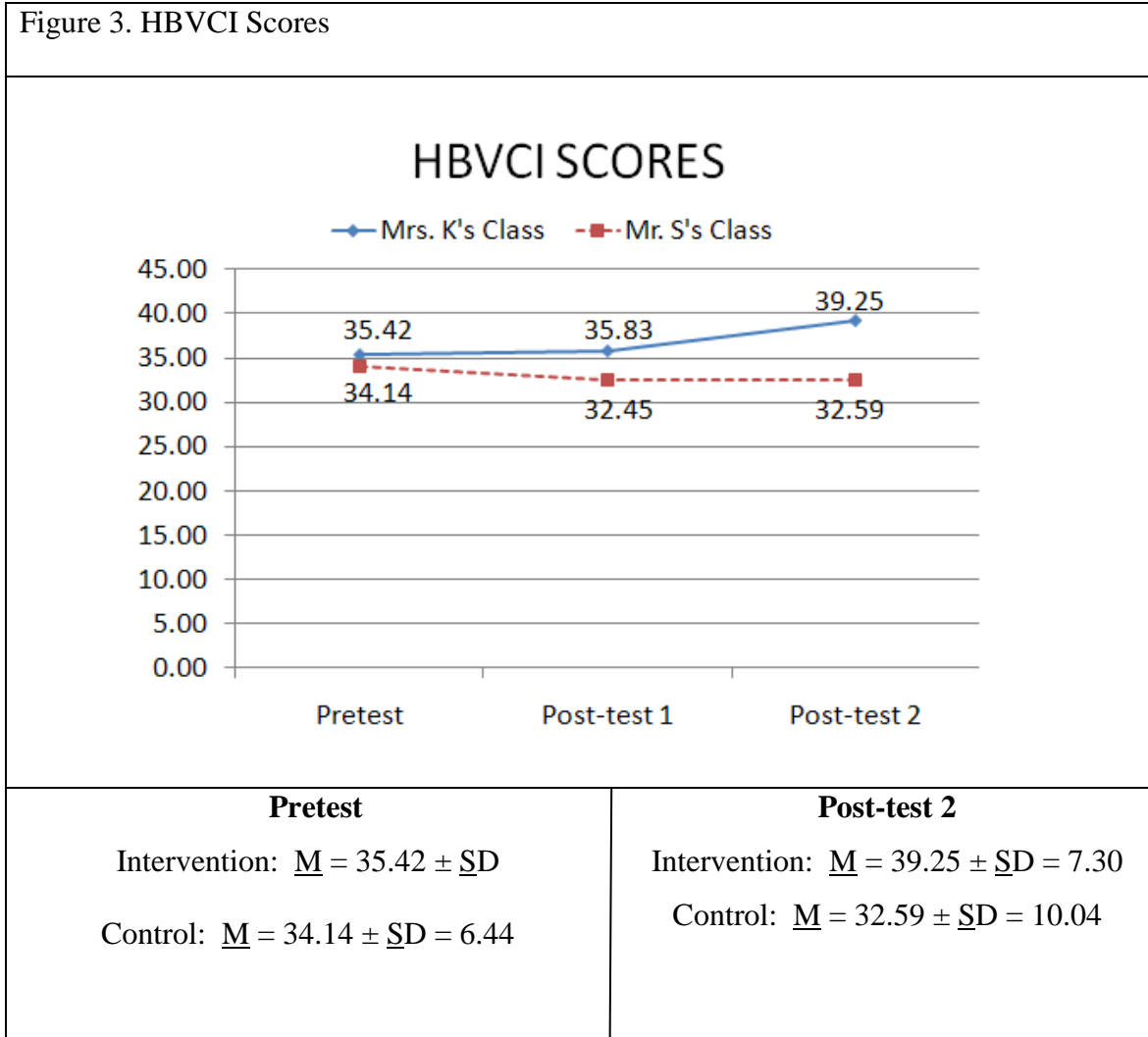
significantly less than females on the DIT. Other evaluative tools such as the HBVCI (1989) and RSBH (1999) have been used to examine moral reasoning difference by gender outside the sport context. Rudd, Stoll, and Beller (1999) found that female college student scored higher than male college students using the RSBH (1999). Moreover, Bredemeier and Shields (1998) developed their own instrument to measure moral reasoning and found that high school female students scored significantly higher than high school male students. However, Rest (1986), did not find significant difference by gender.

Hypotheses Three

There is no difference in students' moral reasoning scores enrolled in the experimental versus control Core Discovery courses.

The null hypothesis was rejected. Students in Mrs. K's course (the experimental) achieved higher scores on the HBVCI than the students in Mr. S's course (the control group) (see figure 1).

Figure 3. HBVCI Scores



This study consisted of two Core Discovery Sports in American Society courses where both instructors' pedagogy was examined to see if they had an impact on moral reasoning development in freshmen students. The results imply that Mr. K's students improved their moral reasoning where Mr. S's students actually decreased in moral reasoning scores from the pretest to the second post-test. It is important to note that students in the control and intervention group were exposed to similar content. However, from completion of pre-test to post-test, the control group received no formal instruction

in moral reasoning like the experimental course taught by Mrs. K. In comparison the intervention group was exposed to a Socratic Maieutic pedagogy that emphasized sport dilemmas in which the students needed to take an initial stance in regards to the dilemma.

Much of Mrs. K's pedagogy consisted of discussions on moral character values and social character values within the sport world. Moral character is the value placed on individual motive, intention, and action as directed toward other human beings. Common moral character values include honesty, responsibility, beneficence, and integrity (Frankena, 1973). In contrast, social character is the value placed on specific personality and work ethic traits that society views as important for success. Examples of social character values frequently preached by coaches include hard work, toughness, teamwork, intensity, successful, and commitment (Rudd & Mondello, 2006).

In similar studies, King and Mayhew (2002) suggest that the development of moral reasoning is affected by the collegiate context. For example, they suggest that some instructors work from an explicit value framework and encourage and expect students to discuss their values and ground their decisions in a value based framework where other instructors may discourage initiatives that suggest religious values, holding separation of church and state as the higher value. King and Mayhew (2002) believe that education context an institution or class provides is paramount in effecting students' moral reasoning. For instance, courses that have emphasized service learning and ethics with a question and answer approach to ethical situations have shown some improvement in moral reasoning scores on the DIT.

As stated earlier, Boss (1994) examined whether classes working with community service as part of the class curriculum would score higher on the DIT. In the study, she

found that an ethics curriculum combined with discussion and writings on moral dilemmas and moral development were effective within ethics classes, whose members were also required to complete 20 hours of service learning in the community. Students involved in the intervention study increased their scores by a mean average of 8.61 while the students involved in the control group only increased their scores by a mean average of 1.74. However, results in the control group were not significant. In relation to Boss's study, other studies (Smith & Bunting, 1999; Adams & Zhou-McGovern, 1994; Mustapha & Sebert, 1990; Tennant, 1991) have found that effective intervention studies in moral development concerned question and answer approaches to ethical situations, reflective ethical writings, emphasized decision making, and promoted active learning. To date, these components appear to be central in each of the successful moral reasoning intervention studies concerning collegiate students.

As stated earlier, Goree (2000) suggested that moral education could be extremely effective in collegiate journalism class. He claimed that exposure to theories of moral development could lead collegiate students to examine themselves and ask hard questions about how they thought and acted. Goree suggested that studying moral reasoning also could remind students that higher standards exist and are worth exploring and aiming for. In addition, he claimed that studying moral reasoning may reinforce to students that professional ethics means more than conforming to laws, rules, and a professional culture.

Goree (2000) suggests that bringing the study of moral development into collegiate courses could guide students to focus not only on forbidden laws, rules, or codes, but instead on why people think and act the ways they do. Like the studies above,

Goree believes that explorations of Kohlberg, Piaget, and Rest's work could provide positive conceptions of what moral reasoning can be at its best within collegiate students.

Like previous studies that found pedagogy impacts in moral reasoning, Mrs. K's pedagogical style demanded that students reflect on class content through writing what they had learned, and applying it to personal examples. Much of her instructions style structured to expand the students' thinking about moral values and additionally improve their ability to reason morally. Completion of each paper perhaps aided a change in reasoning from general beliefs to specific beliefs or specific beliefs to general beliefs in the process of constructing a more rational view for the students (Fox & DeMarco, 1990). According to Reimer, Paolitto, & Hersh (1990), this sort of reasoning is higher order (or third order) in that the students must weigh the benefits and burdens of a question and think further to understand.

Moral reasoning typically arises when our frame of reference is broadened. For this reason, it may be characterized as looking at actions 'all things considered.' (Fox & DeMarco, 1990, p. 21).

Throughout the study both instructors used some similar as well as different pedagogical strategies. To begin, one needs to examine the similarities and differences in their instruction styles.

Figure 4. Comparison of Content

Similarities	Mrs. K Differences	Mr. S Differences
<ul style="list-style-type: none"> • Instructor lead discussion • Students sharing papers with the class • Video 	<ul style="list-style-type: none"> • Required books: <ul style="list-style-type: none"> ○ Eitzen & Sage ○ Souled Out ○ Counting Coup ○ The Essential Wooden • Web Site • Power Point • Continuous Discussion • Daily Quizzes • Reflective/Response/Ethical Papers with required references that are returned the following class period with feedback 	<ul style="list-style-type: none"> • Textbook: Jay Coakley • Group Work • Student Discussion Questions • Taught from the book • Mid Term Take Home • Final Take Home • Response papers with no references required

Pedagogical Similarities:

Discussion:

Both instructors shared some similar characteristics to their pedagogical styles. For instance, both had instructor lead discussion styles that centered on an interactive, interpersonal exchange between the teacher as a facilitator and the student. Both instructors would push discussions through questioning the students and pausing. Though Mrs. K used the pausing strategy more, it was incorporated by both. In addition, both instructors used written material combined with audio-visual presentation to garner class discussion and interactions. In both courses, the students appeared to be the sole focus of both instructors. Though they went about this focus with different methods (group work for Mr. S and direct questioning from Mrs. K), the students and their response are what drove the discussions in both courses when they used this format.

Pedagogy behaviors and the class environment

To create the environment that Mrs. K and Mr. S did, they had a pedagogical approach that was committed to aiding students through genuine concern and care about their interests. In addition, both instructors were able to discuss controversial topics with students and not permit their specific opinions about subject to be known. By utilizing this pedagogical strategy, both instructors created openness to opposing points of view. Moreover, this created the feeling for acceptance of students said. Also, Mrs. K and Mr. S were also conversational in their lecture style, which appeared to create a receptive climate where students were more vocal. Through Mrs. K's and Mr. S's pedagogical behaviors, the students appeared to have a feeling of security among each other, and

became less and less afraid to respond. More important, both instructors emphasized a strong interactional teaching methodology that provided a safe learning environment that was interpersonal, interactive, caring, and trustful.

For instance, in one observation session (Observation Seven, December 5, 2008), a student in Mr. S's course shared his experience of growing up on a dirt floor in a hut in Hawaii. The student told the story in relation to his feelings towards two African American high school basketball players documented in *Hoop Dreams*. The student continued to state that he did not feel sorry for the basketball players because he came from a just as rough if not a rougher situation than what was documented in the documentary. In addition, in the same period, another student came forward and stated that his parents would disown him if he quit playing the sport he was on scholarship. This student became emotional and told the class he did not know how he was going to tell his parents and brother he did not want to play anymore. To Mr. S's credit, he told the student he would be willing to speak with him after class about possible options.

Though Mrs. K's students never explained any struggles to this measure during class, she did have several students discuss struggles they had experienced in sport and life situations. Often these stories concerned abuse from their family, coaches, fans, and peers. In addition, like Mr. S, Mrs. K had several students visit her office to discuss issues they were struggling with in their lives and college. Also, some of her students were quite candid with her in their papers regarding abuse in their life and how they coped with tough situations they had experienced. Perhaps this was due to the papers she assigned, which sometimes prodded them to discuss issues of integrity they had faced.

By creating an open environment in both classes, where student shared their life experiences, this pedagogical strategy appeared to create much trust within the students and their relationships towards the instructor. Though, Mr. S's students appeared more open in class, Mrs. K's students did seem to express themselves and their feelings very well too.

Malcom Knowles (2007) states, students have accumulated a foundation of life experiences and knowledge that may include work-related activities, family responsibilities, and previous education. In addition, he suggests educators need to connect learning to this knowledge/experience base. To help them do so, instructors should permit students to draw from experience and knowledge which is relevant to the topic. By relating life experience to theories and concepts, other participants will be able recognize the value of sharing their own experiences in learning. Knowles also suggests that students need to be shown respect. Instructors must acknowledge the wealth of experiences that students bring to the classroom and they should be treated as equals in experience and knowledge and allowed to voice their opinions freely in class.

Class Format: Sharing their work

As previously discussed, there were similarities regarding the class format such as instructor lead discussions and the use of written substance in combination with visual materials. In addition, both instructors used videos throughout each semester in relation to their content. Videos seemed to be extremely popular amongst the students and were also powerful pedagogy tools. Some of the videos used by the instructors included *Hoop Dreams (1994)* (both) to discuss social class, *Friday Night Lights (2004)* (Mr. S only) to discuss agents of socialization, *The Program (1993)* (Mr. S only) to discuss big time

collegiate athletics, *A League of Their Own* (1992) (Mrs. K only) to discuss the greatest generation and gender in sport, and *Cinderella Man* (2005) (Mrs. K only) to discuss the Great Depression and its economic impact on America and sport. In an interview (Interview Nine; February 9, 2009), Mrs. K explained why she chose to show movies in her class.

Interviewer: We watched a couple of movies these semesters and I want to know why do you use movies within this class?

Mrs. K: This is the digital generation and they have a very hard time staying on task with heavy duty third order reasoning questions. There is almost like a limit to how long they can take it. And as I watch them it is about, I would say, 15 to 20 minutes where they can stay with me. And then they start drifting. They have a lot of trouble staying with us during the noon hour. So I break the class up into segments of things I will do. So, what I'll do is, I'll start the class and they will have a quiz from the last period. Then I will break that and discuss something with them, and that might last from anywhere 5 to 15 minutes. And then in second semester I will use a video, I use videos first semester too. And the videos I choose have historical importance as to the issues we are looking at. Whether it is from issues of lying or cheating or stealing or gender inequality or whatever. So, the movies all base upon some notion of that, so they get a piece of history. And I try to pick videos that will keep them awake and on task. Documentaries don't work very well, unless it is a really good documentary like *Hoop Dreams*. It's got to be really good or

they can't follow it. So, I try to do it so I keep them on task, so they get a little piece of history. Then after they watch the movie, when I do their stuff for their quiz the next day, I will review the history online within the given more information. And that also helps them write their papers.

Interviewer: Kind of to get in what you just said, how you show movies of certain history at certain time whether it is gender inequality or lying, cheating or stealing. I notice that before you started the movie today, you discussed with the class what is happening in the movie and the time period and what it is trying to depict. I want to know why you do this before each class period instead of why not just do that in the beginning of the movie, do that at the end of the movie?

Mrs. K: Cause they have short attention spans. They have very short attention spans, a lot going on in their life. So, I try to refresh them where they are in the movie, what they are going to be watching, what to look for because they're not discerning viewers and they do have attention gaps. Their attention gaps are not what they are supposed to be, so I give them the keys what to look forward to and what is going to happen as they watch it. And that way they are better viewers and they get more out of it.

Mrs. K and Mr. S also permitted their pedagogical styles to be student driven that encouraged students to actively participate in their education by enabling them to put their knowledge into practice. For instance, in addition to the use of movies in the curriculum, Mrs. K and Mr. S would also have students share their papers with the class.

In an interview (Interview Ten: March 2, 2009), Mrs. K explained why she used this strategy as part of her class format.

Interviewer: The other thing I notice is that sometimes you list four to five student papers up on the PowerPoint and you ask them to read from the context of the paper sections that you highlighted. What are you trying to do here?

Mrs. K: Well, what they have to say is important. I want the students in class to know that I read their papers. I value what they have to say. And when I come across things that I think should be shared and I want other people in class to value and appreciate what these kids are writing. So there is communication here about this is a good paper, this is something important to be said. We'll listen, and they will pay attention and I hope they do realize the quality of the work of what's coming in. And when they see that and if they are pretty competitive they kind of kick it up a notch. So, they see there is value and respect to what's be read, that they've done, that their work is worthy and important.

Interviewer: Do you ever try to choose a student that may not necessarily be an A student, but a student who is a B or C student that has great potential too kind of motivate them or something?

Mrs. K: Remember I grade papers separately for grammar and separately for content, and for references. And I have a number of students in there who are just terrible writers, I mean grammar, but they write some really good stuff. And so, if their quality of what they are writing is good, there

is something I think needs to be shared, I do it. I also try really hard to focus on just about everyone in class one time throughout the year.

Generally as time goes on their papers are pretty good, so I'm able to grab things from each of students to share with the class. There are a few that I won't because they don't turn their work in, but I try hard.

What was interesting is that both instructors used this strategy to generate discussion in their classes. However, Mr. S had an actual day of class assigned to paper sharing and discussion questions where Mrs. K would only use about 10-15 minutes to conduct this activity. Similarly, Mr. S explained this strategy in an interview (Interview Three; October 3, 2008) as well as an actual discussion that sparked from this activity.

Interviewer: Jumping into it. I noticed last Wednesday. That you have them subscribe to Sports Illustrated then have them respond to their choice of article. Then having them write.

Mr. S: Part of it is that they also have to have a text book. They are both positive and negative because they have their good parts and bad parts. Some professors do not like textbooks, and some do. I need them to do response articles and attempt to respond to the textbook chapter. The reason I do it is because I want them to look at the theories and that academics is accessible, that it is all around us. Sports and American society is all around us and permeates our lives. That it is in the textbook and relates to contemporary life. I felt like Sports Illustrated helps bring the contemporary with the textbook. Plus, it historically has had great writers and it helps keep them up on current events. If the scope of the

class had been broader, then I would have had them subscribe to the newspaper instead, but Sports Illustrated was more appropriate to the class topic. That this allows for current events being brought up and discussed. To help them stay connected to the world while in little Moscow. The idea of academia is making it fun and relating to help making it enjoyable. To allow the “dorks” to do the research. Ease in the idea of research. I think it is a process to be eased in. That this impacts our lives. I think that researching and light research has a purpose and it will be brought up more this semester. I try to make it relevant and a lot of times making it more accessible, makes it more viewable to fully get the students to grasp it and to apply it to their world view.

Interviewer: Good. I noticed that you had the students discussing the response papers that they had wrote. One of the papers that came up was about hockey and fighting, and how it is not always appropriate to American values. This particular story was about two fathers had gotten into a fight after their sons had, with one the fathers ended up killing the other during this fight. To fuel this story you brought up the theory of “the sweet science.” My question is where were you trying to take the class with this story? What exactly where you trying to get across? Were you trying to push them?

Mr. S: I was definitely trying to push them with hockey. I wanted them to look at well we have fighting in hockey and then there is boxing. I was trying to get these connections. Boxing is known as the sweet science,

somehow I was trying to get them to look at one being okay and the other is not. I wanted them to look at if violence in sports is okay? Is violence okay in hockey? Is it okay only to a certain extent? That fighting within a ring, with gloves is better than just the violence outside of the ring? I wanted them to start looking at the fine line between the two and whether fighting in sports is a little bit different than two people beating the crap out of each other? I was trying to get them to look at it more than just a sanctioned fight, but when you apply the sweet science term to it, it becomes more technical. More technical, but also becomes kind of more fluid. I really was just trying to stir it around in their brains. I wanted to see where they would take it. I was kind of surprised because I don't really remember anyone raising their hands that they hadn't really heard it called that. I believe that it might actually date back to the 30's. I wanted to see how they felt about it with that term. It is an easy argument to make that it is a violent sport, its boxing, but a lot of people justify it as okay. It is about how you move, dance, and are perform within the ring? It is more than just pounding each other within the head? That if you have trained or ever boxed that it is just more than hitting each other. That it is a little bit different. I wanted to see their perception of terminology.

Written Papers as Assessment

Mrs. K and Mr. S were both strong advocates for assigning written papers to assess their students' knowledge concerning the class content. Moreover, both instructors required that the students turn in one paper per week. The papers were generally

concerned with sport specific topics and two to three pages in length. More important, both instructors felt that papers were a solid way to gauge the students' understanding of the content they were covering in class and the required readings outside of class.

However, there were some differences between the two instructors regarding the papers they assigned. Mrs. K did require that students cite at a minimal of two to three references to support their thoughts while Mr. S did not. Also, instead of just response papers like Mr. S assigned, Mrs. K assigned reflective (2-3 pages; 2-3 references), response (3-4 pages; 3-4 references), and ethical papers (4-5 pages, 5-6 references). Also, both used different grading scales to assess their students. Mr. S would grade the students on a check plus, check, or check minus scale with check plus being the highest grade and check minus being the lowest grade. Mrs. K would provide grades, for content, grammar, and referencing. Also, students received detailed feedback regarding their thoughts, scores, and how they could improve for the next paper. By doing this, it appeared that Mrs. K was able to build a strong bond with students through their writing and her response to their work.

Pedagogical Differences:

Class Format & Pedagogy:

Nonetheless there were some stark differences between the two pedagogical styles. For instance, Mr. S's style permitted his students to be more autonomous and self-directed. Instead of instructor lead discussion every period like Mrs. K, Mr. S used group work and discussion question exercises in combination with his instructor lead discussions. In addition, during the group work and discussion question exercises, students were free to direct themselves while Mr. S facilitated. When Mr. S did lead a

discussion, he would often ask the students their perspectives about content and then permit the students to drive the discussion.

Unlike Mrs. K, Mr. S would not use PowerPoint and would often comb through his book to ignite discussion topics. Mr. S also stated he believed learning occurs amongst the students and that the instructor's responsibility was to facilitate the process so this can occur. Student empowerment was a major theme in his pedagogical style. In an interview (Interview Five, October 27, 2008), Mr. S explained his role during discussions.

Interviewer: So today I noticed in your Monday format; well you have a format for Monday, Wednesday, and Fridays, is what I have seen so far. Today I saw you have the students share discussion questions. Why do you do this?

Mr. S: I do this for many reasons. Mainly I want to make sure that they are doing their reading. That they are actively doing their readings, to engage with their readings. To basically spark discussion. Potentially it helps check attendance, their reading, their comprehension of the readings. These are open ended questions, so it's not just the yes or no type answers but there is actual thought put behind them. Plus it has the potential to help keep the discussion flowing.

Interviewer: What was your point in having a Monday, Wednesday, Friday formats?

Mr. S: Well it just kind of happened. I didn't really plan on it, it happened as I started creating things this summer. I think students like that schedule.

It becomes a routine. It helps them and it helps me. It allows them to know exactly what is expected of them each day of the week. On Monday, they know that they need to have their reading and discussion questions done and ready to be discussed in class. Have done their active reading.

Wednesday, having applied the information from the readings to Sports Illustrated to put into a response paper. On Friday we sum everything up and then discuss everything that needs to be brought up within small groups so that everyone can talk about what they learned that week. It kind of wraps everything up so that we are ready to move onto the next topic. Theoretically they read it over the weekend, we talked about it Monday, we apply it on Wednesday, on Friday we review what we went over on Monday and Wednesday so that we get it all together as well as review it once more to establish it.

Interviewer: I noticed that you kind of use this build everything upon itself.

Mr. S: Yes, I liked to build.

Interviewer: When you have students bring their questions for discussions on Monday and form groups on Wednesdays, what do you view your role as? What is your goal? Instructional Strategy

Mr. S: My goal is to be just a facilitator, sitting on the front table. Have a student brings a question, with their peers to answer it. With a dialog that goes back and forth. I want to be there to kind of guide the conversations, to be kind of be able to tell them that “hey, that might not be right” then

maybe just pose a question to them to get them back on track, or to bring the discussion to where I had wanted it to go. If something isn't clear, and then trying to help them to understand what society is trying to say, or minority, or what have you. I don't know exactly how successful I have been at that. I have had to answer and ask more questions than I would like to, but that's okay, we've got it going.

Mrs. K's PowerPoint

Throughout both semesters one of the constant pedagogy strategies and formats utilized in Mrs. K's class was her PowerPoint slides. Though she did not read directly from the slide, she would list the points she wanted to cover in order to keep her on track. Mrs. K would also include quotes on the PowerPoint slides to support the content she was covering. When there was a slide that she wanted to read, she would have one of the students in the class read the slide aloud. More important, through the PowerPoint slides, Mrs. K was able to track what she had covered when updating her Web Site, and also, reference her slides later in the semester.

Interviewer: Kind of a simple question, maybe not, but why do you teach from PowerPoint. Generally you have 3-4, maybe 3, bullet points for a slide, and you just run from PowerPoint, any reason to this? As compared to opening a book and reading a few question out of a book, or saying "hey lets discuss this issue" or maybe sometimes not having a PowerPoint. Just getting up there and lecturing because you do get up there and lecture but you always have a PowerPoint behind. And you'll have a couple quotes.

Mrs. K: The one thing is they have to write papers and the papers they have to write, they have to quote the class, as well as their text, as well as online. So, they have to go to three different sources and if they have to do from class, it helps them to pick out the important points, so they have class notes. So, there are important points I'm trying to cover. It helps them and it also keeps me on task on what I want to do.

Utilizing the World Wide Web to track their journey

In conjunction with her PowerPoint, Mrs. K would also keep an active Web Site where she would post assignments, quiz studies, and track class discussions. In addition, Mrs. K would basically run an online blog to discuss ethical situations in sport and life with her students. Often she would link studies, articles, and video clips to support what she had or what she was going to cover. More important, the Web Site provided the students with a complete guide of what was and going to be covered in Mrs. K's course. In an interview (Interview Nine; February 14, 2009), Mrs. K explained her use the Web Site and its purpose.

Interviewer: I notice also that you have/use a Web Site to keep in touch with your students regarding your lesson content, quizzes, and assignments, why do you do this? Instructional Format

Mrs. K: You can use it as one more modality of teaching. So, we have quizzes, and we have in class discussions, and we have video, and then we have out of class and they leave and I respond I write things on, it is almost like a blog. Which you told me that, so they get instruction in

another way of variety of ways, so they prepare before they come to class, refresh what they did in class, and they are prepared to move on.

In addition, in a later interview (Interview Ten; March 2, 2009), Mrs. K explained why she tracked her progress through the Web Site.

Interviewer: And also kind of sometimes from looking at your website, you tend to reference; basically describe what you did in class that day. The topics you discussed and you write back, you might even sometimes discuss what a student said, a paper that was read, so you'll reference it almost like you get to re-teach them again. How does this guide the class?

Instructional Format

Mrs. K: It helps them remember what we did and why we did it, and how we did it. So, they have a very nice frame and also all those are kept there, all those notes are kept there so when they are writing their papers, they can go back and use that. So they have this historical log/blog or whatever of everything that has happened in class, for both semesters.

Though Mr. S did not have a Web Site or PowerPoint slides to track his journey in class, he did discuss the importance of building on one class to the next. As mentioned earlier, that is why Mr. S stated he created a weekly format, where each day emphasized a different class style so he could build on the previous day in the week.

Teaching Behaviors: The skilled listener

It was mentioned earlier that both instructors questioned their students and used pausing when necessary. However, through video observations, it was abundantly clear

that listening skills were one of Mrs. K's clear strengths. Not to say that Mr. S could not listen, but often when his students were driving the discussion through group work and discussion questions, his listening skills were ineffective due to the lack of interaction. Nonetheless, listening was paramount to Mrs. K's pedagogy style. Jerry Gill (1993) states that a vital part of the Maieutic Socratic Methodology requires that a teacher must be one who can listen, be open, and argue without falling to the obstacles of reasoning. He claims that the role of the teacher is to question, probe, suggest alternative perspectives, and so forth. The procedure leads and assists the students to experience cognitive dissonance. In addition, Gill claims that this forces the student to wrestle with the problem/issue—to reflect, to analyze, to evaluate, to provide reasons, to search for alternatives, etc. However, students in Mr. S's course were unable to really utilize this strategy because they were sharing content instead of probing each other for it like Mrs. K did in her class.

The worded Wizard

One of Mrs. K's strengths was her ability to utilize advanced dialogue pertaining to content and not just telling the students the answers to questions. Not to say that Mr. S was unable to do this, but again, often the students were driving the discussion and they were unable to openly challenge each other's dialogue. Often, his students were regurgitating content from the book. Though the explanations were good, they were not necessarily challenging to the other students. When Mr. S did lecture, this would occur. Nonetheless, Mrs. K was continually pushing the students with definitions and terminology to support the content she was covering. Gill (1993) states that the most important feature of the Maieutic Socratic Methodology is that the instructor never tells

the answer. In addition, he states that it is essential that the instructor avoid providing the answer or causing the students to think that there is only one acceptable answer.

It appeared Mrs. K understood that the answers must come from the students and the teacher must wait for the answer to come from them. In addition, it seemed that this requires a great deal of patience from the instructor. In an interview (Interview Eight; January 30, 2009), Mrs. K delved further into this strategy and discussed why she thought it was effective in moral reasoning development.

Interviewer: Kind of jumping, I notice you often ask the students words that they don't necessarily understand. For example propriety, paternalism, and retributive justice; do you choose these words? Do you feel like they're important, what's your objective behind this? Content Development

Mrs. K: Well the purpose of the university education is to improve language, but there is language in philosophy of sport that is unique to philosophy of sport and it is important to use those words because that is the heart of the discussion. So I'll use a word and I'll stop and ask them what I meant and they won't know. And so I use that word to discuss with them what it means and how it's used, and then they will be quizzed on it, to see if they remember the word. So they can use the word. And often students will take and turn around and use the word in writing a paper. So it is trying to improve their vocabulary, their knowledge, but also the stress philosophical thinking.

Interviewer: I notice when you do this you often write the word, for example paternalism or propriety on the board and you sit and wait for about 30 seconds to a minute sometimes and you'll call on a student. And they won't know the answer and then you'll call on next student. It's almost like the students and each answer kind of builds until the class finally gets the definition. Is there any reason why you prefer to do this?

Instructional Strategy

Mrs. K: Well I just don't want to tell them the answer because they're just sleeping through it. I mean they are a generation of interactive behaviors. So, I call on them and I call on people that I think aren't paying attention. Pay attention to what is going on in class, and if they aren't paying attention then I call on them and it wakes everyone up. And they start paying attention so they know they might get called on. It is the Socratic method of trying first level order of reasoning. It's not like it is third level of ordering reasoning. First order reasoning is keeping them involved so they learn to improve their vocabulary. Also, online in their course, they have an access to a glossary of all these terms.

How they set the tone:

Mrs. K and Mr. S were also both extremely effective at setting the tone. As mentioned previously, Mr. S would allow the students to set the course and the direction of the discussion, and he would facilitate, sometimes prodding the students in areas he may want them to explore. Nonetheless, his students had a heavy hand in the process too. Mrs. K however, was able to set the tone in the fashion she desired. For instance, she set

the tone from which all discussions, arguments, and questions occurred. When she did set the tone, she still made sure the students were comfortable. She did this because the tone she often set required students to examine their own values and beliefs, with the encouragement to speak-up and risk solutions for the ethical situations in sport they covered. As mentioned previously, both Mrs. K's and Mr. S's styles permitted students to be active, feel secure, and less afraid to respond in class discussions.

Assessment & Assignments

One of the similarities discussed earlier was that both Mrs. K and Mr. S required that students write papers on a weekly basis. Nonetheless, the papers written in Mrs. K's class were designed to answer specific third order reasoning questions which are imperative for moral reasoning growth (Reimer, Paolitto, & Hersh, 1983). Third order questions are very specific and ask students to ponder philosophical/ethical issues. In addition, they require that students make arguments for why they support their answers, and support their arguments with course text references, online articles, and notes from class. The objective of third order reasoning questions is that the question will challenge students' initial thoughts causing cognitive dissonance.

Mrs. K tried to do this through direct methods such as her specific question and answer approach in class that transferred over to a specific and question approach in the assigned papers, and a follow-up discussion that included another question and answer approach in the immediate feedback she wrote on the students' papers. In addition, Mrs. K emphasized immediate return on her students papers and always had papers graded and returned by the next class period. Moreover, as mentioned previously, Mrs. K assessed their papers in three ways A) grammar, B) content, and C) reference format. More

important, the third order level questioning, supporting their arguments in ethical dilemmas with references, and receiving immediate feedback is critical to moral reasoning growth in moral education (Reimer, Paolitto, & Hersh, 1983).

Unlike Mrs. K, Mr. S allowed more freedom when his students wrote their papers. Instead of having the paper topic assigned like Mrs. K did for her class, Mr. S would allow the students to find an article in Sports Illustrated and relate it to the class content they had just covered. Moreover, if the students could not find an article that matched the most recent chapter content, Mr. S would allow them to relate it to another section in the book. As mentioned previously, students were not required to reference outside sources, their student papers were graded on a different scale, and they did not receive the detailed question and answer feedback that Mrs. K did for her students. More important, their papers did not regularly deal with moral dilemmas like Mrs. K's assigned papers. However, to be fair, moral reasoning enhancement was not the primary goal of Mr. S's course.

For instance, unlike Mrs. K's course, students were also allowed to assume more responsibility for group presentations and group leadership activities. As mentioned previously, these activities and projects required that students act as facilitators, guiding the rest of the class with the knowledge they learned from the book and current events they had chosen. Moreover, by Mr. S utilizing this pedagogical style, it appeared to suggest that he would guide and assist his students in achieving their goals for the course where Mrs. K appeared to lead her students to the goals she set for the course.

Also, Mr. S permitted his students to be practical with their assignments by providing them with the opportunity to emphasize content from a chapter or lesson most

useful to them. In addition, Mr. S always openly explained to the students how group work and sharing discussion questions would be a useful practice for the real world when they left college.

Though papers were a major emphasis in the courses, there was also a midterm and a final in Mr. S's course that was worth 100 points. Both were open book and consisted of essay answers that students could find in the textbook (see Appendix L). As for Mrs. K, she did not have a midterm, but she did have a final where students had to meet with assigned students from class in assigned groups. The final asked that the students discuss ethical situations and how they would respond. They had to come to an agreement as a group for each scenario they discussed. Once they agreed on their responses, students had to write papers explaining their group experience and why they came to the decisions they did regarding the ethical situations. Again, the objective of this final project was to challenge the students with third order level questions to spark cognitive dissonance amongst the students.

What does this all Mean to Moral Reasoning Development

Throughout this experience in Mrs. K's and Mr. S's classes several similarities within their pedagogy styles were noted. However, there were also some differences between their styles too. After reviewing the results of this study, the increase in Mr. K's class moral reasoning scores could be related to a variety of reasons. First, her course was based in philosophical construct of deontological normative ethical theory instructed through the Maieutic Socratic Method. In addition, Mrs. K's content was concerned with the underlying values behind why certain right and wrong actions occur in sport and life. Second, her students were continually challenged to defend their beliefs and actions from

their initial statements. Also, class discussions did not allow or encourage conformity, but rather questioning of their beliefs and values. Thus, because deontological normative theory demands that individuals use consistent reasoning from situation to situation, students involved with her class may have been better able to view the inconsistencies between their beliefs and actions as they progressed through her course.

Challenging their values with moral dilemmas

For instance, Mrs. K continually challenged her students to use their personal values to resolve moral conflict. Though Mr. S. challenged his students, he did not do it with the moral authority of Mrs. K. Mrs. K's instructor lead discussions had underlying themes of ethical issues and required that students address these issues through reflective writing assignments, class communication, including effect argumentation, proper listening skills, and conflict management. By students engaging in dialogue to support their belief and actions, her students were held responsible for supporting their beliefs and actions in both specific and general situations. Nevertheless, there were instances where Mr. S would ask students about performance enhancing drugs and proper fan conduct, but he never challenged his students to the degree and as much as Mrs. K.

For instance, much of Mrs. K's questioning was spent asking students to explain and defend what they believed was right, wrong, moral and immoral. Students also learned basic teleological and deontological normative ethical theory concerning moral and nonmoral values, and the relationship of principles, and choices and actions to moral values. However, to become effective critical thinkers requires that students understand the moral reasoning process.

The moral reasoning process concerns consistent, reflective, and impartial approaches to moral dilemmas. Mrs. K accomplished this through class discussions, PowerPoint slides, papers, quizzes, and use of her Web Site. As stated previously, when students progressed through Mrs. K's class, they were constantly challenged to see if views in particular instances were consistent with initial statements they made in class.

Generally, when this did occur, students realized that their views were inconsistent from situation to situation. Mrs. K's pedagogical approach, which was based in impartial, reflective, and consistent critical thinking encouraged students to apply their morally reasoning to sport and life moral dilemmas. In particular, Mrs. K emphasized that students learn to "step back" from the sport scenario and question currently accepted practices and beliefs. Thus, because the course structure discouraged inconsistent beliefs and actions, students progressed toward a more reasoned approach (Rudd, Stoll, & Beller 1999, Beller, 1990).

The strength of Mrs. K's pedagogy was her ability to challenge students to argue, question, and discuss an issue and all its collateral fibers in order to understand the ramifications of all possible actions. In particular, her discussions and questions often encouraged participants to critique their own beliefs as well as the beliefs of others creating cognitive dissonance. Often, she would use class discussion to force the students to read, write, speak, and listen. A key objective in the Maieutic Socratic Method is to prompt students to use these skills, to think for themselves, to respond and ask important questions, to pursue arguments, to defend a point of view, to understand antagonistic views, and to weigh alternatives (Gill, 1993).

To accomplish the tasks above, Mrs. K required the students be involved in argumentation with others and self preferably peers, about critical issues. The instruction method appeared to allow the students to develop the necessary skills to argue effectively and critically. Gill (1993) stated that the ability to argue, to dialogue is a learned skill; people do not inherently know how to argue effectively.

As stated earlier, Mrs. K constantly challenged her students' dialogue by using words such as paternalism, propinquity, deontological ethics, etc. In addition, her words were consistently used to explain moral dilemmas. As part of this strategy, it was necessary for the students to understand the word in order to use it to provide an answer to the moral dilemma. For instance, when Mrs. K used the word paternalism, she used it with doping in sport (Observation Eight; January 30, 2009). When she used propinquity (Observation Five, October 27, 2008) she was discussing cheating in sport. In addition, she would use the dialogue in non sport terms too. For instance, with paternalism, she used it to explain the enforcement of seatbelts by the government, and with propinquity, she used it as an example concerning infidelity in the work environment.

However, this is not to say Mr. S did not use challenging dialogue, however, his challenging dialogue rarely, if ever pertained to moral issues. For instance, there were times when he would use dialogue that the students were not familiar with, such as the sweet science and agents of socialization, but it never concerned moral dilemmas. In addition, Mrs. K also had more of an opportunity to incorporate her dialogue into the student content through the use of her Web Site, PowerPoint, and an instructor lead discussion format that she dictated.

Creating Cognitive Dissonance and Reflection

One other interesting tactic that Mrs. K utilized that Mr. S did not was how they handled a student who disagreed with a particular concept or theory they were discussing in class. A major factor in moral reasoning development is creating cognitive dissonance. As part of this process, an instructor needs to challenge students on their initial views, however, they cannot appear to be argumentative for this strategy to be effective. To accomplish this, Mrs. K would incorporate a third source that would counteract a student initial beliefs or values. In an interview (Interview Ten; March 2, 2009) Mrs. K explained this strategy and why she thought it was effective in creating cognitive dissonance.

Interviewer: Kind of jumping around here again, but you often cite studies to back up your statement. And the other day in class you were discussing brain development and hard wired for morality. And different activities that you do in your life that creates greater brain development and you cited the nun study. But this is just one example of you citing a study in class to back up your statements. I want to know why you choose to do this and what kind of impact does it have on the students?

Mrs. K: Well one of the things is that the tension of learning and many of the things we talk about cause dissonance. They are things that cause them to respond or maybe they don't agree or very conservative population and so I'm offering them information that they haven't heard of, they don't know about, maybe they don't believe in, not buying it. So I never present it as my statement against them ever. I will make a statement and then I will say "research says" or "this study says" or whatever and then they can

find it because we give them access to it, because they can go look it up. What that does is, one it does what the job of the university is suppose to do is help improve their own knowledge base but it doesn't set me as an authority against them. It sets me as the middle person, as an educator, as a teacher. So that they can learn about different things, and it really cuts down that abrasiveness of the professor knows everything. Instead I will say something like Mark Twain said "There are lies, damned lies and statistics". So what that does is provide them a piece of information about somebody and there is a statement that kind of sets them off. But it wasn't from me, it was from another source. So it helps that intermediary precision or the facilitator of causing that dissonance without causing the alienation. And that's the tricky part is to cause dissonance without causing alienation.

Interviewer: And the last question, sometimes you really push controversial issues such as sexploitation in sports, and commercialization of amateur athletes. Is there a reason why you push these issues or is there an objective to this?

Mrs. K: Well sure, cognitive dissonance asks us to do controversy; as well as what the university wants us to do in the course. Controversy is about understanding the continuum of life and the continuum of questions in life from the conservative to the liberal point of view. So in sport, we have many controversial issues and we need to discuss them from gender equity to sexploitation to drugs to abuse to any of the issues. So that's our

job again to have confrontation but to do it so we don't alienate them because we want them to be able to listen and learn.

Often Instructors may be aware of these issues, but may feel they do not have the skills necessary to help participants develop adequate value positions and moral perspectives (Coles, 1997; Reimer, Paolitto, & Hersh, 1990). Specifically, Mrs. K was able to address the theory behind these principles to change the impact of education from one that conditioned her students to one that encourages them to actively engage their education process by enabling them to put their knowledge into practice when dealing with moral dilemmas that sometimes created cognitive dissonance.

Kohlberg (1984 & 1981b) states that cognitive dissonance is the psychological stance of questioning one's values and beliefs and it is the key to positive moral development. Moral Reasoning, as defined, is a systematic process of evaluating personal values and developing a consistent and impartial set of moral principles to live by (Lumpkin, Stoll, & Beller, 1995). Further, moral reasoning is based on the assumption that as reasoning individuals, growth can occur through self-examination, cognitive dissonance, and an instruction methodology. However, it is imperative that this process involve individual soul searching and reflection on personal beliefs, values, and principles. Without this process, dissonance is impossible and cognitive moral growth will not increase nor behavioral change occur (Kohlberg, 1984 & 1981a).

Researchers (Stoll, 2004; Fox & DeMarco, 1990; & Kohlberg, 1984) argued that the whole intent of creating cognitive dissonance is to create third order reasoning within one's moral evaluation. In addition, they claim that if morality be further developed, it should involve third order reasoning, which means to provide consideration and a

concern for others as well as oneself. It should also attempt to distinguish right from wrong and good from bad. Arnold states (1994), "Morality in the theoretical sense is associated with values and principles that need to be evaluated, understood, and fleshed out before one chooses or engages in a particular course of action" (p. 76).

Through the previous research findings and claims, moral development can be done both systematically and non-systematically and formally and informally. Stoll (2001) stated that in the best scenario, all will be implemented throughout one's moral education experience. In addition, Stoll claims that the objective of moral education should be to provide the individual with a strong base of values and a way to think about them. Thomas Lickona (1991) called these the valuing and knowing the right - when the pieces are together, the individual has the keys to doing the moral right.

Researchers (Rest, 1986; Kohlberg, 1984; Bredemeier & Shields, 1986; Stoll & Beller, 1987; & Ebbeck, Gibbons, & Weiss, 1995) argue that moral education is beyond the range of moral training. For moral education to be successful it should encourage individuals to reflect upon moral issues in light of fundamental learned moral principles and make their own rational judgments, which they then are able to translate into appropriate moral action (Arnold, 1994).

CHAPTER SIX

Implications and Future Research

The purpose of this mixed methods study was to examine the effects of instructors' pedagogy on freshmen's moral reasoning in two Sports in American Society Core Discovery courses.

The results suggest that pedagogy style and curriculum material can impact freshmen students' moral reasoning growth over time. As evidence, students in Mrs. K's class were able to reason at a higher level based on the improvement in the HBVCI (1989) scores (see Figure 1, p. 135) than that of the control group. Moreover, students in the control course actually saw their moral reasoning level scores decline over the same period. This is important to note because an instructor trained in the Socratic Maieutic methodology may perhaps be able to improve moral reasoning levels in freshmen students.

It is important to also note that this was the first time that the Maieutic Socratic methodology had been measured in this type of collegiate setting. The pedagogy style had been applied in multiple academic settings before, but its effectiveness had never been tested in freshmen Core Discovery populations. It should also be stated that this study was conducted not to defend or insult any one teaching methodology, rather, to determine if the Maieutic Socratic methodology impacted moral reasoning growth within a different environment and academic program that had not been tested.

Other implications of this mixed methods study were to garner a better understanding of pedagogy, specific content, and curricular approaches that are useful for promoting moral reasoning growth and moral development. As stated in the opening,

Core Discovery's purpose is to accomplish growth amongst college freshmen through a curriculum that explores contemporary issues and experiences from multiple perspectives and time frames. In addition, Core Discovery courses' should consist of creating awareness and sensitivity to human diversity through developing an understanding of assorted values, attitudes, and interpretations. Core Discovery courses should also provide content that aids students' examination of their own and others' diverse values, which shape the multiple cultures residing on campus.

Over the last 30 years much has been hypothesized and researched regarding education's effect on moral development. For instance, Rest (1979c) hypothesized that a higher degree of formal education should result in a more advanced level of critical moral reasoning. Ideally, he believed the collegiate experience would foster moral growth in student desires to be responsible, respectful, and obey the rules. Though the results in this study suggest that the college experience alone may not improve moral reasoning, they do suggest that pedagogy style and content may have some impact. As mentioned in Chapter Two, King and Mayhew (2002) suggest that some types of formal education do impact moral reasoning levels. It is also important to note that other studies have shown that context has an even greater impact on moral development (McNeel, 1994; & Pascarella & Terenzini, 1991). Previously mentioned studies found that moral development is impacted by context and pedagogy.

Though much research has focused on moral development within academic institution, results were inconclusive as to what the best pedagogical approach was for enhancing collegiate students' moral reasoning. In this mixed methods study, Mrs. K used an intervention style of instruction that she had been using with other populations

for over 20 years. The results captured that her style and context combined with assignments did have an impact on the moral reasoning growth of the freshmen students. Perhaps the results of this mixed method's study may advocate educators to pursue similar pedagogy strategies within their programs and classes.

Recommendations

The students in this mixed methods should be reexamined during their senior year to determine if their moral reasoning levels had changed during their collegiate experience. There are studies that have tested this concept, however, these studies only examined students who had not received an intervention in moral education like the students in Mrs. K's course. For instance, longitudinal studies have attempted to track the development of moral reasoning by evaluating students at two times during their collegiate experience, at the beginning of the freshman year and at the end of their senior year (Shaver, 1985, 1987; Burwell, Butman, & Van Wicklin, 1992; Foster & LaForce, 1999). While other longitudinal studies examined moral development by testing students through repeated measures during their collegiate experience (Rest, 1979b; Whiteley, 1982; Mentkowski & Strait, 1983; King & Kitchener, 1994).

Rest (1979b) and Rest and Thoma (1985) also used longitudinal data to examine the relationship of moral judgment development to formal education. They tracked the course of moral judgment development of participants from the end of high school to 6 years beyond high school; some attended college and others did not. At the third time of testing, Rest (1979a) found that the course of development for the 38 college students was different from the 18 participants not in college: for those attending college, DIT scores continued to increase; for those not in college, scores were stable. At the fourth

time of testing, Rest and Thoma (1985) regrouped the population into low-education (less than two years of college) and high-education (more than two years of college) categories. While both groups showed increases in P scores 2 years after leaving high school, four years later, the 23 students with two or more years in college were still showing gains while the 13 less-educated subjects were not (Rest & Thoma, 1985). Because age and education are often confounded in student populations, especially among traditional-age college students, it is important to control for age to test for the impact of college. The design of the previous study (use of a same-age non-college comparison group and a longitudinal design) provides a model research design for researchers interested in untangling the influence of education from that of maturation on moral development. From this study, one can conclude that participation in higher education makes a substantial contribution to development in moral judgment beyond that attributable to age alone.

Other studies have also documented the effect on moral judgment of participation in higher education after controlling for age (Rest, 1979a, 1987, 1988; King et al., 1985; Rest & Thoma, 1985; Gfellner, 1986; Paradice & Dejoie, 1991; Cummings et al., 2001). From these studies, one can conclude that formal education makes a unique contribution to moral reasoning in that during college, students are more likely than non-students to use post conventional moral reasoning. Nonetheless, the context and instruction styles of the collegiate courses were never examined. Perhaps some instructors were able to use a pedagogical methodology that aided the student moral development.

Perhaps a formal education program for instructors that stresses the importance of cognitive dissonance within the classroom could be useful. This pedagogy education

could stress the importance of having students state their believed truths then throwing alternative information that doubts or challenges their original believed truth. In this mixed methods study, sport situations provided by Mrs. K permitted her with an excellent opportunity for cognitive dissonance and moral development to occur. However, this process only occurred because she recognized, discussed, and reflected with the students about the moral implications of the situation.

Often moral reasoning is unlikely to improve within students if they are passive during the class sessions. This educator's education program would need to stress the importance of having students discuss their values, and why they believe in their values with peers and their instructor. Only then can they be asked about why they believe what they believe and challenged through questions about their values in situations (Bredemeier & Shields, 2006). The education model should also create an environment where instructors can promote service to others, a holistic approach to work, a sense of community, and the sharing of power in decision-making (Stoll, 2007).

Providing an education program in moral reasoning pedagogy for educators could provide numerous benefits to Core Discovery. Teacher would be receiving instruction that challenges and improves their moral reasoning ability. If applied into practice, their pedagogical style could impact their students by the environment they create. Students will rise or fall to meet the standards of the environment (Lickona, 1991). The instructor, as a moral role model, creates an environment for learning and personal growth of their students. Therefore, an instructor trained through a moral reasoning pedagogy program may be more adequately prepared to create an environment conducive to moral growth.

This mixed methods study was conducted to determine if pedagogy style improves moral reasoning within freshmen students in Core Discovery. It appeared that the Maieutic Socratic methodology did have positive effects for students enrolled in Mrs. K's course. Perhaps understanding this methodology may provide educators with a structure for effective pedagogy strategies to enhance student moral reasoning in the future.

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APPENDIX A: IRB APPROVAL

University of Idaho

University Research Office
Institutional Review Board

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From: Casey Inge
Chair, University of Idaho Human Assurances Committee
University Research Office
Moscow Idaho 83844-3003

Cc: Sharon Stoll, Professor (Sponsor)

IRB No.: IRB00000843

FWA: FWA00005639

Date: September 23, 2008

Project: The Effects of an Intervention Program Concerning Sport Competitive Theory and Moral Reasoning on the Moral Cognitive Growth of Freshmen Enrolled in a Required Humanities/ Social Sciences' University Course (Protocol No. 08-059), Approved September 23, 2008.

On behalf of the Human Assurances Committee at the University of Idaho, I am pleased to inform you that the protocol for the above-named research project is approved as offering no significant risk to human subjects.

This approval is valid for one year from the date of this memo. Should there be significant changes in the protocol for this project, it will be necessary for you to resubmit the protocol for review by the Committee.



Casey Inge

APPENDIX B

Informed Consent of Participants

Sport Education Curriculum Study

The following is a proposal for a dissertation study to be conducted during the fall and spring semesters at the University of Idaho on freshmen enrolled in required humanities'/ social sciences' university courses. Investigators Justin Barnes and Dr. Sharon Stoll would appreciate your participation in this study.

Please read the following statements carefully before signing this consent form.

This study will be conducted during the fall and spring semesters with freshmen students enrolled in required humanities'/ social sciences' courses at the University of Idaho.

We feel this study may provide insight concerning sport competitive theory and moral reasoning on the moral cognitive growth of freshmen enrolled in Core Discovery (Sports and American Society) courses. If a positive effect occurs with the students enrolled in these courses, we can perhaps change universities' curriculums to incorporate the proper education concerning moral reasoning for future Core Discovery courses.

The results of this study will be published, however, the identity of participants will not be revealed. For the sake of confidentiality, coded aliases will be assigned for all data sources. Participant names will be known only to the investigators, and names will be removed as soon as data is analyzed.

You may refuse to have your project data included in this study at any time without penalty and you may refuse to be a participant in this study with no adverse consequences to your grade. In addition, you must be 18 years or older in order to participate. If you are excluded from participation because you are not 18 years or older, you will not suffer any adverse consequences in relation to the course (non-participation will not have an effect on your grade).

Any questions you have concerning this study may be referred to Justin Barnes (885-2108) and/or Dr. Sharon K. Stoll (885-2103) before or after you consent to participate.

I have read the above information. The nature, demands, risks, and benefits of the project have been explained to me. In signing this consent form, I knowingly assume the risks involved, and understand that I may withdraw my consent and discontinue participation at any time without penalty or loss of benefit to myself.

Participant's Printed Name: _____

Date: _____

Participant's Signature: _____

Date: _____

APPENDIX C

Sport in American Society

Sports in America have constantly evolved to the changing landscape and views of American society throughout our history. Gorn and Goldstein (1993) discussed influential issues that help shape sports in America such as media, urbanization, slavery, women's rights, religion, business, gambling, war, technology, fitness, and leisure. In addition, they also claim that the barbaric nature of early American sports helped sports spread in America and altered how Americans view sports today. As evidence of the early culture of sport in America, Gorn and Goldstein (1993) stated that it was not uncommon to see eye gauging and other inharmonious acts during and after sporting events. They referenced the following passage from Thomas Ashe's book titled *Travels in America*, which concerned a fight between a Virginian and a Kentuckyan after an impromptu horse race,

The Virginian never lost his hold; he kept his knees in his enemy's body; fixing his claws in his hair, and his thumbs on his eyes, gave them an instantaneous start from their sockets. The sufferer roared aloud, but with no complaint from the crowd (p. 38).

Though blood sports were and still are popular in America, horse racing, track and field, and baseball were a few of the most influential sports that aided sport growth throughout American history. According to Gorn and Goldstein (1993) these three sports were major catalysts for captivating the American population and creating intense rivalries between athletes, fans, and different regions throughout the country. Due to

these intense rivalries, interest in attending sporting events grew, more Americans began to participate, and heavy gambling was wagered, all of which further assisted the interest of the American population in sport.

As such, before the 19th Century, sports in America primarily consisted of a local population's interest to their confined home sport teams or clubs. However, momentum for sports in America really began to flourish at the turn of the 19th Century (Eitzen & Sage, 2003). They claim that sports became the most pervasive cultural practice in North America between 1890 and World War II. In addition, it is perceptible to see how sports prospered in America due to the development of our country's industries and the growth of our population. One could say it was like the perfect storm due to better transportation, facility and equipment development, a growing affluent class, a higher standard of living, more funds for purchasing sporting equipment, and the ease with the way Americans could sign up for leagues or participate with friends and family. Moreover, due to the expansion of cities, media coverage, technology, and increased leisure time, sports became accessible for almost all Americans to play. Eitzen and Sage (2003) stated, "In other words, industrialization and urbanization were major contributors to the rise of sport, greatly enhanced, of course, by the revolutionary transformations in communication, transportation, and other technological advance" (p. 35).

Moreover, due to this boom, sport became a major part of the primary and secondary school cultures too. As Gorn and Goldstein (1993) explain, this was largely because of World War I:

For the first time, organized athletics and physical education were linked in the minds of leaders and participants to patriotism and military

preparedness. By demonstrating the value of mass organized athletics as a builder of bodies and morale, wartime sports laid the groundwork for public schools to adopt sports programs (p. 117).

As such, football and basketball exploded in the twentieth century on college campuses. Gorn and Goldstein (1993) state, “The rise of college social life, the growth of sports, and the increase in alumni support (beginning with athletics) foreshadowed the modern alliance between alumni and students—against the faculty—to manage the college and university as a site of fun and socialization as much as of academic pursuit” (p. 166). Even today, one still observes much of this phenomena transpiring across college campuses. A prime example would be the influence football has in the South, and especially within the universities of the South Eastern Conference.

In addition to educational institution progress, sports in American society have been catalysts for other means. Teddy Roosevelt and Walter Camp envisioned sport as a means that only made men stronger, more dependable, better businessmen, and soldiers (Gorn and Goldstein, 1993). Roosevelt stated,

Courage, resolution, and endurance were by-products of manly sports, and these qualities were essential in the struggle between men as well as between nations. Because leaders needed good character above all else, and because most college men were destined to go into law, politics, and business, college athletics were as important as academic studies (p. 108).

Nevertheless, sport also became pivotal in the advancement of women’s rights and racial progress due to its popularity throughout all classes of American society (Powell, 2006; Wiggins, 2006; Gorn & Goldstein, 1993). America’s interest in sport

helped bring about Title IX, which greatly aided and benefited women's advancement in society and their desire to participate in collegiate sports. Sport also made several African American athletes monumental ice breakers for racial progress in American society. Whether it was Joe Louis and Jesse Owens winning in the face of an evil empire or Ali's defiance against the Vietnam War, each African American athlete was critical in changing white America's perspective (Wiggins, 2006).

For instance, Jesse Owens and Joe Louis were the first black athletes that the white population really began to admire. Though there was still a strong prejudice against the African American athlete, the 1936 Olympics and the Louis/Schmeling rematch were epic moments in America's past. One could also argue that both athletes' careers came full circle in these athletic events. In Owens's case, after failing to qualify for the 1932 Olympics as a high school junior, he won four gold medals in the 1936 Olympics. More important, he and Louis made Americans proud when our country faced an even greater enemy of tyranny and oppression from Nazi Germany. As Edmonds (2006 in Wiggins) states concerning Louis's victory over Schmeling,

In his finest hour as a fighter, then Joe Louis managed to fuse racial and national identity, as he transcended the mere boxing ring. If there was American guilt over its reluctance to commit military power to stop the German juggernaut, this prizefight provided at least temporary relief. And ironically, it was a black man, whose people still suffered the enormous burdens of racial discrimination, who temporarily unified the nation in opposition to an even greater horror (p. 144).

Fast forward to the present and one could claim that African American athletes such as Michael Jordan and Tiger Woods are the most influential and marketable athletes in the world. Moreover, these men carry more respect in their sports than any other athlete. One could make a legitimate claim that Nike, the NBA, and the PGA would not be where they are today if it were not for these athletes. However, with this fame, some African Americans wish that athletes such as Jordan and Woods would use sports in America to further propel their advancement in society. Powell (2006) states that many African Americans are upset with Michael Jordan and Tiger Woods for not being more active and vocal for equality. Nonetheless, history has demonstrated that men like Joe Louis, Jesse Owen, and Arthur Ashe were quite vocal with their performances and private work. Powell (2006) states that not every African American athlete has to be vocal like Ali and Jack Johnson. For instance, Wiggins (2006) argues,

Woods is the perfect icon for a white world—black, handsome, athletic, well spoken, and respectable, with a clear commitment to the Protestant work ethic. Woods is the inheritor of a racialized lineage stretching in the popular imagination from Jesse Owens to Carl Lewis as a symbol of white liberal hopes of integration.

Though sport in America has led several populations to work towards equality progress, it should also be noted that sport has become viewed as major catalysts for college and high school institution progress and success too. Stoll (2007) argued that there are some in American society that relate institution success and identity directly to their athletic programs. For example, Boise State University (BSU) has done a phenomenal job of branding their university through their football team's success over

the past decade. Their university slogan has become “Beyond the Blue” simply meaning that there is more to the university than just the football team. In addition, Stoll (2007) stated all that the Idaho Statesman (Idaho’s largest newspaper) wanted to discuss in January of 2007 was the \$36 million stadium upgrade the Idaho Legislature passed for BSU and how great it was that BSU won the Fiesta Bowl.

In addition to some universities fixation on their progress through their sport teams, sport in American society has also become extremely influential at the more control levels. Bissinger (1990) recognized this obsession occurring in Texas with a town’s interest in their local high school football team. In *Friday Night Lights*, Bissinger (1990) describes the shallowness of the football culture in Texas through the attitudes and conduct of the coaches, players, teachers, parents, and fans. Bissinger discusses how the local high school team was taking \$20,000 charter flights for games when the school did not even have enough money to afford the proper school supplies. He suggested that this lack of educational funding and attitude towards football lead to steady declines in test scores and academic achievement at the high school. The more important sport issue Bissinger (1990) stresses is that many of athletes did not even enjoy their football season due to the pressure of an entire town living too vicariously through their experience.

Nevertheless, due to the large accolades that come with winning in American sports, many professional franchises, universities, and high schools feel pressured from their fan base to do whatever is necessary to succeed. This often causes professional owners and collegiate and high school administrators to invest beyond their budgets in their sport teams (Stoll, 2007). What the population fails to realize is that the majority of professional, collegiate, and high school athletic programs lose money each year.

According to Sylwester (2004), “Athletics revenues and expenses by conference for Division I-A, found only Southeastern Conference schools averaged a profit each of the 10 years. At the opposite end of the scale, Big East schools averaged a deficit every year but one” (p. 1).

Currently, revenue profits are a growing concern for several professional, university, and high school athletic programs. In addition, sport popularity in America has created constant demand for escalating player and coaching salaries, facility upgrades, and traveling costs, which most universities and high schools are ill equipped to cover. For instance, how can universities compete with Alabama when they drive the coaching market by hiring Nick Saban’s at four million dollars annually? Stoll (2007) asked what kind of message is an institution sending when they pay a football coach ten times the salary of their provost.

As a result of the money involved with sport in America, sport has become much more prominent at the amateur level over the past half century. Lewis (2006) claimed that amateur athletes are now provided more sport options and are also recruited at an earlier age. For example, when New York Giants Linebacker, Lawrence Taylor snapped Redskin Quarterback, Joe Theisman’s leg with his ferocious tackle, it revolutionized how offensive lineman were recruited. Lewis (2006) stated that the National Football League (NFL) defines what it needs for the positions and collegiate football is their farm system to find their position needs. In the case of left tackles (men who block men such as Taylor), the NFL is looking for men taller than six feet five inches and weighing more than 300 pounds. Due to their high value and incredible success, college football has invested a large sum of money to recruiting analyst such as Tom Lemming to find these

types of kids at the high school level. Lewis (2006) states that recruiting analysts now scour through thousands of high school highlight films and orchestrate several high school combines across the country to test strength, speed, agility, body measurements, and character. He also states that once recruiting analysts collect their data, they rate the players, and then sell their lists to collegiate coaches and recruiting Web Sites.

One could argue that sport has become more business oriented over the last century than leisure oriented in American Society. Researchers (Kohn, 1992; Sperber, 1998) claim that another issue that has arisen with the popularity of sport is the enormous pressure for athletes to perform well, which they argue damages the sporting experience as well as the athletes themselves. What then is competition, a healthy activity or an unhealthy activity?

Competition in American Society

Often some of the earliest forms of competition in one's sport career come in the way one chooses to play. Huizinga (1955), an anthropologist described play as "a stepping out of 'real life' into a temporary sphere of activity with a disposition all of its own" (p. 8). Handelman (1977), an anthropologist, stated for individuals to enter the play realm, it entails "a radical transformation in cognition and perception" (p. 186). Firth (1973), documented rituals and conventions that serve to mark off the spacial and temporal boundaries of play and sport. He claims these rituals and conventions not only designate special space and time, they symbolically function to redefine people as players and then reconstitute players back into people at the game's conclusion. Regardless of what happens during these early rituals of play, these experiences often lead participants

to competition and a more serious approach to the activities they choose to play (Stoll, 2007).

Due to the way the majority of American society chooses to play, competition generally develops between how participants play against each other. In American society, competition can have several diverse meanings depending on the sport's participant. For instance, several swimmers recently defined competition as an opportunity that provides them with a sincere feeling of gratitude in their ability to perform a sport. They expressed how grateful it was to have the feelings of great health and the opportunity to express that health through competition in the sport of swimming. In addition, they stated how appreciative they were towards the acceptance and support they felt within competition and that competition was not about getting first place; it was about the overall experience and the people that they met (Pipes-Nelson, 2005).

Stoll (2008) stated that competition is taken from the ancient Greek perspective and from the Latin origin of the word competition 'con-petire'; meaning to search together. In this case, it could be implied that both parties involved in competition are searching together for excellence. Moreover, one could suggest that each group drives the other to greater levels of performance through competition. Shields (2004) states that the view of competition should reflect a metaphor of partnership. By this, Shields feels that each competitor should be viewed as an enabler (in the positive sense) for the other, requiring that the other bring out the best in each. Simon (1985) suggests that competition should consist of each participant's desire for sustained excellence, which requires understanding the importance of establishing a means to be competitive within the context of their culture.

Shields (2004) believes that there should be a synergy in competition, which results from the mutual challenge that each competitor provides to the other. He continues by stating that this synergy should enable each competitor to reach new heights of excellence and experimentally that could not be achieved in isolation. Much like Shields, A. Bartlett Giamatti (1988) stated that he hoped that his competitor was always performing at his or her best to provide the good test. In this light, competition could be a subset of cooperation (Brunner, 2008).

Simon (1985) also stated that his view of competition concerns a quest for mutual excellence. Moreover, it is often viewed in American society that when one chooses to participate in sport, they must decide how dedicated they are willing to be to become competitive in their quest for excellence. In this view, competition must be seen as a process through which excellence is sought (Gibson, 1993). Further, one must choose what their definition of excellence entails. For some, it could be playing their best. For others, it could be defined by wins and losses. Nonetheless, Simon (1985) states, that if we are to become the participant who desires consistency in our performance, then we must consider our quest for excellence to become a quest for generalized excellence; or *arête*.

Current Los Angeles Lakers' coach Phil Jackson claims that it is imperative for his players to honor and respect their opponents, because their opponents can propel them to reach new heights (Turner, 2006). One could also argue that the most successful athletes seek excellence in their quest for the maximization of their own personal skill. As evidence, it was not uncommon for 11 time National Basketball League (NBA) champion Bill Russell to state that he sought the excellence of others in order to better the

development of his own personal skill (Wooden & Tobin, 2004). In addition, former UCLA Coach, John Wooden who won 10 NCAA Championships in 13 seasons stated that he was never concerned with what the opponents did in preparing for competition. However, he claimed he was concerned with how well they prepared to do what they strove to do best (Wooden, 2005).

Per this definition, competition is defined as a process oriented activity as opposed to an outcome oriented activity. Researchers (Shields, 2004; Kretchmar, 2003; Simon, 1985) and coaches Wooden (2005) and Jackson (2006) believe that the process of seeking excellence surpasses that outcome of winning or losing a contest. Brunner (2008) stated that the athlete and team that choose to adopt this view are more equipped for long term satisfaction in sport compared to the coaches and athletes that are focused on the short term outcome goal of victory.

Nonetheless, when one chooses to compete in a sporting contest, the majority of the outcomes result in a winner and a loser. Brunner (2008) states,

Competition is this zero-sum clarity that provides some of the allure for us to affiliate and participate with a sport team. The black and white nature of the scoreboard serves to validate or repudiate one's body of work. Hence, if we are to assume the vulnerability that this situation demands of us, we are moved to embrace an attitude that drives us to provide maximum effort in the display of skill and strategy when matched against another or a referential standard.

Gibson offers that competition is about excellence, stating that, "Excellence applies to any quality or feature in which the person or thing excels or surpasses all

others” (1993, p.45). Nonetheless, one could argue that ’s perspective may place more of an emphasis on winning than competition. Sport fans in America often state the cliché ‘a win is a win’. This creates the perspective that winning ugly is all that one has to do to be satisfied. In many levels of sport, this has become one of the more popular clichés. In addition, this view sometimes prevails and drives the vision of the sport leaders in American culture.

However, Kretchmar (2003) stated that it is also possible for one to appreciate and covet winning while maintaining this ideal perspective on competition. For, the struggle gives rise to greatness through the process and not the outcome (Weiss, 1969). Such a culture such as this views “How you run the race” as more important than winning or losing the race (Wooden, 2005). For, here winning or losing is seen as a natural by-product of consistent excellence or inconsistent fragmentation (Wooden, 2005). Competition here is not defined by victory nor denied by defeat. It exists in the effort that is exerted in the preparation for occurrence of one of these two inevitable outcomes (Wooden, 2005). Wooden (2005) states, “The struggle itself, the test, is what gives value to the prize and is something that the competitive leader revels in” (p. 54).

Competition’s Effect on Sports

However, competition often is viewed as a contest in which one gains at the expense of another or one man’s advantage is seen as another man’s loss (Kohn, 1992). With this philosophy, competitors define their excellence with victory. Often athletes or teams in this camp cannot find excellence without the accomplishment of winning. Gibson (1993) states that we need to be extremely careful when defining the term excellence. Gibson (1993) states, for some, they may view excellence as being the

greatest regardless of flaws that one may have as a person...Achievement has no reference point to itself: success is to succeed.

Nevertheless, the current culture of sport in America has demanded that we learn how to compete for one to continue their playing (Kohn, 1992). It seems that some in American society are now quite content with just achieving their own best performance and are not satisfied with the contingent on the availability of a worthy challenge. Due to these beliefs, one could suggest that American society places a serious emphasis on winning and losing as athletes and coaches move up the ranks in their respective sports. Often this pressure to win may cause athletes to begin looking for ways to gain an edge on their competition. In addition, studies have shown that the longer people are involved with athletics the more their playing conduct is masked by competition and they develop an attitude that focuses on winning (Bredemeier & Shields, 1986; Stoll & Beller, 1998).

Shields (2004) states that winning has become extremely important for the majority of the American population because it is generally what their objective is when they compete. However, Kretchmar (1994) argues that for winning to truly be pleasurable, one needs to play fair and enjoy the activity they are playing, regardless if it concludes in a win or loss. Kretchmar continues by stating for athletic contests to uphold, care must be taken to make sure that rules are the same for all competitors so that fair competition and an ability to compare results meaningfully are preserved. As stated by Abrams in *Chariots of Fire* (1981), "Winning is important, only if it is within the rules of the competition."

Often control athletes become involved in sports because they like to play and enjoy the stimulation of movement. As Lumpkin, Stoll, and Beller (1998) state,

“Youngsters embarking on their first organized sport experience bring few preconceived notions to the field or court. They simply want to play. Children even prefer playing on losing teams to sitting on the benches of winning teams” (p. 51). Conversely, Kohn (1992) argues that the more serious sports become, the more unacceptable losing becomes to the participants and their athletic culture. For instance, American society seems to place a strong difference between losing a city league football game compared to an NFL playoff game.

One could argue that American society often defines players’ and coaches’ careers on their wins and losses at the collegiate and professional levels. One could also claim that Michael Jordan, Tiger Woods, Bill Russell, and John Wooden would not carry the same respect they have had they never won a championship. For example, Dan Marino had set all the passing records in NFL history, but yet, he is still most known for not winning a Super Bowl. Millado (2007) asked Marino if there was one thing he would like to change about his career and Marino replied, “If I would change anything, I would change the game against the 49ers [in 1985]. It would be nice to know what that feels like, to walk off the field and say you won a Super Bowl” (p.1).

On a similar note, Mike Shula, who many in the coaching ranks considered a decent man and a good football coach, won ten games at the University of Alabama in 2005. However, he only won six games in 2006 and was fired. Similar to the situations above, American society often decides if losing is acceptable depending on who you are and what your position is in our culture. In the case of Mike Shula, losing cost him his job because he failed to meet the oversized winning expectations of the University of Alabama.

Nevertheless, with the fame the media brought to athletes who have won in American society, came demands for more money, self recognition, and an even greater emphasis placed on winning. As stated previously, once sports started gaining popularity, they became more business oriented, and victory was no longer a desire, but a necessity (Gorn & Goldstein, 1993). One could argue that the current sport's environment that has been created is not ideal for the athletes who participate. Current athletes are under a microscope to not only perform well, but to live well too. Researchers (Stoll & Beller, 2001; Shields & Bredemeier, 1995) feel this enormous burden is not healthy for athletes and frequently leads them down the wrong path to achieve success. Moreover, when they do succeed or fail, the media and public are there to evaluate and scrutinize their performance. Gorn and Goldstein's (1993) passage below speaks volume for athletics in America today,

Even as our athletes soar to unheard-of-heights, we are in danger of losing sight of all values beyond winning. In the worst case, we become complicit in a system that makes money its god; we find ourselves watching televised spectacles that buy athletic competition with commentator's babble, with advertisers' useless products, with a cult of fame and glamour; and we ignore the destruction of our most physically gifted young people's bodies through drugs pushed by a systemic compulsion to win at all costs (p. 214).

It appears to be clear that the importance of sport success in American society has had a direct effect on competition. For instance, legendary NFL Coach Vince Lombardi once stated, "Winning isn't everything, it's the only thing". Often participation in sports

demands that one must learn to compete to be successful. Kohn (1992) argues that all competition is essentially not healthy. Contrary to popular belief, Kohn claims that competition will not lead to improved performance or production in the sporting environment. Furthermore, he suggests that competition destabilizes the optimal level of performance one can possibly achieve. Kohn supports his argument through Theresa Amabile's (1982) study which found that 7-11 year-old girls who were competing in art made collages that were less creative, less spontaneous, and less complex and varied than the ones made by the girls who were not competing.

Most important, Kohn (1992) argues that competition is bad from a moral or ethical standpoint. Basically, his belief is that not all competitors can be happy within competition, and with competition comes grief for the losers. In addition, he believes competition trains participants to take delight in other's pain by psychologically linking one's agony of defeat with the other's thrill of victory. In Kohn's view (1992), the step from "wanting to win" to "wanting to kick the brains out of the other fellow" is short and inevitable. In addition, he states that competition inherently sets up rivalries between participants and trains them to believe that their own interests in the sport can only be served at the expense of others. He argues that this is a mindset that easily persists beyond the bounds of the formal competitions in which we participate and infuses our everyday lives. Kohn (1992) states:

Strip away all the claims in its behalf that we accept and repeat reflexively. What you have left is the essence of the concept: mutually exclusive goal attainment (MEGA). One person succeeds only if another does not. From this uncluttered perspective, it seems clear right away that

something is drastically wrong with such an arrangement. ...Competition by its very nature damages relationship. Its nature, remember, is mutually exclusive goal attainment, which means that competitors' interests are inherently opposed. I succeed if you fail, and vice versa. ...so the failure of others is devoutly to be wished (p. 14).

This then sets up the moral issues in question and how sport can affect one's moral development.

APPENDIX D

Maieutic Dialogue and Instruction

Stoll (2004) list the following dialogue below that was transcribed from a class video tape, which typifies the Maieutic method used in class: (I = instructor; SA = student athlete).

I: In your papers several of you mentioned that Coach A was called by one of the people on the university's campus as one of the best teachers on campus, period. What's the difference between being a good teacher and a good coach? You've all had enough teachers and coaches - You can have a good opinion. What's the difference?

SA: About the same. Both motivate you and inspire you to want to do well in the classroom or sport. To be a good coach you must be able to teach in sport as well.

I: I agree with you. I don't believe there's much difference between a good teacher and a good coach. Some of you also said something interesting about Coach A that I don't agree with. You said Coach A is a "win at all costs" coach. What does that mean to be a win at all costs coach?

SA: Well... win to the point where you'll be immoral or do anything immoral to win.

I: Do anything to win... I don't think Coach A will do anything to win. You said that yourselves last time. You thought the man was relatively honest...correct? I think the man has limits. So I don't think he's a win at all costs coach.

Violation of moral principles...That's what you talk about when you talk of a win at all costs coach. It means they'll do anything to win. We have a lot of those in history

and present day coaching. Who else? There are tons of them, you ought to be able to name 20-30 of them.

SA: Coach A.

I: Coach A? He's not a win at all costs coach.

SA: Yes he is, look at everything he does, throwing chairs at "refs"...

I: No he's not because he is relatively honest- you said so yourself. He might do a lot of things, but I don't think he will cheat. A win at all costs coach would do anything to win, including cheat.

Some of you also said that Coach A cared about his players, and he makes sure players go to class. What this is, is paternalism. That's something we will use a lot in this class. What is paternalism?

SA: A parent?

I: A paternalistic figure is a parent like a father who watches out for you, who cares for you, who makes decisions for you, who thinks they know what's best for you. When you are a child you need a parent because you are not able to make decisions. But, do you need a parent to watch out for you when you're an adult?

SA: No.

I: Think about this a minute. How many of you have had coaches in your adult life that watch out for you?

SA: Like following us around and making sure we go to class?

I: Now, I don't know about this semester but last semester with the basketball team, your assistant coaches "keepers" followed everyone around to class. That's paternalism, following everyone around making sure you get to class and where you're

supposed to be. I heard a coach give a talk a couple weeks ago. When he was attending a university on a basketball scholarship he and his coach decided what classes he was to take, yet he did not have to register for classes or buy his own books. Someone registered for him and bought his books. He went down to practice the next day and his class books were waiting along with course registration completed. He didn't have to worry about any of that stuff... He was taken care of.

What are some other paternalistic things? What are some other things coaches do to watch out for you?

SA: Grade checks.

I: Grade checks, I personally think that's humiliating. I think that it's pretty pathetic that you have to carry around a piece of paper to an instructor and have them mark down if you have been attending class or not and how well you are doing.

SA: I think that grade checks show that coaches care about us.

I: Yes, but it's still paternalistic.

SA: True, but I still think they care about us.

I: You guys in football don't have it as bad because there's too many of you, or maybe the coach has a different philosophy. But the basketball team over here I know have keepers because I see them follow athletes around to and from class. And I know I get information about the women's volleyball and basketball teams asking how their athletes are doing and whether they are passing the class. However, if you are an adult, how should this be handled?

SA: If you don't go to class or pass the class you should be gone.

I: Right. If you don't go to class and you don't make the grades you're gone. What happens if you are not responsible or doing what's required of you in practice? Do the coaches say "that's alright, you can play anyway?" There appears to be a contradiction in what's expected of you.

APPENDIX E

Description of the HBVCI From the Center for Ethics Web Site:

To date, over 80,000 individuals have been assessed using the HBVCI from ninth grade through adult populations, including longitudinal studies at the United States Military Academy at West Point, the Air Force Academy at Colorado Springs, to youth, interscholastic, and intercollegiate athletes and coaches and the general non-competitive population. The HBVCI has a high reliability and validity, with Chronbach Alphas from .74 to .88. The HBVCI, the "Moral Reasoning and Moral Development in Sport Review and HBVCI Manual", and normative tables are available from the Center for ETHICS*. The HBVCI has been translated into six different languages.

To date, secondary analyses have been run and preliminary normative tables have been developed (see Norms in Moral Reasoning and Moral Development in Sport and HBVCI Manual, available from the Center for ETHICS*). HBVCI scores do not reflect moral action, but rather cognitive moral knowledge. In other words, the inventory is not designed to assess individual reasoning to project honest, just, or responsible moral actions. Rather, the inventory gives a characterization about how different groups morally reason and make cognitive judgments about moral issues in sport. The inventory is designed to assess mean reasoning scores of different groups and make inferences to populations as a whole. It is also important to note that cognitive knowledge, is not the only factor affecting moral action.

"Three general concepts to foster development and maturation of moral character are: moral knowing, moral valuing, and moral acting. Moral knowing is the cognitive phase of learning about moral issues and how to resolve them" (Lickona, 1991). Moral

Knowing involves sensitivity, self-knowing, moral reasoning, perspective taking, and decision making. Moral valuing is the basis of what we believe about ourselves, society, and other around us. Moral valuing involves the conscious, self-esteem, empathy, self-control, and humility. Moral action is our outward behavior that we manifest contingent on our values and cognitive processes. Moral acting involves knowledge, courage, determination, and habit. Kohlberg (1981) and Rest (1986) state that moral understanding should directly affect moral motivation and behavior. Kohlberg, however, states that the strength of the relationship is only moderate. At this point, he and others state that too many other factors are involved for a high correlation, such as emotion, empathy, guilt, social background, experiences, and so forth. The three phases work in concert to help us make moral decisions (Stoll & Beller, 1992, p.4).

The HBVCI measures "cognitive knowing" and in no way predicts or measures moral action. However, cognitive knowing is a precursor to moral action. Interpretation of data from the HBVCI should be used as an indicator of perspectives different groups use when making cognitive decisions about right actions in sport. From this information, educational programs can be developed to foster critical thinking and moral reasoning about sport situations.

Deontic Reasoning and Selected HBVCI Questions Below are three inventory examples of moral situations in sport. Following the questions are discussions concerning how a deontic may reason through these questions. A respondent is asked to mark each question, SA = strongly agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree.

Theoretical Foundation:

Based in ethical theory, the HBVCI specifically uses deontological or deontic theory as its theoretical guide. Specifically, deontological ethics provides answers to such questions as: "What is the nature of rightness?" That is, deontics study the relationship of rightness to another basic concept of ethics - duty or moral obligation. In general, the deontics consider these concepts to be synonymous, holding that statements "Action X is right", "Action X is my duty", and "I ought, or am morally obligated, to do action X", are equivalent in meaning (Ross, 1930, p.3-4). Deontological theory therefore holds that rightness is a fundamental, irreducible ethical concept.

Deontic theory lies in an appeal to moral life itself. For example, promise-keeping is an act that we believe is right. We believe that it is our duty to keep promises, not because doing so will produce the best possible consequences, but simply because we have made the promise. That is, promise-keeping is right because it is promise keeping. Ross (1930) called this kind of example a "prima facie duty". "Prima facie duty" of 'conditional duty' is a brief way of referring to the characteristic (quite distinct from that of being a duty proper) which an act has, in virtue of being of a certain kind (e.g. the keeping of a promise), of being an act which would be a duty proper if it were not at the same time of another kind which is morally significant." (p.19) Deontic theory, such as Ross' prima facie duty, has an inherent rightness for all actions which we ought to follow, rather than considering the consequences. Deontic, sometimes called, nonconsequentialists, maintain either that consequences do not count at all in deciding what is morally right, or that rightness is a function of many considerations. Deontic theories can be divided into act and rule deontology. The latter holds that moral

judgements are determined by references to something general, a rule or principle.

Frankena (1973) said "rule deontologists hold that the standard of right or wrong consists of one or more rules - concrete ones like 'we ought always to tell the truth.'"

On the other hand, act deontology does not appeal to the principles. The act deontics maintain that it is straightforwardly a matter of perception whether an act is right or wrong. Ashmore (1987) said that moral judgments are not proven by inference or argument from other knowledge sources because values are capable of being directly or immediately apprehended. The act deontologists' argument against rule deontologists is that: "1) Whatever principles would be the premises of a moral argument must themselves have been derived from particular perceptions. 2) Although we try to develop general moral principles that capture moral truth in our experience, this effort can never be completely successful, because each particular act, situation or person is unique" (Ashmore, 1987, p.98).

In contrast, the rule deontics argue that rules are basic and are not derived by induction from particular cases. The rule deontologists assert that judgments about what we should do in particular cases are always determined in light of the rules (Frankena, 1973, p.17). Hare (1952) agreed about the necessity of the rule and stated: "To learn to do anything is never to learn to do an individual act; it is always to learn to do acts of a certain kind of situation; and this is to learn a principle. Without principles or rules we could not learn anything whatever from our elders...every generation would have to start from scratch and teach itself. But...self-teaching like all other teaching, is the teaching of principles or rules." (p.60-61)

With such different perspectives of deontology, it is difficult to decide which perspective is better because both act deontology and rule deontology have merit. For this instrument, no differentiation is made between rule and act deontology because the essential natures are the same: they both state that moral acts, intentions, and motives have an inherent rightness that we ought to follow. Deontics, in general, argue that certain universal codes of conduct exist. That is, certain basic moral values can be generalized and are universal to all mankind.

The HBVCI is based on three of these universal codes of conduct: honesty, responsibility, and justice. Using deontic theory, definitions for honesty, responsibility, and justice were developed.

For the HBVCI:

Honesty is defined as the condition or capacity of being trustworthy or truthful. Honesty, in this sense, is a basic character that society espouses - an ideal of moral development...to be honest in thought, word, or deed. Honesty, therefore, is the code of conduct which takes into consideration lying, cheating, and stealing, and refers to the honest person as one who follows the rules and laws.

Responsibility is defined as accounting for one's actions in the past, present, and future. We are responsible for our acts, if, and only if, we did the act or caused it to occur. A responsible person is morally accountable and capable of rational conduct.

Justice is defined as an equity or fairness for treating peers or competitors equally. Justice is the quality of being righteous or of dealing justly with others. It is based in the integrity of doing the right or fair act.

The HBVCI theoretically assumes that by applying the defined principles of honesty, responsibility, and justice, any abused or confused situation should be solved deontologically. This implies that an already established rightness or right action/rule might be followed in order to avoid violating other players.

Reliability:

The HBVCI questions how participants reason in the sport context concerning honesty, responsibility, and justice. The HBVCI's deontological foundation proposes that the former values are followed in action, word, and deed.

Thirty inventory questions were designed using current sport moral dilemmas. Ten questions for each value were included in a Part A and Part B format (15 questions each). To measure reliability (consistency), the questions were listed in parallel form. Using a Likert scale of SA = strongly agree, A = agree, N = neutral, D = disagree, and SD = strongly disagree, subjects responded to one of the five former scales that most clearly represented their thoughts and feelings. Questions 2, 5, 8, 11, 14, 17, and 20 represent the deontic value of honesty, where as questions 3, 6, 7, 9, 12, 15, and 18 reflect responsibility. Finally, questions 1, 4, 10, 13, 16, 19, and 21 represent the deontic value of justice. While the HBVCI's measurement level is ordinal rather than interval, because the sums (or means) of the 21 questions (total reasoning scores and three scale scores) are used, normality is assumed.

October, 1987, one hundred and thirty randomly selected high school physical education and health students and student athletes completed the pilot study. The sample consisted of 65 males and 65 females. The SPSSX "Reliability Model" computer package, using the split-half and test-retest techniques, was used to examine inter-

question and Form A-B reliability. The independent variables consisted of Tests Form A and Form B and the three scales of honesty, responsibility, and justice. The dependent variables included summed total reasoning scores, as well as the sums of the three separate values: honesty, responsibility, and justice.

The initial pilot study found a reliability of 0.65. Because the reliability scores were below acceptable standards, questions with low reliability were deleted and others rewritten to clarify meaning. Form A and Form B were then combined into one twenty-one question inventory, with seven questions corresponding to each scale: honesty, responsibility, and justice.

December, 1987, twenty-four randomly selected college physical education majors participated in the inventory's second pilot study. Test development reliability coefficients for deontological scores ranged from 0.75 to 0.88 (Hahm, Beller, & Stoll, 1989b). Moreover, both Hahm's (1989) study of 197 American student athletes and general students, and Penny and Priest's (1990) study of 2,044 U.S.M.A. cadets, found consistent reliability coefficients with test development, 0.75 to 0.88 and 0.74 to 0.79 respectively. In Hahm's (1989) study, total deontological scores on the HBVCI reflected similar scores with the DIT's "P" values. In particular, male student athletes' low total deontological mean scores (60.51) also reflected a low DIT "P" mean value (32.36).

Although higher, female total deontological scores reflect similar patterns: HBVCI mean scores (70.79) and DIT mean "P" values (35.92). A reliability study was conducted on 6,500 HBVCIs taken by interscholastic, intercollegiate, and elite athletes and coaches, and high school and university age general students (non-athletes). The

Cronbach's Alpha Index ranged from 0.77 to 0.79. The results were well within the range found in previous studies using the HBVCI.

Validity:

The inventory has been read and evaluated by several notable sport and general ethicists who agreed that the inventory, in their interpretations, does measure deontological reasoning. The sport ethicists have written and published extensively in the area of ethics and sport, and were members of the Academy of Physical Education and the international Philosophic Society for the study of sport. The general ethicists were known for their teaching and publishing in the area of theoretical and applied ethics.

During the HBVCI test development stages, the DIT was used as a measure of concurrent validity. The DIT itself is known as a valid and reliable measurement instrument. The original American DIT test-retest reliability analysis conducted by Rest (1979) was 0.82. In addition, DIT internal consistency checks were 0.77 for Rest (1979) and 0.66 for Dickensian (1979). Furthermore, the Chronbach's Alpha Index, found by calculating each story's stage scores across the six categories, is found in the high 0.70s.

Hahm's (1989) study, found total deontological scores on the HBVCI reflected similar scores with the DIT's "P" values. In particular, male student athlete scores (60.51) also reflected a low DIT "P" mean value (28.74). In 1990, Beller found a correlation between the HBVCI total deontic reasoning scores and the DIT "P Index" of 0.82.

Across all studies using the HBVCI, data are consistent in that student athletes reason at a lower level compared to non-athletes (Beller, Stoll, & Sumanik, 1992; Beller & Stoll, 1992a; Beller & Stoll, 1991, Beller, 1990; Penny & Priest, 1990; Hahm, 1989); Empirical evidence from the HBVCI supports previous sport psychologists' and sport

sociologists' hypotheses that the longer athletes participate in sport, the less able they are to reason morally (Beller & Stoll, 1995). Specifically, results show a steady decline in cognitive moral reasoning from ninth grade through university age populations (Beller & Stoll, 1995).

Measures of validity are not separate and distinct entities. Rather, the areas of validity are meshed. Furthermore, validity relies on reliability. Reliability concerns the repeatability of a set of measures. The test must be consistent, in that successive measurements must produce similar results. In particular, an inventory cannot be considered valid if not reliable, however, an inventory could be reliable but not valid.

Longitudinal studies of over 5,000 cadets at the USMA and USAFA have found high consistency with the HBVCI. Specifically, scores for incoming cadets at the USMA in 1988 were identical to scores of incoming cadets at the USAFA in 1994. Cadets for each of these institutions are selected from the upper 3-4 percent of high school graduates nationwide. Thus over time, scores for similar populations reveal consistency on the HBVCI.

APPENDIX F

Figure 5: Class Content

	Mrs. K	Mr. S	Experimental and Control
Topics	<ul style="list-style-type: none"> • Athletic department budgets and the commercialization of collegiate athletics • Carlisle Indian School Football • Center for ETHICS Presentation • Cheating in Sport (Cheating, Lying, and Stealing) • Civility • Gladiators and sport today • Bobby Knight • Relativity • Type of Justice • Interscholastic Sport Today • Code of Ethics/Civility/Rudeness • Types of Leadership • Moral and Nonmoral values in Sport • Social Values in Sport • Paternalism • Law, rule, standard • Gender Equality 	<ul style="list-style-type: none"> • Commercialization of Sports • Characteristics of the Media and Sport • Sports effect on health and wellness • Being involved in sports: What happens? • Origin and development of organized youth sports • Trends in youth sports and Sociological questions about youth sports • Different experiences: Informal, player controlled sports versus organized, Adult controlled sports • Recommendations for changing 	<ul style="list-style-type: none"> • Fan Behavior • Violence in Sport • Media in Sport • Sport and Religion • Steroid Testing in Sport • Fan Behavior • History of the Olympic Games • The Super Bowl and the economy • Racism in Sport • Sport Names, Logos, and Mascots • Role Models • Steroids in Sport • Commercialization of Sport • Changing or ending sports participation De-competition • Obesity and Wellness • Sports in High School and College

- | | |
|--|--|
| <ul style="list-style-type: none"> • and Title IX • Ethos, Pathos, Logos • Spring Semester: • Intellectual Freedom/Critical Examination/Dogmatism • Prostitution of Athletes/Exploitation • Digital Generation/Hard Wired for Morality • John Wooden and his Philosophy on Leadership • Gambling in Sport • Baseball Hall of Fame Credentials • Competition • Play | <ul style="list-style-type: none"> • youth sports • Deviance in sport • Performance enhancing substance: Deviant over conformity in sports • What is violence in Sport • Participation and equity issues • Ideological and cultural issues • Racial classification systems and racial ideology in sports • Sport participation among racial and ethnic minorities in the United States • The dynamic of racial and ethnic relations in sports • Social class and relations • Sports and Economic Inequality • Social class and sport |
|--|--|

participation
patterns

- Economic and career opportunities in sports
- Sport participation and occupational careers among former athletes
- The Sociology of Sport: What Is It and Why Study It
- Functionalist theory: What do sports contribute to society
- Conflict theory: What do sports contribute to society
- Interactionist theory: How do people experience sports
- Critical theories: How are sports involved in creating and changing culture and social

relations

- Feminist theories:
What are the connections between gender and sports
- Figurational Theory:
Understanding sports in terms of historical and global processes
- Understanding history while studying sports in society
(Sports vary by time and place)
- What is socialization?

APPENDIX G

Figure 6. Mrs. K's Assignments	
ASSIGNMENT	DESCRIPTION
August 25, 2008	Introduction and a survey of course/Also, you photo will be taken
Assignment:	
August 27, 2008	
Assignment:	Read: William Cronon, "Only Connect...:
August 29, 2008:	Read: What Big Time Sports is all About
Assignment:	Sports and You. This is our first writing assignment together. Tell me about yourself. Who are you? How does sport define you? What are your sporting experiences? 2 pages maximum, ONLY paper you will do without references.
Reflective Paper 1:	2 pages maximum, ONLY paper you will do without references.
September 3, 2008:	
Assignment:	Read Eitzen and Sage 1-5; 13-17, Nancy Young from Library in class to give us the "skinny" on library use/web use for our response, ethical, and reflective papers.- SIGN UP FOR FACULTY VISITS
September 5, 2008	Read Eitzen and Sage 20-35
Assignment:	Sports Philosophy/Sociology: The lying and cheating appear to be rampant. A case in point is the fiasco of the Tour de France. What is your opinion? Is the Tour de France broken? And if so, should the governing agencies give up the fight and allow the athletes to take whatever they need to succeed? Remember to give sources. All Reflective papers must have 2 sources cited, following APA format. You must use n class materials, text book, or sites not associated with CRAP. 2-3 pages; 3 references (One reference from class, one from text book, one - your choice).
Reflective Paper 2:	
September 8, 2008	
Assignment:	Read Eitzen and Sage, PP 30 -43.
September 10,	

2008	
Assignment:	Reading: Black Sox http://www.law.umkc.edu/faculty/projects/ftrials/blacksox/blacksoxaccount.html
September 12, 2008	
Assignment:	FACULTY VISIT with ME!!!- No paper due
September 15	
Assignment:	Reading: http://www.educ.uidaho.edu/center_for_ethics/research_fact_sheet.htm
September 17:	
Assignment:	Read Eitzen and Sage, pp. 129-30; 147-154
September 19, 2008	
Assignment:	None
Reflective Paper 3:	<p>2-3 pages; 3 references (One reference from class, one from text book, one - your choice).</p> <p>Here is the issue: American football...unique and totally US American. No one else plays the game quite like we do. Many times football is compared to the gladiatorial games of Ancient Rome. Perhaps you have watched the movie, Gladiator - which by the way is rather well done in interpreting history. What relationships do you see in the purpose of gladiators of the Ancient Roman period, and athletes today? Consider the following quote:</p> <p>Thus gladiatorial combat, despite its bloody cruelty, was fraught with moral meaning for the Romans. Countless gladiators on countless occasions over a period of 700 years repeatedly displayed those moral qualities that both inspired the Roman people and helped explain to them the dominance of their empire, achieved by martial violence and virtue.</p> <p>(http://depthome.brooklyn.cuny.edu/classics/gladiatr/culture1.htm)</p> <p>It has been argued, that athletes today surrender their bodies, their minds, and even their souls for the payback - which is often \$. What do you think? Is there a relationship and if so, how would you support your thinking? Also consider the pay of professional athletes, their length of years of playing time, and the incidence of long term injury and early death. The NFL is now dealing with this problem. Two references required, one from your text or class notes.</p>
September 22,	

2008	
Assignment:	Read Eitzen and Sage 90-95
September 24, 2008	
Assignment:	Eitzen and Sage 97-101
September 26, 2008	
Assignment:	Read Souled Out, Chapter 1. NO PAPER DUE
September 29, 2008	
Assignment:	Read Souled Out, Chapter 2.
October 1, 2008	
Assignment:	Hoop Dreams, Souled Out Chapter 3
October 3, 2008	
Assignment:	Read Souled Out, Chapter 4
Reflective Paper 4:	We have finished watching Hoop Dreams. Could you have been successful under the conditions of William and Arthur? Reflect on what you saw in Hoop Dreams, what you have read thus far, and your own personal experiences about sport and athletics? Why do some folks succeed while others fail?
- No references ONLY for this paper. 1 page	
October 6, 2008	
Assignment:	Read Souled Out, Chapter 5
October 8, 2008	
Assignment:	No Class - Doc and Justin in Reno. Souled Out, Chapter 6 - 7. Begin thinking about reflective paper 4. You will have a quiz due on Souled Out and Hoop Dreams, that I will post here for you while we are gone. Get your reading done. 1
October 10, 2008	
Assignment:	No Class - Doc in Reno, Souled Out, Chapter 8-9. Take the questions below, and write the answers for class on Monday. Be able to answer this Quiz 13 - 10 points, due on Monday - Write these out and submit on Monday.
	1. What was the golden age of NBA basketball and why does Paul argue that it is over (PP - 95 - 105)?

	<p>2. What was the purpose of the dress code? (Stern and basketball)</p> <p>3. What does Powell argue for the success of Magic and Bird? pp. 105-108.</p> <p>4. What does Powell argue for the reason that blacks are not as involved in baseball today as they were 25 years ago? pp. 120 to 141</p> <p>5. What is Powell's complaint about Tiger Woods?</p> <p>6. How did NFL Exhibitionists ruin it? (pp. 163).</p> <p>7-8: Does Powell make his arguments hold? Yes or No and why?</p> <p>9 - 10. Your opinion of Powell's book, thus far?</p>
October 13, 2008	
Assignment:	Quiz 13, due from October 8: Read Souled Out, Chapter 10
October 15, 2008	
Assignment:	Discussion of Souled Out, read chapter 11-12
October 17, 2008	
Assignment:	
Response Paper 1:	Performance Enhancing Drugs and Baseball: As I write this for you, Barry Bonds is sitting out the 2008 season - seems no one presently wants him. Last year, he broke the record for most home runs, but his feat is questioned because of his link to anabolic steroids. Go on line - it's not hard to find the story of Barry and the record. Should baseball put an asterisk on Bonds' historical record? Why or why not? Use the library site to help you with this issue.
October 20, 2008	
Assignment:	Read Counting Coup, pp. 1-40;
October 22, 2008	
Assignment:	Read Counting Coup: 41-80, and Eitzen and Sage, pp. 192-210
October 24, 2008	
Assignment:	Read Eitzen, pp. 293-294: The Dark Side of sports Symbols; Counting Coup, pp. 81-120;
Ethical Paper 1:	Both Pete Rose and Bonds suffer from an issue of integrity. Yes one gambled and one apparently took steroids, but both lied when they were confronted with their errors. In Rose's case, it wasn't that he gambled

class; 2 from texts; 2 your choice.	<p>once, he was a compulsive gambler... Thousands of dollars a day on baseball. Sure, he supposedly never bet on the Reds to lose, but the issue becomes foggy because the lies become so tangled. He also was convicted of tax evasion, paid a fine, and spent time in prison. All of which are major integrity issues. He cannot be elected to the Hall of Fame until or if he is ever reinstated. Bond's issue lies in the problem of did he, or does he use steroids. Integrity again surfaces. If you went to the Baseball Hall of Fame site on entrance criteria, you will discover that the integrity issue just won't go away. Sure other athletes have tainted pasts. Ruth was a womanizer, Cobb was no altar boy, Mantle was a drunk....but none of them were caught in the public eye lying to an investigative team into their behaviors about the game... that's a key...their behaviors about and in the game... that's the integrity thing coming out again.</p> <p>Yes, Rose was and Bonds is an unbelievable athletes - but for the Hall of Fame...there are other issues.</p> <p>You must reference your papers as per our directions on the web site in the syllabus. See sources - six references, 3-4 pages, text and in class notes, plus web.</p> <p>Your assignment go to the web, find out everything you can about the issue of Barry Bonds and answer the following question. If you were on the sports writers board, would you support Barry Bonds for the Baseball Hall of Fame? Look up the criteria for inclusion in the Hall of Fame, and review the issues. What would be your vote, and how would you support it, and why?</p>
October 27, 2008	Assignment: Read Eitzen and Sage, Chapter 13; Counting Coup, pp. 121-160
October 29, 2008	Assignment: Read Eitzen and Sage Chapter 13.Counting Coup, pp. 161-200
October 31, 2008	Assignment: Read Counting Coup, pp. 201-240. No paper due: Happy Halloween.
November 3, 2008	Assignment: Read Eitzen and Sage, pp. 307-317.
November 5, 2008	Assignment: Continue with Eitzen and Sage, rest of chapter.
November 7,	

2008	
Assignment:	Read Counting Coup, 241-280.
Reflective Paper 5: 2-3 pages; 3 references (One reference from class, one from text book, one - your choice).	The site offered here is a global perspective of the history of soccer. Interesting in the world - futball is not football. And our American football just doesn't seem to get the point when the rest of the world looks at what we do, or what we don't do. What is it about American football that we love so much - but somehow we don't - well some of us don't love futball. Give your perspective about the two games. Inform me, educate me - why the American love affair with football. 2-3 pages, One reference must be from your text or class notes. 3 references.
November 10, 2008	
Assignment:	Read Eitzen and Sage pp. 320-333. November 10, NIGHT Session: Mascots Film, JEB 104, at 7 p.m. See you there. PLAN AHEAD
November 12, 2008	
Assignment:	Continue Counting Coop, pp. 281-320
Reflective Paper 6: 1 page: No references.	Mascots, dark symbols, racism, or respect. Tough issue. Some NCAA schools have won their fight to keep their symbols, most have not. What is the issue at hand? The Seminoles won their argument, others schools have not. Look up the history behind this issue on line. Discuss pros and cons for each, and which way would you decide if you were a director of the NCAA on keeping mascot symbols. And: the NCAA in the first week of August, 2006 made the following statement. The association's Executive Committee has denied the appeals of both the College of William and Mary and McMurry University to continue using American Indian symbols in athletics competition. Teams from those institutions "will only be invited to participate in NCAA championships if they elect to do so without Native American references on their uniforms," said Mr. Harrison, who added that the symbols "could lead to hostile or abusive environments." (William and Mary's nickname is the Tribe and McMurry's is the Lady Indians.)
November 14, 2008	
Assignment:	Read Counting Coup, pp. 321-360
Ethical Paper 2 due:	One of the largest problems in athletic programs today is confused ethics, or lack of ethics. I have long argued that such is about lack of a

	metaphysical perspective of what sport is suppose to be about. In the past year, there have been numerous ethical lapses in sport. Chose any one of the incidents, reframe what occurred, and give how you would, if you were in charge, make a different for future generations. 3-4 pages, 6 references, 2 from class; 2 from texts; 2 your choice.
November 17, 2008	
Assignment:	Core 119 November 27 7:00-9:00 pm EVENING SESSION, TBA. Counting Coup end of book. Evening Session: Dr. Stoll Core 119 Lecture Monday, November 17, 7:00- 8:30 Plan ahead, JEB 104.
November 19, 2008	
Assignment:	None
November 21, 2008	
Assignment:	Read Eitzen and Sage, PP. 327-351.
Responsive Paper 2 due:	Moral Development. You listened to a lecture on the importance of moral development in sport today. And you learned much about why big time sport finds this important. Consider your life in sport - how often did you see lapses in ethical demeanor? What do you think, does sport build character? Why or why not? What was the overall gist of what you heard? I like being told how wonderful I am, but I am humble enough to know that ...that's not the purpose of this paper. Reflect on what I said... not who I am...as you address this paper. References: 2 from text, 2 from class, 2 from outside sources) - 3-4 pages.
December 1, 2008	
Assignment:	Read Eitzen and Sage, pp. 252-263.
December 3, 2008	
Assignment:	None
December 5, 2008	
Assignment:	None
Response Paper 3 due:	Go to any ball game and watch the behavior of the coaches, the fans, and the players. What behaviors would you classify as morally questionable?

	<p>What behaviors would you classify as ethically questionable? What behaviors would you classify as illegal? Discuss what you saw. What you learned and relate it all to the following: To be ethical in sport demands a difficult prospect of understanding both the rules as well as the spirit of the rules. It is no easy task to find that line between ethical and unethical, moral and immoral, legal and illegal. References: 2 from text, 2 from class, 2 from outside sources) - 3-4 pages.</p>
December 8, 2008	
Assignment:	None
December 10, 2008	
Assignment:	None
December 12, 2008	
Assignment:	None
Reflective Paper 7 due:	<p>Consider all of the issues we have discussed this term. Which do you think was the most important issue and why? What more do you want to know about this issue? 2-3 pages, 3 references.</p>
No references expected.	
SPRING SEMESTER 2009	
January 16, 2009	
Reflective Paper 1:	<p>We have just finished four weeks of US collegiate football bowl games, topped off with the piece de la resistance: National Championship Game between Florida and Oklahoma. As you probably know, the payouts for these bowl games to the colleges who participate, the conferences in which they reside, is sometimes astronomical. Below find some numbers for 2009.</p> <p>Affiliation -- Guaranteed/Minimum Projected Payout Per Team for 2008</p> <ul style="list-style-type: none"> • FedEx Bowl, Tostitos, Sugar bowl, Orange Bowl. Rose bowl Championship Series -- \$17.5 million per conference • Cotton Bowl -- \$13 million to Big 12; 3 million to teams • Gator Bowl -- over \$4.25 million (estimate -- up from \$1.6 million) • Outback Bowl -- \$3.1 million (confirmed -- up from \$862,500) • Meineke Bowl -- \$750,000 • Alamo Bowl -- at least \$2.5 million
1-2 pages, with 3 references, using APA format	

- Insight Bowl -- at least \$1.2 million
- Poinsettia Bowl-- at least \$750,000 -Boise State - who lost by 1
- Pacific Life - 2.13 Million

Also the payouts are not the only interesting point of view about commercialization within the bowl games. The NCAA agreed to up the ante for the participating players. Now the limit of gifts is \$500 per player. Go to espn.com and check out what players received for their gift packs at the bowl games.

Considering the information given above and considering the forecast for more escalation in payouts and goodies - Read Sage, PP. 113, all of section "The Consequences of a Money Orientation in College Sports". Reflect on this comment by Sage: "money has prostituted the university and the purpose of sport." What is his meaning? Do you agree or disagree? Can money prostitute an individual, explain. Compare the period of the sixties to what is occurring today. Cite a source to support your position.

Also, go to: John Wooden's web site and be able to answer the following: How many years did he coach? Only two men are in the basketball hall of fame as both a player and a coach - John wooden in one, who is the other? How many losing seasons did he suffer as a coach? As a player?

**January 21,
2009**

Assignment:

Go to: John Wooden's web site and be able to answer the following:

In 1946, Wooden refuses to play in the NAIA tournament as coach of the Indiana State Team why? Who was the first black player to play in an NAIA tournament and what year? In 1948, Coach Wooden, 37, and Nellie (with young son Jim, and daughter, Nan) head west when UCLA offers head coach position. "I had hoped to take the job at the University of Minnesota, but a snow storm knocked out telephone lines there and they didn't call back at 6 pm as they had promised. UCLA called about fifteen minutes later and offered the job. I really wanted to go to Minnesota, but I thought they had changed their mind. Nellie and I hated to leave the Midwest." The rest of the story - he told Minnesota if he didn't hear from them by 6, he would take another position. UCLA called 15 minutes later, he accepted. Within the hour Minnesota called, and offered him everything he wanted - but he couldn't take it - he had given his word to UCLA - and even though a snow storm caused the phone lines to be out - he stood by his word. That's true leadership. How many

	years after moving to UCLA does it take for Wooden to win a national championship? And, click on Bill Walton speaks and be able to tell the story of what he learned on his first day of practice with Wooden.
January 23, 2009	
Response Paper 1 due: 2-3 pages Minimum of 6 references. 2 from text, 2 from class, 2 from other sources.	In Chapter 10 of Eitzen and Sage, Sport and the Economy, the authors note numerous historical and cultural individuals who make huge salaries. Choose three of these individuals, give a sport biography of each, and explain succinctly if and how that individual changed sport - what sociological good came from what they did for American sport. (You may discuss some of the "facts of motor skill", but you need to address sociological issues - if there are any --LOOK.
Read Sage: pp. 129 - 139 - In Library on Reserve if you don't have the text.	
January 26, 2009	
Assignment:	Go to: John Wooden's web site and be able to answer the following: How many championships did he win? Which year was the hiccup? Go through the scrap book and view all of the photos to bring you up to speed about Coach Wooden. And, also go to favorite maxiums and listen to the video clip: What was his favorite maxim?
January 28, 2009	
Assignment:	Read Wooden: preface and prologue
January 30, 2009	
Assignment:	Read Sage: pp. 140 – 159
Reflective Paper 2 due: 1-2 pages, 3 sources	John Wooden is historically seen as a leader of leaders - a man of honor - who was successful beyond compare. As a leader and as you will find through your readings, a man of character. Reflect in your life about the individuals who made a difference for you and who had the qualities that Wood describes both in his text and on his web site. You can find many sources throughout the text and on the web site to use as your frame of reference in describing that individual who made a difference, and finally, did you ever thank that person - in a letter, an email, or a phone call - if you haven't - it's time to do so.
February 2, 2009	

Assignment:	Read Wooden: pp. 1 through 20
February 4, 2009	
Assignment:	Read Wooden: pp. 21-40
February 6, 2009	
Assignment:	Read Sage: pp. 163 – 172
Reflective Paper 3 due: 1-2 pages, 3 sources	We all have just experienced Super Bowl XVII on February 1. Tickets for this game were running as high as \$10,500, which doesn't match some of the Big Ticket Gala events at \$215,916. This is truly a US cultural/big event experience. At the same time, consider that we have a high rate of poverty, illiteracy, and homelessness, why do we care so much about the Super Bowl event? Check out the many resources about the big game, use both the web and Sage to address this reflective paper.
February 9, 2009	
Assignment:	Read Wooden: pp. 41-60
February 11, 2009	
Assignment:	Read Wooden: pp. 61 - 80
February 13, 2009	
Assignment:	None
Response Paper 2 due: 2-3 pages Minimum of 6 references, 2 from text, 2 from class, 2 from other sources.	You are presently reading The Essential Wooden on leadership. Throughout his text he mentions players who were leaders and many of these players gave their perspective of Wooden's leadership. Wooden hasn't coached since the 70s. It has been argued that players today are different than they were back in Wooden's day. Wooden argues that the star of any team should be the "team". He argued against names on uniforms because the game is not about any individual person. He argued against retiring a number - because what about the players who wore than number before? He argued that coaches should probably not even be on the floor during the game. A chemistry professor doesn't intercede when one takes a chemistry test. The coach should step aside and let the players play - although he never really did this. He argued that a player's character was imperative to how well they played the game. He did a survey of the players character with their former coaches, and other coaches who played against the player - to decide what actually their character was. Could these practices work today? Yes or no and why?
February 16, 2009	

Assignment:	Read Wooden: pp. 81-100
February 18, 2009	
Assignment:	Read Wooden: pp. 101 - 120
February 20, 2009	
Assignment:	Read Sage: 210 - 222
Reflective Paper 4: 1-2 pages, 2 sources	Do athletes affect us? Are athletes heroes and do they affect who we are as a person. Choose one athlete - either professional or amateur - and critically examine how they made a difference in your life. Try to go beyond the objective measures of goals, wins, and competition to answer these questions. Give a brief biography of that individual and explain how that individual affected your life directly.
February 23, 2009	
Assignment:	Read Wooden: pp. 120 to 140
February 25, 2009	
Assignment:	Read Wooden: pp. 141 - 160
February 27, 2009	
Assignment:	None
Response Paper 3 due: 2-3 pages, Minimum of 6 references, 2 from text, 2 from class, 2 from other sources.	March Madness is about to begin with bracketology about everywhere with everyone guessing who will be in the brackets, who will move forward, and who will be in the final four - it is sport madness at its best and its worst. In the US sport is a part of the competitive experience in public school education as well as in the college and university setting. In Europe, such is not the case. Sport/athletics are outside of the school experience. There are no school sports. The argument against school athletics is that it is not a part of the academic experience...in fact it is not academic. There is also a writer in the US by the name of Alfie Kohn who in his work, No Contest, has argued that sport and athletics should be removed from the school experience because it is exclusionary, meaning that not everyone gets to participate and only a select few receive the rewards. Below find also a response by one of your peers, last year. The writer had returned from 4 and 1/2 yrs active duty army, 2 tours in Iraq, came to college, SGT in the Army Reserve, works as a juvenile probation officer and still graduating college in the time frame of

3 years. After you read his response, jump into the debate either argue for school sports or against school sports. I look forward to your responses.

SCHOOL FIRST

I am going to go against the rest of the class and argue against school sports. I personally played school sports from kindergarten to my senior year of high school, my kids will play school sports, and I will make sure my nephews all play school sports. So why would I argue against school sports? I am going to argue against school sports because no one else did and also because I want to express some of the wrong I feel school sports present to their kids. I spent 1 year and 4 months in Germany before the war in Iraq started. In 2001 and 2002 I was an eighteen – nineteen year old kid who came into the military being a high school hero. I was a captain on the football team and a four year varsity and state place wrestler. I thought everyone knew who I was and that all would continue to worship the ground I walked on, as many of my high school peers did. I couldn't be more wrong. Sport did not teach me about the real world, people don't care who you are or where you come from especially in the military. I was a private, that was it, they didn't care that I lead my team in tackles 2 years straight or that I won over 100 career wrestling matches. They would have preferred that I was smarter with engines and bi lingual. Sport didn't teach me anything about mechanics or languages, the truth of the matter is that every girl I met in Germany spoke English. I would brag about my high school days and they would laugh, because I thought it was so cool and they were just thinking "man I wish he spoke German, who cares about American football?" Enough said right. Nope, they (Germans) are all smarter because they go to school for 15 years and they play soccer in their spare time. They all take English and many know Russian, French and Italian. It is just part of their culture, like sport is ours education is theirs.

Another reason I think sport is not a great idea is because all I want to do in life is win, now before I bad mouth winning I would like to say that I think winning is important, if one is to be successful in life they have to work harder than the competition and I believe that to my bones, but this doesn't go for every single detail in life. I am now tainted by winning, it poisons me and I know it. Thank you high school sport. Also, what about school in general. How many times do kids change schools in order to play for a "winning" program, or how many times does a kid pass class strictly because he is the star athlete? I know I passed math with an "A" and I didn't lift a pencil in the class, oh our Defensive Back coach was our teacher. I remember him drawing up defensive plays for me personally, on the white board during class hours, I thought it was cool at the time, but how is that fair to other students? It is not. Powell writes in

his book that only “47 % of black division I football players graduated compared to 63 % of white teammates in 2005” (Powell, 2008, pp 77). I find that number to be low on both ends. I feel that people should be in college to get an education first, sports second.

I like how Doc Stoll presented the “whitening” of sport in the future. In this discussion we learned that professional teams are drafting white European and even white American players at a higher rate because “they go to class and stay out of trouble”. In America many of the college athletes believe they will go pro and that mentality has the education part of college taking a back seat to sports. The sad truth is many are black athletes. Many of these African American athletes could not attend college if it wasn’t because of an academic scholarship; all athletes need to realize this and get their degree for the future. I realize that people will say that sport enhances character and gets people ready for the “real world”, but I believe that this is not a true statement; education is the way to go, knowledge is key. Winning a 3A state championship is not going to make you successful in life, being bi lingual with a doctorate in engineering will. It seems like such an easy choice to make, education prevails. I started this paper saying my kids will play all sports in high school, I still feel the same. Sport has ruined my generation and in return our youth. I pray for the type of children who are blessed with athletic ability and classroom smarts. The American dream.

Powell, S.(2008). Souled Out. Champaign, IL: Human Kinetics Publishing.

March 2, 2009

Assignment: Read Wooden, pp. 161 - 180

March 4, 2009

Assignment: Read Sage: pp. 237 - 247

March 6, 2009

Assignment: None

Reflective Paper 5 due: 1-2 pages, 2 sources.
You have finished reading Wooden - give your opinion, your reflection of the words of wisdom that Wooden offers you as you increase your knowledge and skill as a leader. Yes, you are a leader - and as your progress through your college career you will learn more skills and tools to help you become a better leader. Wooden challenges you to be a leader of character. What is your opinion of his work and what you learned from reading his text.

APPENDIX H

Figure 7: Mrs. K's Class Quizzes

QUIZ SCHEDULE FOR FALL SEMESTER 2008	
Quiz Number	Questions
Quiz 1, August 27, 2008	<p>1. In William Cronon's article, Only connect, the argument is about celebrating and nurturing human freedom. Liberal, which derives from the Latin Liberalis, means of or relating to the liberal arts. What are the liberal arts, be able to define and give an example.</p> <p>2. On Page three, Cronon gives examples of what a liberally educated person can do. Be able to give three examples.</p> <p>3. In class, I discussed competition - competition according to Robert Simon is the "seeking after something of value, while following agreed upon rules, to exclusion of others. We compete again our self, others, objectives, and standards.</p> <p>4. Remember to bring in your survey to get an extra 5 points for doing the work.</p> <p>5. See you in class Wednesday.</p>
Quiz 2, August 29, 2008	<p>1. What is cheating? Cheating is a violation of a trust, or an agreement. In marriage, it is part of the marriage contract...thought today few people win on affairs, rather there is an agreement of a failed marriage...but no one gets thumped for cheating per se... interesting. However, cheating at the university is violating the academic integrity clause, that you agreed to when you enrolled... you probably don't know that you made that agreement...but you did. So cheating is violation of a trust or agreement.</p> <p>2. Integrity - freedom from corruption, or as Aristotle said, the wholeness of the person - we have integrity when we function as a whole in our mind, body, and soul.</p> <p>3. What are prime moral values; honesty, justice, respect, responsibility, and beneficence.</p> <p>4. A moral value has to do with the respect we afford a condition of action... if I value you as a human being, I will respect you.</p>

5. Ethics - or the condition of moral action - has much to do with human relationships. How we treat each other... our practice of ethics, is called morality.

6. When I asked you what you wanted of me... we stumbled a bit because ... you were examining teaching and learning... which may have moral conditions and may not... if you learn online...the computer is not going to have ethical issues... however, in class, we may have ethical problems. Rather, what you expect of me is again ethical relationships... honesty, justice, respect, responsibility, and beneficence.

Quiz 3, September 3, 2008

1. We have been discussing ethics in sports. Earle Zeigler said that the sole most important study in sport today is ethics. I mentioned that in the forthcoming presidential election, the character of the people running will be greatly challenged. I also mentioned that John McCain's running mate is a University of Idaho graduate...find out who she is... Who is running with Barack Obama?

2. Our problem in sport is dealing with "gaining advantage", and I told you a story about West Point and Memphis State. Memphis was - in 1964 - favored to win by 30; and they lost by 30 after showing up at the game with the wrong shoes. Of course, the athletic director had spoken with the athletic director at USMA who gave a truthful statement that the weather would be beautiful. Instead, as they were flying north, a northeastern hit...and Memphis had the wrong shoes... The superintendent of USMA told me this story in 1993 and wondered why USMA had not offered Memphis State the shoes... I asked you all in class... some said you would give the shoes, most said not... The scenario has to do with the integrity of the game... and the conflict of strategy, deception, and gaining advantage... where and when do we decide what is acceptable and what is not. The Superintendent told me that never a day went by when he wondered about that game...He said that he believed they could have won the game on their merits rather than winning because Memphis State couldn't stand up... He said he always felt cheated because no one asked him his opinion about the shoes - he was the captain of the team... and he was bothered that they got an "ugly win".

3. I then told you the story of Paul Brown and the slicing footballs into two parts and sewing one half on the jerseys of the backfield. Paul Brown...[Click Here](#) and also here was a master innovator and if you played football or enjoy watching the game, you have been affected by the strategies

of this great coach. In 1928 as coach of the Massillon Bengal tigers, he had a slow backfield. He looked through the rule book and found that there were no rules about what a uniform could or should look like, except for a number. He cut the footballs, sewed one half on his back field jerseys (tummy side). When the quarter back passed off; all the back field had footballs. The strategy worked for one year until the rules changed. The concept was brilliant, but the action caused many problems. Opposing teams got into fights over the "everyone has a ball"... concept... chaos ruled. Thus becomes the question: when is it acceptable to be "clever" to gain that advantage, and when is it unacceptable to "clever" to gain an advantage.

4. These sorts of issues is why Zeigler wrote that, "The sole most important study in sport today is ethics." Ethics has to do with the group or the organization and what we will accept and what we will not accept.

5. We are using Eitzen and Sage's work, "Sociology... of North American Sport."...because they are exceptional experts in the field and because they are "closet" ethicists :-)
On pages 1-5, considering what we have discussed thus far what qualities do Eitzen and Sage discuss that matches that they are really about ethics.. you may find the answer under the discipline of sociology or the assumptions of the sociological perspective.

6. On page 13 - 17; what are some common characteristics of sport and society?

**Quiz 4, September 5,
2008**

1. What is CRAAP?

2. Why is WIKI as a source problematic?

3. Get your papers done. There are two grades on your papers. For reflective papers, 10 points is possible. 5 points for grammar and 5 points for content. 5/5 All of you received a 5 for content for this paper - because it's about you :-)
All of you received a number less than 5 for grammar - except one over achiever. You have a .1 point deducted for all errors in grammar. Spelling errors are circled in red. Non sentences are marked with awkward. Wrong usage are circled with red. The best thing to do is have someone else read your papers...be kind with them and listen to what they have to say...if they say great...get a new reader!! Go to your assignment page for your assignment for

	this paper due Friday. Have a problem, holler at me.
Quiz 5, September 8, 2008	<ol style="list-style-type: none"> 1. What are the nonmoral values? Be able to list them and give an example of each. Utility (useful); extrinsic (objective, external), intrinsic (internal); inherent (thinking about something); contributory - all of the above. 2. Nonmoral values drive every moral decision, why? 3. Moral values are intrinsic and relate to human relationships : motive (what drives), intention (the plan); the action. 4. Thomas Jefferson said that laws are socialized ethics. 5. The first major sporting goods company was: p. 34, Eitzen and Sage? 5. Rubber was vulcanized by: p. 34 6. When did sport become the most pervasive popular cultural practice in North America, p. 35. 7. Social values/ a form of moral values was first linked to competition and virtues such as perseverance and hard work by whom, p. 35.
Quiz 6, September 10, 2008	<p>Okay we are discussing some specific issues.</p> <ol style="list-style-type: none"> 1. Why is the use of steroids an ETHICAL issue? from what we discussed in class? 2. What is the ethos of a game? And how does ethos change with time. 3. On the attached reading today on our assignment today, is about the Black Sox. what was the outcome of the trial, and what was the epilogue. In this case, something about the ethos of the game forced the final result. 4. Who were the Black Sox? 5. Who was the Commissioner of Baseball?
Quiz 7, September 12, 2008	<ol style="list-style-type: none"> 1. Be able to define: cheating, lying, and stealing. 2. Be able to discern which is which in an example. 3. Can one be telling the truth, but really be telling a

	<p>falsehood... how and why?</p> <p>4. Be able to give an example of why people lie, cheat, and steal and what conditions help support each.</p>
Quiz 8, September 15, 2008	<p>1. From your assigned reading for today, from my Center's web site, be able to give at least three points about moral reasoning and athlete populations... we will discuss in class.</p> <p>2. Who was A. Bartlett Giamatti - and what did he have to do with Gambling?</p> <p>3. Why is gambling - buying a lottery ticket - acceptable, but an athlete making a wager on a game unacceptable?</p>
Quiz 9, September 17, 2008	<p>1. What is racism? Unfair discrimination based on skin color, or race.</p> <p>2. Who said, "I have a dream that one day my five little children will be judged on the content of their character, and not the color of their skin."</p> <p>3. Harry Edwards is known as the author of the black power salute at the 1968 games in Mexico when Juan Carlos and Tommy Smith lifted their arms in defiance of Avery Brundage (the president of IOC - an American and an Olympian in the 1912 Games. Brundage was an idealist and would brook no anti Olympic spirit or notion of politics in the games. Click here for a Youtube experience. Read here the story of the Black Power Salute</p> <p>4. Edward R. Murrow - a great American journalist once said - "If we didn't have racism, we would create it." Murrow was a graduate of Washington State University - and was best known for his taking on Joseph McCarthy in the Communist witch trials of the 1950s. Don't know this story - click here.</p> <p>5. Harry Edwards, Click here.</p>
Quiz 10, September 19, 2008	<p>We are discussing racism in sport and the individual problems that occur from Racism. I am moving up the viewing of Hoop Dreams to the next few classes for two reasons - I will miss some school for surgery for our oldest Daughter Amanda. Amanda is a Carney's complex victim, which is a problem with the PRQ link within her genetic structure. She grows tumors and has about 40 surgeries in her short life. A product of Carney's is Cushing's disease, which is an overactive Adrenal Gland system. To remedy</p>

this issue, her adrenal glands will be removed surgically on the 25th - next week. I will be out of school for the surgery as well as hospital recovery... The good news, our handy dandy Justin will pinch hit while I am gone...and I will be in contact with you through the internet. But back to class, thus I am moving us Hoop Dreams which will take a few classes to cover.

1. Why does Harry Edwards think that athletes are programmed to fail? Give two reasons

2. Schulman and Bowen wrote two different books on college athletics and evaluated the end result of education and salary earning potential. They found in reviewing athletes from the 1950s, 1970s, and 1990s that in the end, they were all moderately successful in earnings. However, the 1950s athletes became doctors and lawyers, whereas the athletes of the 1990s became business people... we discussed what conditions would cause this occur..give two.

Quiz 11, September 22, 2008

1. On page 93 of Eitzen and Sage, the authors do not necessarily paint a rosey picture of the purpose of athletics in school - They write that sports unify school --- HOW?

2. And, they argue that sports control students - HOW?

3. William Gates and Arthur Agee and are the stars of the documentary Hoop Dreams. It is a story of what? And the answer is not hoop dreams?

4. Where do they live?

5. Where are they going to school? And what is the disconnect between where they live and where they go to school.

6. What position did Arthur win on the team? William?

7. What was Arthur's academic ability when he went to St. Joe's and after the first year? What was Williams ability and after the first year?

Quiz 12, September 24, 2008

1. What are the economic pitfalls of our low value of the dollar and our US superstars? What might happen?

2. On page 97 of your text through page 100, -Eitzen and Sage give problems, dilemmas and controversies in sport.

	<p>Be able to give four problems that listed in their text.</p> <p>3. We are continuing our journey with William and Arthur.</p> <p>a. What happened to Arthur's career at St. Joseph?</p> <p>b. What happened to William's career at St. Joseph?</p> <p>c. What physical catastrophe happened to William?</p> <p>d. What happened to the finances of Arthur's family?</p> <p>e. Arthur's coach at Marshall gave the reason for what happened to Arthur at St. Joe's</p>
<p>Quiz 13, September 26, 2008</p>	<p>The story of William and Arthur continues.</p> <p>1. William has his knee surgery, what is the outcome?</p> <p>2. Arthur is at Marshall, how is he doing academically?</p> <p>3. Who is Arthur's friend? Why is he living at Arthur's house?</p> <p>4. How many months did Arthur's father spend in the penal system? And what occurs when he gets out?</p> <p>5. You are to begin reading Souled Out? who is the author of this text? In Chapter 1, the author speaks of the generational differences between blacks - what was the first difference that Maurice Cheeks encountered - page 1?</p> <p>6. What are the differences between Maurice Cheeks and Darius Miles - give at least 2 - and two commonalities.</p>
<p>Quiz 16, October 6, 2008</p>	<p>1. Who was Tommie Smith And John Carlos, pp. 25 - Souled Out.</p> <p>2. What angers the black athlete today, p. 27?</p> <p>3. Who was the last black athlete to attach himself to social and political causes?</p> <p>4. What is Powell's gripe with Michael Jordan, pp. 30 - 35?</p> <p>5. What do you think about this position?</p>

	<p>6. Who was Adonal Foyle?</p> <p>7. What was Harry Edward's journey to stardom?</p> <p>8. What is the link between genetics and society to suggest this disproportionate percentage of black athletes in sport as compared to the population as a whole?</p>
Quiz 17, October 15, 2008	<p>1. What are the six BCS conference?</p> <p>2. What is the BCS rating system?</p> <p>3. Give an example of two mid majors.</p> <p>4. Name four BCS bowl games.</p> <p>5. Be able to give one salient point of Chapter 10.</p>
Quiz 18, October 17, 2008	<p>1. What is prejudice?</p> <p>2. How do we come about to have prejudice?</p> <p>3. What did Edward R. Morrow say about Prejudice?</p> <p>4. What is a natural athlete?</p>
Quiz 19, October 22, 2008	<p>1. What are corticoid steroids?</p> <p>2. What are anabolic steroids?</p> <p>3. In what year did anabolic steroids appear on the national scene?</p> <p>4. Jan Todd, of the Muscleman museum, argues there is no clean sport after what year?</p> <p>5. From where did anabolic steroids first appear as a means to improve physical ability and to take away conscience?</p> <p>6. You are to begin reading Counting Coup by Colton. Know the author's name? What reservation is he studying? And what sport? And why the athlete that he is studying?</p>
Quiz 20, October 24, 2008	<p>1. What is the coach's name for Sharon in counting Coup?</p> <p>2. Why is the coaching style a problem?</p> <p>3. What violations did Larry Colton do in his book?</p>

	<p>4. What is the Carlisle Indian School? When did it exist?</p> <p>5. What ethical issues can we capture from its purpose?</p> <p>6. Who was Pop Warner.</p>
<p>Quiz 21, October 27, 2008</p>	<p>1. What is paternalism? The philosophy that a higher authority - parent, teacher, supervisor - knows what is best for the child, the student, the client.</p> <p>2. Does paternalism work? Yes and no. However, if paternalism in some way affects the ability to make adult decisions then as John Stuart Mill said, we have nothing but ape-like behavior.</p> <p>3. Therefore adults do need to be in charge of their destiny... however, is that problematic in sport. Give a reason why it would be.</p> <p>4. Counting Coup - Who is the best bet for a college scholarship? And why?</p> <p>5. What is the problem with Sharon's boyfriend - in relation to their relationship?</p>
<p>Quiz 22, October 29, 2008</p>	<p>1. We discussed your papers on the nature of an ethical issue in sport. We also had a few of you read your papers for class. We will continue that discussion on Wednesday. Know the answers to the following.</p> <p>p. 161, counting coup... What is the derogatory remark?</p> <p>p.174; what is Sharon's concerns about fouls?</p> <p>p. 177, why does Marlene resent Karna?</p> <p>What is the relationship of Marlene to Karna?</p> <p>p. 188, what happened to Sharon?</p>
<p>Quiz 23, October 31, 2008</p>	<p>1. What is the difference between a law and a rule?</p> <p>2. Why is order so important in any social situation?</p> <p>3. What is order and respect important in any learning situation?</p> <p>4. Where does Sharon live - mostly?</p>

<p>Quiz 24, November 3, 2008</p>	<p>5. Why?</p> <p>1. A. Bartlett Giamatti said that sports: toughen the body, temper the soul, emphasize integrity and develop courage, be obedient to the letter and spirit of the rules...so that winning is sweeter still.</p> <p>2. What is character? Aristotle said that it is doing the right thing, all the time, even when no one is looking - the perspective of valuing and trying to be honest, trustworthy, just and beneficent..</p> <p>3. What is beneficent - not doing harm</p> <p>4. What is moral soundness?</p> <p>5. Why does Bobby Knight show up at Sharon's school?</p>
<p>Quiz 25, November 5, 2008</p>	<p>1. What are the four forms of justice we discussed in class?</p> <p>2. Be able to match the definition with the form of justice. Slides attached.</p> <p>3. Title IX was attached as an amendment to the Civil Rights Acts. Read Here. (We won't tell Justin he was wrong... :-) But he was - it was 1963 and 1964 it was passed - But the Voting Rights Acts of 1965 was what he was speaking... we'll remind him in class). Click here. Kennedy had promised the civil rights acts in 1960, and in 1963 it was being debated in Congress when he was assassinated. Lyndon Johnson got it passed in 1964. The Voting Rights Act was passed in 65. For once, I was right :-)</p> <p>4. Go to Eitzen and Sage, pp. 307 to 320; Read the Thinking about Sport, ...Do you agree with the argument or disagree, and explain.</p>
<p>Quiz 26, November 7, 2008</p>	<p>Know three facts of our discussion on Gender equity and Title IX.</p> <p>1. What are four of the author's theories on why Sharon is doing poorly, pp. 239-245.</p> <p>Quiz 29, November 10, 2008</p> <p>1. What is the difference between assimilation and pluralism in gender equity?</p> <p>2. In gender equity - the word equal is very troublesome -</p>

	<p>especially when we consider the language of Title IX - which says no differently than? What becomes problematic with treating all people EQUAL?</p> <p>3. What is the difference between equitable and equal?</p> <p>4. On page 321; is the three prong test that the Office of Civil Rights uses to measure equity. Know all three.</p>
<p>Quiz 27, November 12, 2008</p>	<p>1. What peace agreement ended in the result of Veteran's Day? The peace agreement was the end of World War I; the 11th hour, of the 11th day, of the 11th day - was Armistice Day - The end of World War I - signed 90 years ago in 1918 when the guns of the Western Front fell silent after more than four years of continuous warfare. Germany had signed an Armistice. In Allied countries, the day is marked with wreath laying at national WWI memorials and at the gravesites near epic battles. An exception is Russia. And in the last decade or so, there's been a headcount each Nov 11 of the dwindling number of WWI veterans still living. As of mid July, there are five. The only American is Frank Buckles, 107, of West Virginia. Italian veteran Francesco Domenico Chiarello died at 109 on 1 Jul 2008. The events in France commemorating the 80th anniversary, attended by the leaders of WWI allied countries, was seen as the last large-scale event with WWI veterans in attendance. German Chancellor Gerhard Schroeder declined the invitation to attend. The United States intervened in European affairs for the first time in WWI, and more than 100,000 American troops were killed. In that country Armistice Day is commemorated as Veterans Day on the weekday closest to Nov 11 each year. In Memorial Gymnasium as you enter the front door look up and see the plaque for the 4,000 + dead from Idaho who made the ultimate sacrifice.</p> <p>2. What argument did I give to why we love football? What social force came into play to push this game? And why was it pushed as being "American"?</p> <p>3. Who is Charlene Teeters? From what Tribe? And the Purpose of In Whose Honor is?</p>
<p>Quiz 28, November 14, 2008</p>	<p>1. In Counting coup, what happened to Amylynn?</p> <p>2. What is the ceremonial rites that Sharon goes through before the Divisionals.</p> <p>3. what is the mutiny of Geri and Dyanna?</p>

4. Peter Gent wrote North Dallas Forty. The video is a graphic display of the fast living of professional football with the booze, the girls, the drugs...Eliot is constantly smoking weed - or whacky tobacco- as we called it in the 70s. Phil Elliot is the philosopher ...who is finding the problems of putting one's total life into a product that runs out of use in a short period of time.

5. Ethos, Pathos, Logos. The Greek philosopher Aristotle divided the means of persuasion, appeals, into three categories--Ethos, Pathos, Logos.

Ethos (Credibility), or ethical appeal, means convincing by the character of the author. We tend to believe people whom we respect. One of the central problems of argumentation is to project an impression to the reader that you are someone worth listening to, in other words making yourself as author into an authority on the subject of the paper, as well as someone who is likable and worthy of respect. I personally believe that the HBO heroine fails in this category and that's why the movie bothers us.

Pathos (Emotional) means persuading by appealing to the reader's emotions. We can look at texts ranging from classic essays to contemporary advertisements to see how pathos, emotional appeals, are used to persuade. Language choice affects the audience's emotional response, and emotional appeal can effectively be used to enhance an argument. And, and this is a big and, if you buy into the argument to begin... which never happens in - I think - in Mascots.

Logos (Logical) means persuading by the use of reasoning. This will be the most important technique we will study, and Aristotle's favorite. We'll look at deductive and inductive reasoning, and discuss what makes an effective, persuasive reason to back up your claims. Giving reasons is the heart of argumentation, and cannot be emphasized enough. The movie, Mascots, did give good argumentation but it failed on ethos, which makes it very difficult to listen to and to follow.

Larry Colton does a much better job of making an argument because we can accept Sharon LaForge as a heroine - though I think Colton is a piece of work :-).

Quiz 29, November 17: 1. Know all the material in quiz 31 above, and:

	1. Phil Elliot's battle in the movie North Dallas Forty is with whom, and why?
Quiz 30, November 19	<p>1. You are to have finished counting coup at this point. Be able to answer the following:</p> <p>a. What eventually happened to Sharon? Did she graduate from high school? Did she go on to college? Did she marry her boyfriend? Did she contact Larry Colton for help, and did he help her, why or why not? What finally, why do native American athletes have difficulty surviving in colleges and universities?</p> <p>2. In North Dallas Forty - Who would you say is the villain? And why?</p>
Quiz 31, December 1, 2008	<p>New York Times: Click Here: Commentary click here and more</p> <p>Okay, we are in the midst of a discussion about role models, standards of conduct, ethics of conduct and so forth.</p> <p>1. Should there be a professional ethics conduct policy for professional athletes? Why or why Not?</p> <p>2. Who should develop this ethical code?</p> <p>3. On pages 253 to 262; Eitzen and Sage believe that athletes are protected by the media... I don't know that I agree..or maybe I didn't read them correctly? They say, p. 262: "What a person sees and reads about sports via the mass media has been deliberately filtered to show the best side of sports. Although a certain amount of criticism may be reported, sports journalists in the main are supportive of the system. Very few report anything that might cause discomfort. By omission and commission, complicity and docility, the media reports seldom stray from the promotion of sport." Do you agree or disagree and why?</p> <p>4. What is the purpose of a code of ethics - the legal reason?</p> <p>5. What did Plaxico Burress do to cause this conversation about ethics?</p>
QUIZ 32, DECEMBER 5, 2008	<p>1. What is civility? The act of showing regard - which deals with the moral values/actions of respect and responsibility and justice.</p> <p>2. Mark Buber said that civility is tied to how we see others.</p>

Do we see them as "its" or as "Thous" meaning the relationship to our self. If they are just something to have to overcome... we give the finger, we are rude, we are impatient, we are mercenary...

3. What conditions breed rudeness - I gave you examples, be able to give 2.

4. To overcome being rude demands more than a sign on a wall, a rule, a meeting, a lecture - it demands ...see slide show from class and find out what is necessary to overcome long term rudeness.

5. by the way... that quiz question from last time 4. What is the purpose of a code of ethics - the legal reason? the answer as to the legal reason - codes of conduct are developed by institutions or organizations to act as an educational guide and rule bound behavior expectation - if a member of the group or organization violates the code, the code acts as a legal document to support the firing of the individual. Many of you said it can be used in court... usually the case doesn't get to court because the person is released - and often it is not financially practical to go to court to sue the owners or organization...but it could. I just wanted to make sure we understood that a code is usually written today as one piece to use within the notion of civil rights law and in dealing justly in the termination of an employee - so that the pain in the butt can be fired.... They are usually not written because there is some ideal belief in the importance of ethics - even though I wish they were :-)

QUIZ SCHEDULE FOR SPRING SEMESTER 2009

Quiz Number	Questions
Quiz 1, January 16, 2009	<p>1. Who are the authors of your text books?</p> <p>2. In class we discussed the meaning of reasoning: See the attached slides and be able to give the definition of reasoning.</p> <p>3. What is the effect of group discussion on making ethical decisions?</p> <p>4. Be able to give one notable descriptor of your authors for this course.</p>
Quiz 2, January 21, 2009	<p>1. Critical Examination is being able to have a high level of ability to exam whatever situation. This means that one has a critically (high standard) elevated ability to examine. Thus</p>

	<p>what sort of things would one have to do to have the ability to critically examine any situation -to be well versed; to be well informed; to have knowledge.</p> <p>2. We discussed that even though most of you are adept at reading, you tend not to be reading informed about subject mass... why?</p> <p>3. If you have the ability to critically examine any issue, it brings some benefits such as: See attached slides on Critical examination.</p> <p>4. What is the following:</p> <p>a. dogmatism</p> <p>b. intellectual freedom</p> <p>5. Why should we be leery of following individuals who are very smart and seem to have all the answers?</p> <p>6. And from your readings for this class on John Wooden.</p> <p>How many years did he coach? Only two men are in the basketball hall of fame as both a player and a coach - John wooden is one, who are the other two? How many losing seasons did he suffer as a coach? As a player?</p>
<p>Quiz 3, January 23, 2009</p>	<p>We began discussing your reflective papers on incentives and perks. What is interesting about this discussion is Eitzen and Sage's comments on the university prostituting itself.</p> <p>1. What is prostitution?</p> <p>2. What is the meaning of "the University prostituting itself" ...what is the university selling - and even though athletes sounds like the answer, the real answer is:</p> <p>3. Give two points discussed in your reading for today by Eitzen and Sage. 129 - 139</p>
<p>Quiz 4, January 26, 2009</p>	<p>In our discuss of Friday, I was belaboring the following points:</p> <p>1. When a payout is in the range of \$17 M for the bowl game, what is the approximate pay out in the goodie bags for the players - what percentage?</p>

2. Harry Edwards, emeritus professor of sociology at CAL Berkeley has argued that the present system in which the players receive no return, or a minimum return as what _____ system?

3. A student argued that the players are paid through their scholarships. Brett Seeley argued that the players should get the goodies because they worked to get there. I argued that scholarships are good - and education is priceless - but even if we factored in the education per year of each student - the percentage is still not quite at the same level. I don't think we can factor in the educational component - because that is already covered before the bowl game. The bowl game is like a cream on the top... Really if we analyzed and said that each player got 40K per bowl game that would only be about 6 M per team... :-) but that's not what happens - instead its \$500 for a goodie bag.

4. Brett stopped after class and argued for the system - I don't know that I agree - I think the system is based too much on what we know and what has been rather than what is fair, good, and best for everyone. Commercialization has always been with us - even from the first collegiate experience - but just because something is - doesn't mean that is it is the best. Remember the questions of right choice:

1. What is right?

2. Why is it right?

3. And what socio-moral perspectives - that is history and philosophy and ethics - support that answer. We have 4000 years of history in Western Tradition to use in our thinking about such issues.

Quiz 5, January 28, 2009

1. On page x, paragraph 4 of Wooden, what is the unusual condition about Coach Wooden and winning?

2. On page xi, Who was the most important person who influences his growth in character - p. xiii?

3. On page xvi, What is Wooden's advice about comparing yourself with others?

4. In our class discussions on your response papers - I asked you specifically - what is a sociological good? What is the difference between a social good and a moral good?

Quiz 6, January 30, 2009

We discussed the effect of the Super Bowl on violence. In Sage and Eitzen, there is information about violence and the Super Bowl, and the writer who has done most of the work in the field is Mariah Burton Nelson. Click here for an interview with her ...using your favorite professors work as an introduction :-)

Also we discussed that the Super bowl is a cultural icon for America in which - Though Brett refutes it - more pizzas are sold than at any other time. The price for an advertisement is at \$3M per 30 second slot. That the going price for the big time experience at the game is around \$150 K.

Also we discussed the notion of violence per se in sporting events - and the questionable behavior of fans and parents. And as Shelby noted - "yelling at referees" -

I asked why? Clarissa thought maybe it was "genetic" as to why we are aggressive - I'm not so sure - maybe in certain personality forms - the research is rather clear that there is something about sport and athletics that seems to support aggression. See Bredemeier and Shields. Got to following link to see what the psychologists say.

<http://www.kidsfirstsoccer.com/violence.htm>

Quiz 7, February 2, 2009

In class on Friday, I discussed with you the problem of running up the score.

1. Nicholas Dixon click his name to see the original argument, states that because it is competition - to deny the competitive experience misses the point of the experience - which is a different way to look at things. I used an example of a student and me racing in skating - even at my advanced age - and even at her young age - my skill will overpower her skill - since she does not know how to skate - and I will win. The question is: why would I want to compete against Liz? If it is only about winning then okay - but is playing games only about winning? I argue that competing is not about winning but about the joy of competing. It is the honor of the journey, rather than the end result. That may appear a bit befuddled thinking to you - because we sport fans and American raised athletes often don't appreciate this sort of thinking.

2. p. 4, Wooden: What is teaching? Giving instruction and guidance with a specific end in mind until rapid and

	<p>successful execution of assigned duties and tasks is assured.</p> <p>3. On page 6, Wooden discusses his father's two sets of threes? What are they? Never lie, cheat or steal and don't whine, complain, or make excuses. What is interesting about these is that they are all intentional activity - because it is conscious activity - you know when you choose to lie, cheat or steal ...as compared to telling the truth, which you hardly ever know the whole truth.</p> <p>4. Wooden argues for gentleness in leadership? Why is there great strength in gentleness in leadership?</p> <p>5. Be able to list at least 4 of Wooden's seven point creed?</p>
<p>Quiz 8, February 4, 2009</p>	<p>1. What is the residue of design? p. 24? Wooden</p> <p>2. On page 32, The gift of success, what was the piece of advice that his father gave him about other people and what he needs to be.</p> <p>3. On page 33, You can't call yourself a teacher, unless?</p> <p>4. On page 34, what are the two cornerstones of Wooden's pyramid of success, and why did he chose these two values?</p> <p>February 6, 2009</p> <p>1. What was the Nun Study? Go to CLICK HERE</p> <p>2. Why is it relevant to us?</p> <p>3. What does it teach us about hate and animosity?</p> <p>4. What does it tell us about reflection and choice?</p>
<p>Quiz 9, February 11, 2009</p>	<p>We are watching The Gods Must Be Crazy in order to understand that competition is a wholly a function of western tradition - and definitely a learned tradition. As we watch XI and his family, the jealousy and greed occurred when there was just one of something. That reminds me much of Keating's definition of competition, "The seeking after something of value, to the exclusion of others, while following agreed upon rules." The exclusion of others always becomes problematic - if there is only so much to go around ...jealous tends to pop in its ugly head - not always but in many cases. David Shields has argued that we don't really practice competition - rather de-competition is what</p>

we practice in which we really don't want the competitor to do well - rather we want them not to be able to compete - which is really illogical - So back to XI and his family - the problem is that don't know what to do with ONE of anything - which they can't tear apart and share with each other.

Wooden questions:

1. On page 58, What are the four laws of learning?
2. What is the "How Hard to Push" philosophy that Wooden espouses? p. 63.
3. What is Wooden's Philosophy about pressure and stress? P. 64.
4. On page 68, Notice number 8 of the 10 team tips - what is it?
5. what is your opinion about A-Roid, oops A-Rod and the latest scandal in baseball? What is your opinion about Michael Phelps and his problem? What is the difference in their drug use?

Quiz 10, February 13, 2009

1. Page 88, people don't care how much you know until they know how much
2. Page 89, be able to give three suggestions for all team members.
3. Page 94, Why does Wooden tell us to turn a deaf ear to praise?
4. A group freed from fear of having to check on everything with the leaders has what?
5. Why was XI arrested?

Quiz 11, February 18, 2009

1. In his personal letter to the team, July 26, 1970, Wooden makes a statement about race and religions, what was it? p. 103
2. In the same letter, he makes a comment about personal conduct and adherence to standards that he made - many of you in your quizzes thought that it was okay for Phelps to do whacky tobacco - our personal conduct does make a

difference. Our personal conduct does count... and getting high is personal conduct. I must share a story of Bill Walton and John Wooden - Wooden's rule was no long hair. Walton went off for summer and came back with mutton chops, and long, flowing hair, beautiful hair... he showed up in Wooden's office and informed him that Wooden always preached individualism...and Walton was proving his individualism and freedom. Wooden looked at Walton and said, "Bill, I value that you want to express your individuality, and everyone should be able to do so. We will miss you, have a good year." Walton was back in a jiffy sans beard and hair cut. Our personal conduct makes a difference and it isn't about "US", it's about our role in the team, the group, society. None of us are a vacuum. Robert Burns said, "No man is an island, every man is a piece of the continent, a part of the main. Every man's death diminishes me for I am involved in mankind. Never send to know for whom the bell tolls, it tolls for thee." Meaning that none of us and what we do is exempt from society.

3. What are the four values of respect? Page 107.

Quiz 12, February 20, 2009

Historical significance is important in understanding current events of sport. George Santayana once said, "Those who don't know history are doomed to repeat it". George was right...most folks in sport haven't got a very good notion of the history of who we are.

Chariots of Fire chronicles the experiences of Harold Abrams and Eric Liddell who competed for England in the Paris Olympic Games of 1924. Abrahams, a Jew, and Liddell, a Christian, compete for different reasons. Abrahams to "beat them all" in his quest to right the prejudices he faces as a Jew, a merchant, and a commoner at Cambridge. This story gives us much information about the idealism of what sport was thought to be...but also the tensions of prejudice, class, and society. (Make sure and click on Abrahams and Liddell to learn about who they really were in real life).

Liddell competes to glorify God. Abrahams is full of angst as he faces the world. Liddell carries this ethereal peace about him in everything that he does. We are given glimpses of their lives as well as the times.

Abrams is at Cambridge, and on his first day, we learn that World War I affected a whole population of young men. We

learn about the differences in class as two blokes load Abrahams bags and they, the blokes, are disfigured because of the War. One says to the other as he bites the coin given him - to make sure it is real, "Those are the blokes that we fought the war for." It is hard for us to even imagine or understand the class structure that existed or exists.

We also see the glimpses of Abrahams fight with the world, when he enrolls to get his housing assignment at Caius (Pronounced Keys - At Cambridge this college is like - "The college" of the uppercrust. The English system is different from ours - each college is where one resided, took classes, and were tutored within the confines of that college - not like here in America where we live in the University and take classes in different colleges).

At Cambridge, professors only give a few lectures per term and those lectures are printed as books. And, there is NO discussion, the professor reads his lecture - for approximately 2 - 3 hours - just think how much you would enjoy that! The tutors do all the work. Abrahams corrects the two assigning rooms, "I stopped being a laddie when I was commissioned with the King's guard."... telling us he was in the service of the King, and that he trucks no fools.

Also, those two at the table were tutors - the fellows who actually do the work of teaching and leading. And we get a glimpse of the anti-Semitism (also known as Judeophobia - a term used to describe prejudice against or hostility towards Jews. Judeo referring to Judaism - the practices and beliefs of Jews) when the two tutors make a remark that with a name like Abrahams, he probably won't be attending Chapel.

At Cambridge on the first night, a dinner is served where one of the "dons" - (the live in instructor/professors) who tells about the heroism of the men of Caius College who died in WWI. A moment of history, culture, tradition, and importance.

Incidentally, here in Memorial Gymnasium, you can see the same sort of honor in a plaque hanging in the foyer of the Idaho men who died in WWI. The list is large... and that's why Memorial Gymnasium has the colored windows...it is a memorial for all of Idaho's fallen in the service of the State and Nation. Memorial Gym continues to be the site of a list of the fallen for Idaho... Vietnam, WWII, Korean, and now

Iraq.. When you first walk into the main door, look straight ahead and up and see the plaque for the fallen in WWI - it is massive - little old Idaho who had a very small population in 1910 - lost so many men.

Quiz 13, February 23, 2009

Make sure you read notes for the 20th, since you probably didn't already.

We continue our journey with the boys from Caius (Keyes) College. We are given a bit of a tour of and the meaning of what it meant to be an "Englishman" at Caius. The tradition was long and deep and important for one sacrificed for the good of God, King, and England. Abrahams is on a mission to show the world that a Jew can beat them all - it doesn't matter the cost, he is going to beat them all in everything he does. Not only is he a Jew, but he is of the merchant class and so he has a double whammy to prove himself. When he runs the courtyard against the clock and is the first to do so in 700 years (do you get that 700 years - our country is only 300 years old and this school is 700 years old), he is pushed along by the cigarette holder smoking, Lord Lindsay... more about him later. Notice the commoner is at Caius at a place where Lords go to school...that means that Abrahams family had to buy him into the school. In the movie, Abrahams runs and beats the clock at Caius with Lord Lindsey who was second...in real life, Lindsey was the first to break the record...because of that the real Lord Lindsey refused to support the film...interesting stuff. Abrahams never ran the court yard.

Then we are introduced to Eric Liddell - the Scottish minister who runs for the glory of God. We meet him at Highlander Games, this is very important because the Scots value their athleticism and the Highlander Games are almost sacred. I'm sure you saw Braveheart the movie with Mel Gibson - in it Gibson proves his worth to his fellow countrymen through a rock toss... and remember that the English had denied the Scots about all human dignity including access to weapons - as well as demanding the first night sex with the virgins - this highlander game thing was a powerful duty, and still is. The Scots are a brave lot. I have been to Edinburgh castle and even met a descendent of William Wallace - the Scots are a proud people so Liddell's running was so very important. Of course, his sister isn't too keen on him running. Liddell is walking and talking after Sunday Church and two boys run into him placing soccer. Liddell scolds them that Sunday is for God...this is an

important scene for Liddell will be tested on his own beliefs. Here in the US there were blue laws against any Sunday selling of any type for years - it was considered sacrilegious to sell on Sunday.

The movie continues its journey showing how Abrahams was successful as a college athlete - of course nothing like our college athletics - for athletics was outside the realm of academics at Caius. Only in the US is school sports in school. If you remember, Abrahams is at a freshman experience in which clubs and teams recruit freshman to participate. Abrahams signs up for the theatre club and he has a fine baritone voice and sings Gilbert and Sullivan- and his choice of singing is also important because at the time the music was of Gilbert and Sullivan, he then signs up for athletics - which was run by the students, and students trained themselves - the show of him running on the road while his friends drive by. No coaching. It was considered unethical to have a professional coach. And notice that their running is not refined ...they just ran. Liddell in the meantime is running for Scotland and winning everything, The odd way he threw his head back...was an actual depiction of his style.

The movie is now set for competition between Liddell and Abrahams.

1. Read all of the above and be able to give the important points. Let's see how well you do without me giving you the quiz ahead of time.

Quiz 14, February 25, 2009

We are introduced to Sam Mussabini - a professional coach - at a Scottish games - in which he is confronted that he "may not" recruit. This notion of a professional coach was taboo - gentlemen did not hire these blue collar type of folks - gentlemen did not mix with the under classes. This is important in how the "elite" viewed the games - and why there were no people of color representing England. Abrahams tries to get Mussabini to coach him, and Mussabini tells him that as a coach he will do the picking, not the other way around. But he does tell him that he will watch him and if he can help him, he will take him on. Mussabini was a phenomenal coach - absolutely phenomenal, he had coached numerous individuals to great success, but was treated rather poorly by the establishment, which we will later.

We ended when Abrams meets the love of his life. They are having dinner together...this is an important clip because he tells her of his melancholy about being a Jew at Cambridge, in which she informs him that "nobody cares".... which is not true. A few years later, 6,000,000 dead and murdered Jews proved the point that it did matter and that anti-Semitism was very alive and well. She ordered Dinner for him...and when it arrived, it was pig's feet. Jews are NOT to eat any meat from the Pig - one of their religious traditions. They both laugh. The girl friend is also in a Gilbert and Sullivan opera, the Mikado was their most famous and most popular light opera. As you remember, Harold sings with the Light Opera Company at Cambridge and the song, "I Am An Englishman" is from Gilbert and Sullivan's HMS Pinafore.

The film Chariots of Fire has a few errors in its depiction...but much of it is historically correct - the main point for us is that it tells us much about race, competition, cultural of sport, and elitism.

Harold gets beat by Liddel in a All England contest, which sets Abrahams off psychologically. His girl friend admonishes him for his attitude, and his response is... I can't beat him... She tells him you can't beat him if you don't run..

From Wooden and our movie.

1. On page, 148, is a piece of advice from Coach Wooden to Bill Walton - what was the advice?
2. On page 156, what does a leader keep asking?
3. On page 157, What are the first three points of advice from the Art of Leadership?
4. At What Light Opera, did Abrahams meet Sybil?
5. Abrahams, other than seeing a beautiful woman, why would he attend a light opera, why would it be important for him.
6. Who was the coach in this story? And why did he not jump at Abrahams offer to coach him?

**Quiz 15, February 27,
2009**

1-2. Having a professional coach/trainer is not what the Dons of Cambridge deem is gentlemanly. In this clip, we get a very good view of what it is to be an amateur. It is for

gentlemen only, upper crust and all that, and amateurs don't hire common folks, especially an Irish/Arab mix. Abrahams responds that he is not a "win at all costs" competitor, but he will work within the rules to do the best at what he does. This historical bit is very important in understanding why Jim Thorpe had his medal rescinded by Avery Brundage - the president of the IOC. An Amateur at this period of time...up until the 60s/70s when the Russians began beating our butts and we realized that they were professionals, and we better play the same game. Of course, Avery Brundage had to leave his post as the President of the IOC. [Click here](#) for information on him.

3. When we see Lord Lindsey training on his estate, with the champagne in the glasses, and the servants close by...and yes with the fancy dress cigarette holder --notice his training didn't get in way of his "vices" :-)...we get a vision of what it was to be a gentlemen and an athlete. It was for the upper crust.

4. Eric Liddell has his demons to control... running on the Sabbath. It is at this point that we understand the difficulties that he faces with his sister and his view of "play" as not being serious stuff. This point of view - that play was not serious - was the dominant conservation, Protestant point of view, of games up until the last 25 years. When I went to college, my father would not accept my major of pe...therefore I majored in English and minored in music...and did the double major in PE without his knowledge... play as serious study is just not accepted.

5. The last scene where we see the Americans training, with Charlie Paddock [Click Here](#)), and Jackson Sholtz ([Click Here](#)) had interesting historical pieces - using trowels as a means to dig out the dirt for starting blocks, the horse (a wooden block where athletes jumped over or lay on) to exercise, the types of exercise and techniques are all historically correct for the period. Also notice that the Americans had coaches - i.e., called trainers of the period. And only Americans had won the 100 meter - the world's fastest man - title from 1898 to 1920 - so the Americans were "the guys and gals" to beat. The English - well they are English - and coined words like spoilsport for those who don't follow the amateur code.

Quiz 16, March 2, 2009

1. What was so unusual about Coach Wooden's perspective about winning, p. 160?

2. On page 163, Wooden discusses the three Be's of leadership? What are they?

3. On page 165, What are the leadership guidelines that Wooden espouses?

4. What does Wooden say about cheating? He equates cheating with being....., p. 168.

5. Chariots of Fire:

Liddell meets with his demons and refuses to run the 100 meter heat on Sunday. When he gets to Paris, the Olympic Committee puts pressure on him to run. At a dance, we are introduced to the Prince of Wales, future King Edward the VIII of England and the English Olympic Committee who put pressure on Liddell to put "country before God". Liddell is not moved. The Prince is shown as a suave sophisticated royal, with many women in his entourage. In reality, this was close to the truth. Nick Named David by the family, the Prince of Wales was a ladies' man - he was first in line for the throne and was the grandson of the great Victoria. Trained and prepared for the throne - somewhere he wasn't trained in courage. He fell in love with a twice divorced American, Wallis Simpson - who pretty much went after him, seduced him...and believed that she could become the Queen of England. Guess she didn't know the strength of the English people or the ardor of Parliament. Edward VIII was never crowned - he fought to have Wallis as his wife -...of course there was this little issue of her being already married...which she did get a divorce... Parliament said no, he said - "I can't live without her"...they said good luck. An interesting aside here, his brother "Bertie", Prince Albert, the Duke of York, never trained for the crown, was a four pack a day smoker, and lived a somewhat secluded life at Windsor and Balmoral Castle with his wife, Elizabeth. They had two girls, Elizabeth (the reigning monarch today) and her sister Margaret. When Edward VIII abdicated for Wallis Simpson, Bertie's wife (the former queen mother) was furious as well as his David's and Bertie's mother, Queen Mary. Both women declared that "That Woman" will never reside in England...thus Wallis Simpson and Edward VIII became the Duke and Duchess of Windsor and spent their lives pretty much doing nothing but drinking martinis and living on the world's socialite beaches. Wallis Simpson was never again

permitted to enter England during her life. She was permitted to return to bury her husband - but she was a persona non grata by the royal family. The Duke and Duchess lived in Paris and resided there for their entire life after World War II. In the movie, *Chariots of Fire* - he is honestly depicted as what King Edward VIII was - a ladies' man and one with little understanding of what he meant to have integrity. The story of Wallis Simpson and King Edward VIII is depicted in numerous biographies and makes great reading of the tragedy of a love story gone haywire. That's also why it is so interesting that the Prince of Wales is giving character lessons to Liddell.

6. Liddell is saved from the problem at hand by Lord Lindsay - who was loosely based on based on Lord Burghley, who in reality was eliminated in the heats of 110 meters hurdles in the 1924 Olympics. He did not give up his place in the 400 meters for Liddell. The name was changed because Lord Burghley refused to cooperate with the film out of fear of inaccuracy. Supposedly Lindsay gave up his place to Liddell in the film... actually in reality - Liddell knew some time before about the heat on Sunday and was moved to the 400 slot. But the film uses a little dramatic license to make the story more dramatic.

A major historic inaccuracy surrounds Liddell's refusal to race on a Sunday. In the film, he learns that one of the heats will be held on a Sunday as he is boarding the boat that will take the British Olympic team across the English Channel on their way to Paris. In fact, the schedule was made public several months in advance, and Liddell spent the remaining months training for the 400 meters, an event in which he had previously excelled.

7. The story of Sam Mussabini being placed in a hotel room next to the Paris Olympic Stadium, helps us understand that "professionalism" was not accepted. Abrahams was seen as a plebeian - The term is used more commonly today to refer to one who is in the middle or lower class, or who appears to be. Abrahams was from the working class - and thus not of the gentle society. This is a problem that he has to deal with, along with being Jewish. Today - we want to believe that prejudice doesn't exist...it does, just as his love Sybil Gordon, Abraham's wife, said - "Rubbish, no one cares"...unfortunately many folks cared - that's why 6 million Jews died in World War II at the hands of the Nazis. Click

	<p>here for the scoop on Abrahams as a competitor. and a picture of the real Abrahams.</p> <p>8. Abrahams wins the 100,</p>
<p>Quiz 17, March 4, 2009</p>	<p>We finished watching our last segment of Chariots of Fire in which Liddell wins the quarter. The scene where Jackson Sholtz gives him the piece of paper that says, "God honors those who honor him." really did happen, and Liddell did run with it crumpled in his hand.</p> <p>The final scene is at the funeral of Abrahams in which a few of his friends attend, as well as the track and field - athletics - folks of Great Britain. I once heard Dan O'Brien - our Dan O'Brien, the great Decathlon athlete, who said that he was always treated more curiously and more famously in Europe - because the Europeans held athletics in such great esteem. CLICK HERE - and Click Here As you remember, O'Briend won the Gold medal in the 1996 Olympic games, was the 1995, 1993, 1991 World Championship gold medalist in Decathlon. He always argued he was much more famous abroad than he was here at home.</p> <ol style="list-style-type: none"> 1. What are the four laws of learning, Wooden? p. 189 2. Wooden said there actually, 8 laws, what are the other four? p. 189. 3. Who won the 400 in the 1924 Games? the 100? 4. What happened to Eric Liddell after the 24 Games? <p>Also know questions for March 2, 2009</p>
<p>Quiz 18, March 6, 2009</p>	<p>Chris Baker is sharing with us information about Ethics and Mount Everest.</p> <ol style="list-style-type: none"> 1. Who is Everest named after? 2. Why is the height of the mountain in dispute? 3. Approximately how many tons of garbage rests on Everest? 4. Approximately how many bodies are lying open on the surface on Everest? 5. Why is it problematic when someone 72 years old, or someone disabled climbs Everest?

APPENDIX I

Mrs. K's Final

Final Examination: This project will be worth 50 points toward your total grade.

One of the goals of Core is to work together as a team and develop relationships. You are learning to know each other, and I have not pushed this concept, until now. You are being assigned to teams of 4 people. As future leaders in the industry of life, you will make many ethical decisions personal, private, public, and in the business world. When you get your assignment for your final examination, you are not to talk about your assignment to anyone else but your team. Your team was selected by lot – a stratified random design (placing a woman in each group) – which is the way of the world – sometimes we just don't get to pick the people with whom we work. You are to find your team members; set an appointment for a meeting; discuss the scenario and accomplish the following:

1. Decide each of the four scenarios whether they are: 1(a) unacceptable, (b) somewhat unacceptable, (c) acceptable, (d) somewhat acceptable, and why in each case.
2. Each of you is to write a final paper – 2-3 pages – on
 - a. The decision that your team made on each scenario
 - b. Your role in the decision making process – how involved were you?
 - c. Did you agree with the discussion and the final result, yes or no and explain why?
Review the points of your team mates.
 - d. What is your overall opinion of your group's ability to discuss and work together?
 - e. And finally give the list of the members of your team.

f. Attach a copy of the scenario sheet to the back of your paper.

Your paper is due **NO LATER** than Friday, December 19 at 10 a.m., the date of your final examination. I will be in our classroom that morning at 10:00 a.m., for the final examination meeting – to receive your papers, if you have not already turned in to me.

APPENDIX J

SPORTS IN AMERICAN SOCIETY - *Core Discovery 119-01*

Dr. Sharon K. Stoll
 Director, Center for ETHICS*
http://www.educ.uidaho.edu/center_for_ethics
 500 Memorial Gymnasium
 208 885-2103
 sstoll@uidaho.edu

TEXTBOOKS:

Eitzen, D. S. & Sage, G.H., (2003) *Sociology of North American sport*. St. Louis, MO: McGraw Hill.

Lewis, M. (2007). *The Blind Side*. New York, NY: W. W. Norton & Company, Inc.

CLASS WEBSITE:

(1) http://www.educ.uidaho.edu/stoll/CORE_119/sport.htm

Username: stoll

Password: Sportethics01

(2) www.class.uidaho.edu/CORE119 (The University site under all CORE Discovery titles)

GRADING:

Participation: 10%

Participation is not attendance. Participation is speaking in class, asking questions, being a part of discussion. Of course, attendance does affect participation; be in your seat and be involved.

Quizzes: 30%

Five point quizzes, see times when scheduled on web assignments. Three points on quizzes are from lecture, discussion, two points are from readings. Important salient points for each class will be on class web site.

Reflection Papers: 10%

Weekly reflective papers due Friday to the discussion and/or assigned readings for each week. Three references due per paper - may use your text, class notes, or web support? Each paper is 10 points.

Response Papers: 20%

A 2-3 page paper written in response to the three cultural activities listed in syllabus and two University of Idaho athletic events. Assignments are posted on web..

Ethical Issues: 30%

ACADEMIC INTEGRITY:

According to the student Code of Conduct, "Cheating on classroom or outside assignments, examinations, or tests is a violation of this code....Because academic honesty and integrity are

core values at a university, the faculty finds that even one incident of academic dishonesty seriously and critically endangers the essential operation of the university and may merit expulsion.”

APPENDIX K

SPORTS IN AMERICAN SOCIETY Core Discovery 169-01

Dr. Sharon K. Stoll
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208 885-2103
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TEXTBOOKS:

- Eitzen, D. S. & Sage, G.H., (2003) Sociology of North American sport. St. Louis, MO: McGraw Hill.
- Wooden, J. & Jamison, S. (2007). The essential Wooden. New York: McGraw Hill.
- Lewis, M. (2004). The blind side. New York: W.W. Norton & Company.

CLASS WEBSITE:

(1) http://www.educ.uidaho.edu/stoll/CORE_169_03/169.htm

- Username: stoll
- Password: Sportethics01

EVALUATION:

Participation: 10%

Participation is not attendance. Participation is speaking in class, asking questions, being a part of discussion. Of course, attendance does affect participation; be in your seat and be involved. The University is rather clear about attendance - and I will expect you to be in your seat, and will take attendance daily.

Quizzes: 30%

MW - 5 point quizzes, except on days when any other assignment is due. Three points on quizzes are from lecture, discussion, two points are from readings. Important salient points for each class will be on class web site.

Papers: 60%

Each paper will focus on a sociological/philosophical/historical question as it relates to sport, and athletics. Each and every paper will be referenced. Reflective papers will need one outside source; and two from outside sources including your three assigned texts.

The Internet is acceptable as long as you verify the veracity of the source, i.e., it is a creditable agency who offers the information.

For example, if I wish to use information from the Women's Sport Foundation site, I verify that I checked WSF and found that it is the leading American authority in women's issues in sport. Founded by Billie Jean King and offers scholarships. Give the Site.

REFERENCE FORMAT

We will use APA and you can find a great site for APA referencing on our Web Site.

ACADEMIC INTEGRITY:

According to the student Code of Conduct, "Cheating on classroom or outside assignments, examinations, or tests is a violation of this code....Because academic honesty and integrity are core values at a university, the faculty finds that even one incident of academic dishonesty seriously and critically endangers the essential operation of the university and may merit expulsion."

In Chapter 10 of Eitzen and Sage, *Sport and the Economy*, the authors note numerous historical and cultural individuals who make huge salaries. Choose three of these individuals, give a sport biography of each, and explain succinctly if and how that individual changed sport - what sociological good came from what they did for American sport. (You may discuss some of the "facts of motor skill", but you need to address sociological issues - if there are any --LOOK.

Appendix L

Mr. S's Schedule & Assignments

Figure 8. Mr. S's Schedule & Assignments

<p>9/15/08—9/19/08</p> <p>Weekly Topic: The Sociology of Sport: What Is It and Why Study It?</p> <p>Weekly Assignments: Response Paper 1 Discussion Question 1</p>	<p>During the three class periods this week, the control instructor had the students form groups and bring discussion questions regarding how sport has become part of the educational process in American Society.</p> <p>During these periods, Group one discussed how sport has become a major focal point for secondary schools and higher education. In addition, Group one also discussed how physical education is a class that the majority of Americans have experienced.</p> <p>Group two discussed why sociologists study sports as parts of culture and society (Coakley, 2004). They discussed how sport has an importance in people's lives and their connections to ideology and major spheres of social life. In addition, this group stated that research in the sociology of sport has helped people understand sports as social constructions created by people for particular purposes. They claimed that as social constructions, sports relate to historical, political, and economic factors.</p> <p>Group three discussed how sports are institutionalized competitive activities that involve rigorous physical exertion or the use of relatively complex physical skills by participants motivated by internal and external rewards (Coakley, 2004). Stating that first, sports are physical activities, but become competitive as advances in performance.</p> <p>During these discussion, The control instructor inserted himself and explained that the traditional definition sports is that they are competitive activities. He discussed how sociologists realize that competitive activities have different social dynamics from cooperative or individualistic activities. They know that, when two girls kick a soccer ball to each other on the grass outside their home, it sociologically differs from what happens when the U.S. women's soccer team plays China's national team in the World Cup Tournament, so it makes sense to separate them for research purposes.</p> <p>Group four discussed how sports are institutionalized</p>
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activities. They explained (Coakley,2004) how institutionalization is a sociological term referring to the process through which actions, relationships, and social arrangements become patterned or standardized over time and from one situation to another. He further explained that institutionalized activities have formal rules or organizational structures that guide people's actions from one situation to another. In specific terms, (From Coakley, 2007) institutionalization is comprised of: (1) The rules of the activities become standardized. (2) Official regulatory agencies take over rule enforcement. (3) The organizational and technical aspects of the activity become important. (4) The learning of game skills becomes formalized(Coakley, 2004).

The control instructor finished by claiming that the forth point in the definition of sports is that sports are activities played by people for internal and external rewards (Coakley, 2004). He claimed this means that participation in sports involves a combination of two sets of motivations. One is based in the internal satisfactions associated with expression, spontaneity, and the pure joy of participation. The other motivation is based in external satisfactions associated with displaying physical skills in public and receiving approval, status, or material rewards in the process.

9/22/08-- 9/26/08

Weekly Topic:

Using social theories:
How can they help us
study sports in Society?

Assignments:

Response Paper 2
Discussion Question 2

The control instructor began by asking the class to examine the following questions from *Sports in Society: Issues & Controversies*:

- a) Functionalist theory: What do sports contribute to society?
- b) Conflict theory: What do sports contribute to society?
- c) Interactionist theory: How do people experience sports?
- d) Critical theories: How are sports involved in creating and changing culture and social relations?
- e) Feminist theories: What are the connections between gender and sports?
- f) Figural Theory: Understanding sports in terms of historical and global processes.
- g) Is there a best theoretical approach to use when studying sports?

As for class this week The control instructor and the student groups covered the five theories taken from the book below:

Functionalist theory

Group one referenced Coakley (2004) stating that the functionalist theory is based on the assumption that society is an organized system of interrelated parts held together by shared values and established social arrangements that maintain the system in a state of balance or equilibrium. Popularized forms of functionalist theory often are used when people in positions of power make decisions about sports and sport programs at national and local levels. This theory generally leads to the conclusion that sports are popular in society because they maintain the values that preserve stability and order in social life. Group one claimed that sport is a source of inspiration that benefits society as well as individuals in society. For example, individuals on a high school sports team are inspired and motivated to win the championship. This inspiration is shared with the surrounding community and strong relationships are then established among teammates and among other citizens.

Nonetheless, The control instructor inserted himself and stated the theory's weaknesses are that it does not acknowledge that sports are social constructions, it overstates the positive consequences of sport, and it ignores that sport serves the needs of some people more than others (Coakley, 2004).

Conflict Theory

Group two referenced Coakley (2004) stating that conflict theory focuses on the ways that sports are shaped by economic forces and used by economically powerful people to increase their wealth and influence. It is based on the ideas of Karl Marx and his assumption that every society is a system of relationships and social arrangements are organized around money, wealth, and economic power. They covered how Conflict theory focuses on the need to change the organization of sports and society. They stated that the goal of these changes is to give workers, including athletes, control over the conditions of their work. In terms of specific issues, conflict theorists favor players' unions, organizations that represent the interests of people in communities where tax money is being used to subsidize wealthy pro-sport team owners, and radical changes in the overall organization of sports (Coakley, 2004).

The control instructor inserted himself into the discussion stating that the theory's weakness is that it ignores that sport can be a site for creative and liberating experiences. It also overstates the influence of economic forces in society and

assumes that people who have economic power always shape sports to meet their interests (Coakley, 2004).

Critical Theory

Group three referenced Coakley (2004) stating that critical theory involves the idea that sports are complex and sometimes internally contradictory activities and that there are no simple or general rules for explaining them as social phenomena. Furthermore, one of its purposes is to understand structure, organization, and meaning of particular sports in connection with changing relationships in and between groups that possess different amounts of power and resources over time and from one place to another.

Group three also referenced from Coakley (2004) that critical theorists also study how sports affect the processes through which people develop and maintain cultural ideologies, which is the webs of ideas and beliefs that they use to explain and give meaning to the social world and their experiences in it. They want to know how and when sports become sites for questioning and changing dominant ideologies related to social class, gender, sexuality, race and ethnicity, age, and (dis)ability. Moreover, the critical theory is based on a desire to understand, confront, and transform aspects of social life that involve exploitation and oppression. Critical theorists emphasize that changes in sports depend on more than simply shifting the control of sports to the participants themselves, because many of those participants accept sports as they are and know little about sport forms that have different meanings, purposes, and organizational structure.

The control instructor inserted himself stating that consequently, critical theorists emphasize the need for multiple and diverse forms of sport participation in society. This would likely increase participation, diversify stories told about sports, and add to the voices represented in those stories (Coakley, 2004). As a result, sports would become more humane and democratic, and less subject to exclusive control of any particular category of people.

Group three stated that the theory's weakness is that it does not provide guidelines to assess the effectiveness of particular forms of resistance as strategies for making progressive changes in social worlds. It also often uses confusing vocabularies making it difficult to merge critical ideas and theories (Coakley, 2004).

Feminist Theory

Group four stated that this theory is based on the assumption that knowledge about social life requires an understanding of gender and gender relations. It has grown out of a general dissatisfaction with intellectual traditions that base knowledge on the values, experiences, and insights of men and do not take seriously the values, experiences, and insights of women. This theory explains that women have been systematically devalued and oppressed in many societies, and they emphasize that gender equity is a prerequisite for social development and progress (Coakley, 2004).

Additionally, The control instructor claimed that the critical feminist theory has had a major impact on the sociology of sport. It has increased our understanding of sports as a part of culture, and made us aware of gender-related issues in sports. For example, Coakley (2004) states that critical feminists focus on questions such as these: Why do many men around the world continue to resist effort to promote gender equity in sports? Why do some women fear being called lesbians if they become strong and powerful athletes? Why are some men's locker rooms full of comments that demean women? Why are so many women's high school and college teams called "Lady this"? These questions deal with issues that affect our everyday lives.

Group four discussed that the theory's weakness is that it does not provide guidelines to assess the effectiveness of particular forms of resistance as strategies for making progressive changes in social worlds. It also sometimes uses confusing vocabularies making it difficult to merge critical ideas and theories (Coakley, 2004).

Interactionist Theory

Group five discussed that the Interactionist theory focuses on issues related to meaning, identity, social relationships, and subcultures in sports (Coakley, 2004). It is based on the idea that human beings, as they interact with one another, give meanings to themselves, others, and the world around them, and use those meanings as a basis for making decisions and talking action in their everyday lives. It emphasizes the fact that we humans actively make decisions about our actions as we consider their potential consequences for us, the people around us, and the social world in which we live. Culture and society, according to interactionists, are produced as patterns

emerge in our actions and relationships with others. In addition, our ability to reflect on our actions and relationships with others enables us to develop identity- a sense of who we are and how we are connected to the social world (Coakley, 2004).

The control instructor claimed that Interactionists generally recommend changes that represent the perspectives and identities of those who play sports. Therefore, they would support changes that make athletes more responsible for organizing and controlling their sports. For example, in youth sports interactionists would support organizational changes that would give young people opportunities to create games and physical challenges that would more closely reflect their needs and interests, rather than the needs and interest of adults. In elite sports, interactionists would support changes that discourage athletes from defining pain and injury as normal parts of the sport experience (Coakley, 2004).

Group five discussed the theory's weakness is that it does not clearly explain how meaning, identity, and interaction are related to social structures and material conditions in society. It also generally ignores issues of power and power relations in society (Coakley, 2004).

The control instructor claimed that in American Society today, males are seen as dominant in the sports world for our society. As a result, it somewhat reasserts the feminist theory.

9/29/08--10/3/08

Weekly Topic:

Studying the past: Does it help us understand sports today?

Assignments:

Response Paper 3
Discussion Question 3

The control instructor began by asking the class to examine the following questions from *Sports in Society: Issues & Controversies*:

- a) Understanding history while studying sports in society
- b) Sports vary by time and place
- c) Contests and games in Ancient Greece and how they relate to Sports and American Society today.

In chapter three The control instructor described the games played by early Greeks and how they were grounded in mythology and religious beliefs. He discussed how they usually were held in conjunction with festivals that combined prayer sacrifice, and religious services, along with music, dancing and ritual feasts.

He touched on how wealthy people primarily participated in the events and games. Sport events were based on the interests of young males and usually consisted of warrior sports such as chariot racing, wrestling and boxing, javelin,

and discus throwing, foot racing, archery, and long jumping. Violence, injuries and death were included and accepted as part of Greek sports (Coakley, 2004).

On the other hand, The control instructor explained even though violence and injury exists in today's sports, death and extreme violence is not accepted as part of the game. Greek women and children occasionally played sports, but were not allowed to partake in the Olympics. However, there were separate games for women at Olympia, but its purpose was for them to sexually attract men, demonstrate their strength, and eventually bear strong warrior children. Women were viewed as inferior to men and were their property. They were also not allowed to be Greek citizens and were primarily isolated in their homes.

The control instructor stated that regarding its general contribution to contemporary sports, the Greeks were one of the first societies to focus much of their attention on sports, similar to today's society. The Greeks also established the Olympic Games, which has a huge impact on people all over the world today. Greeks also had a strong influence on the emphasis of track, wrestling, and boxing that is present today (Coakley, 2004). Although athletics were very different during this time, the idea of certain sports were developed, which eventually evolved into some of the sports and events today. The control instructor explained that overall, Greek contests and games often reproduced dominant patterns of social relations in the society as a whole, similar to today.

From Coakley (2004) The control instructor stated that Ancient Greek sports relate strongly to the theoretical Concept of feminism. Women were viewed as completely inferior to men. Their rights were restricted because they were not even considered citizens and therefore they could not vote. Additionally, they were property of their husbands.

Regarding sports, they were not allowed to participate or even watch the Olympic Games. However, they had special games for women, but it was mainly to show off their beauty to attract men (Coakley, 2004).

10/6/08--10/10/08

Weekly Topic:

Sports and Socialization:
Who plays and what

- a) What is socialization?
- b) Becoming involved and staying involved in sports
- c) Changing or ending sports participation
- d) Being involved in sports: What happens?
- e) What socialization research does not tell us

happens to them?

Assignments:

Response Paper 4

Discussion Question 4

In chapter four The control instructor discussed how there have been many studies involving the belief that “sport builds character.” He claimed that the studies usually consist of comparisons of attitudes and behaviors of people who play organized sports and people who do not. However, many researchers base their studies on two faulty assumptions. The control instructor stated that first, they mistakenly assume that all athletes have similar experiences in all organized competitive sports; and second, they mistakenly assume that organized sports provide learning experiences that are not available to people in any other activities (Coakley, 2004). The control instructor stated that these assumptions cause researchers to overlook many important aspects when studying sports and socialization. He continued by stating that sports offer many different experiences, both positive and negative, to participants because sport programs and teams are organized in vastly different ways (Coakley, 2004). Therefore, we cannot make general statements about the consequences of sport participation. In addition, people who choose or are selected to participate in sports may have different traits than those who do not choose or are not selected to participate. Because of these and other various oversights, studies comparing athletes and non-athletes produce inconsistent and sometimes misleading evidence about sports and socialization (Coakley, 2004).

Per Coakley (2004), The control instructor concluded that sport participation is most likely to have positive socialization consequences for people when it provides the following: opportunities for exploring and developing identities apart from playing sports, knowledge-building experiences that go beyond the locker room and the playing field, new relationships, especially with people who are not connected with sports and do not base their interaction on a person’s status or identity as an athlete, explicit examples of how lessons learned in sports may be applied to specific situations apart from sports, and opportunities to develop and display competence in non-sport activities that are observed by other people who can serve as mentors and advocates outside of sports. However, The control instructor suggested that research also implies that playing sports constricts a person’s opportunities, experiences, relationships, and general competence apart from sports, it is likely to have negative consequences for overall development. Therefore, we cannot make a general statement that sports build or undermine

	<p>character development. Neither positive nor negative character is automatically developed in sports. This is because sport experiences are defined and incorporated into people's lives in various ways depending on the social and cultural contexts in which they live (Coakley, 2004).</p>
<p>10/13/08-- 10/17/08</p> <p>Weekly Topic: Sports and children: Are organized programs worth the effort?</p> <p>Assignments: Response Paper 5 Discussion Question 5</p>	<p>The control instructor began the class on Monday by addressing the students with the following issues in <i>Sports in Society: Issues & Controversies</i>:</p> <ul style="list-style-type: none"> a) Origin and development of organized youth sports b) Trends in youth sports c) Different experiences: Informal, player controlled sports versus organized, Adult controlled sports d) Sociological questions about youth sports e) Recommendations for changing youth sports f) Prospect for change <p>The control instructor asked the class when they believe children are ready to play organized competitive sports. He cited Coakley (2004) stating that some parents want to give their children an early start on an imagined path to athletic glory; some do not want their children to fall behind peers in skills development; and some just want their children to have healthy fun and a positive body image. But The control instructor stated that the problem is, when is it really appropriate for children to partake in organized competitive sports.</p> <p>The control instructor cited Coakley (2004) stating that around eight years old, children usually begin to develop cognitive and social abilities that they must have in order to understand the complex relationships in competitive sports. These abilities are usually not fully developed until about twelve years old. For example, when young children play soccer, they all usually swarm around the ball and ignore the position that they should actually be in. This is because the ability to accurately determine where you should be on the field develops gradually in connection with social experience and cognitive maturation.</p> <p>The control instructor discussed how Coakley claims that children are not born with the ability to compete and cooperate with others, or the ability to visualize complex sets of social relationships between teammates and opponents. They must learn these things, and learning occurs in connection with a combination of social experiences and the development of abstract thinking abilities. This learning</p>

cannot be forced. It occurs only as children move from a stage in which they can see the world from an egocentric viewpoint to a stage in which they can see the world through the eyes of many others at once. This ability gradually emerges between the ages of eight and twelve years old in most children. Therefore, organized sports for children younger than twelve should be controlled and modified to accommodate this gradually emerging ability. In the mean time, the main emphasis should be on developing physical skills and basic cooperation. All children must learn to cooperate before they can compete with each other in positive ways. If they do not know how to cooperate, competitions often degenerate into chaos.

The control instructor discussed with the class some of the dynamics that connect family relationships with organized youth sports. Per Coakley (2004), The control instructor discussed that youth sports require time, money, and organizational skills, and these usually come from parents.

The control instructor also discussed how playing organized sports is often a family affair for children when they are begin up to amateur status. Some studies indicate that youth sports can bring family members together in supportive ways or create problems in family relationships. Parents may become so emotionally involved with sports that they put pressure on their children or fail to see that their children perceive their encouragement as pressure to play well and stay involved in sports. With this pressure, children face a triple dilemma: (1) If they quit sports, they fear that their parents may withdraw support and attention; (2) if they play sports but do not perform well, they fear criticism; (3) if they perform well, they fear that their parents will emphasize their skill too much and never allow them to do anything else but practice (Coakley, 2004).

The control instructor discussed how research shows that organized sports could not exist without the volunteer labor of parents, especially mothers (Coakley, 2004). Aside from the various volunteer contributions, mothers also provide emotional support for children when their performance is poor, whereas fathers tend to criticize them. Many children also sometimes feel that they need to stay in sports and become good athletes in order to maintain relationships with their fathers.

The control instructor explained how social factors influence youth sport experiences discussing how Children make choices about playing sports, but they have little control over the context in which they make their choices. He discussed the many factors such as parents, peers, and the general social and cultural contexts in which they live, influence the alternatives from which they choose and how they define and give meaning to their choices (Coakley, 2004

Per Coakley (2004) The control instructor stated that as children make sport choices and give meaning to their experiences, they and the people around them are influenced by prevailing cultural beliefs about age, gender, sexuality, race, and ethnicity, ability and disability, and social class. This is how social forces influence youth sport experiences. For example, he discussed that many children eventually choose sports to play based on societal norms. Regarding sexuality, many boys will play football opposed to figure skating or cheerleading because it is seen as more acceptable. Boys are often labeled as being homosexual if they participate in cheerleading or figure skating. For girls, it is encouraged to do these activities. Girls are less likely to play informal and alternative sports because they do not receive as much encouragement and social awards as boys receive in these activities in preadolescent culture (Coakley, 2004).

The control instructor also discussed in this section that dominant definitions of gender play a huge role in sport choices. These definitions influence early childhood experiences when it comes to physical activities. For example, fathers in the U.S. tend to play with their sons in physically active ways compared to their daughters. Eventually, because of certain messages portrayed in society, boys develop the idea that sports are a necessity for their gender and that their gender dominates the sports world. Boys learn to present themselves as physically strong, act in ways that claim physical space around them, and assume power and control over girls in sports.

However, The control instructor emphasized that it is important to focus on variations in experiences rather than simply looking for differences related to gender, ethnicity, ability, and social class. As experiences vary, he said that we learn how social forces interact with each other and influence children's lives on and off the playing field.

10/20/08--0/24/08

The control instructor discussed the following questions this

Weekly Topic:

Deviance in sports: Is it out of control?

Assignments:

Response Paper 6

Discussion Question 6

week concerning

- a) Problems faced when studying deviance in sport
- b) Defining and studying deviance in sports: Three approaches
- c) Research on deviance among athletes
- d) Performance enhancing substance: Deviant over conformity in sports

Per Coakley (2004) The control instructor Discussed how sociologists use a constructionist approach, that claims a definition of deviance must take into account the process of identifying and responding to actions, traits, and ideas. Therefore, they define deviance as an action, trait, or idea that falls outside a range of acceptance as determined by people with the power to enforce norms in a social world. This definition emphasizes that norms are socially constructed as people interact with each other and determine a range of accepted actions, traits, or ideas that are consistent with their values; norms do not represent absolute ideals against which all actions are evaluated. The constructionist approach also assumes that deviance is socially constructed as people negotiate the limits of what they will accept and then identify the actions, traits, and ideas that go beyond those limits. In addition, The control instructor claimed that power relations influence the process of negotiating normative limits because limits are seldom meaningful unless they can be enforced (Coakley, 2004). Finally, The control instructor concluded that the constructionist approach claims that most actions, traits, and ideas in a social world fall into a normally accepted range, and those that fall outside this range involve deviant under-conformity or deviant over-conformity (Coakley, 2004).

The control instructor suggested that differing from the constructionist approach is the functionalist approach. By using the functionalist theory, deviance is said to disrupt shared values. According to Coakley (2004) this theory, social order is based on shared values, which give rise to shared cultural goals and shared ideas about how to achieve those goals. Deviance occurs when actions demonstrate a rejection of cultural goals and the accepted means of achieving them. Most functionalists see deviance as a result of faulty socialization or inconsistencies in the organization of society (Coakley, 2004). According to Coakley (2004) this approach, deviance occurs when an athlete rejects the goal of improving skills or the expectation that the means to achieve

	<p>goals is to work harder than others. The control instructor stated that a similarity between the constructionist approach and the functionalist approach is that they both view deviance as some type of behavior or something that falls outside of the range of acceptance.</p>
<p>10/27/08-- 10/31/08</p> <p>Weekly Topic: Violence in Sports: How does it affect our lives?</p>	<p>a) What is violence b) Violence in sports through history c) Violence on the field d) Violence off the field e) Violence among spectators</p>
<p>Assignments: Response Paper 7 Discussion Question 7</p>	<p>Per Coakley (2004), The control instructor discussed how violence is the use of excessive physical force, which causes or has the potential to cause harm or destruction. In addition, he defined aggression stating that it refers to verbal or physical actions grounded in an intent to dominate, control, or do harm to another person. He also defined Intimidation as the words, gestures, and actions that threaten violence or aggression.</p> <p>Per Coakley (2004) The control instructor stated there are four types of violence. The first type is called brutal body contact. This includes physical practices common in certain sports and accepted by athletes as part of the action and risk in their sport participation. Examples are collisions, hits, tackles, blocks, body checks, and other forms of forceful physical contact that can produce injuries. Coaches often encourage this form of violence. The second type of violence is called borderline violence. This includes practices that violate the rules of the game but are accepted by most players and coaches as conforming to the norms of the sport ethic and representing commonly used competitive strategies.</p> <p>The control instructor used examples such as the “brush back” pitch in baseball, the forcefully placed elbow or knee in soccer and basketball, the strategic bump used by distance runners to put another runner off stride, the fistfight in ice hockey, and the forearm to the ribs of a quarterback in football. The control instructor claimed that although these actions are expected, they may provoke retaliation by other players. Per Coakley (2004) The control instructor stated that the third type of violence is quasi-criminal violence. This includes practices that violate the formal rules of the game, public laws, and even the informal norms used by players. Examples are cheap shots, late hits, sucker punches, and flagrant fouls that endanger players’ bodies and reject the</p>

norm of respecting the game. He explained that fines and suspensions are usually imposed on players who engage in such violence. The control instructor concluded by stating most athletes condemn this form of violence.

Per Coakley (2004), The control instructor stated that the final form of violence is called criminal violence. This includes practices that are clearly outside the law to the point that athletes condemn them without question and law enforcement officials may prosecute them as crimes. Examples are assaults that occur after a game and assaults during a game that appear to be premeditated and severe enough to kill or seriously maim a player. Such violence is relatively rare although there is growing support that criminal charges ought to be filed when it does occur (Coakley, 2004).

11/3/08--11/7/08

- a) Participation and equity issues
- b) Ideological and cultural issues

Weekly Topic

Gender and sports: Does equity require ideological changes?

This week The control instructor described the seven factors Coakley outlined regarding male athletes' violence against women.

Below are the factors that were discussed from the book (Coakley, 2004):

Assignments:

Response Paper 8

Discussion Question 8

1. Support from teammates and fellow athletes for the use of violence as a strategy for being a "man" and controlling women in their lives.
2. Perceived cultural support for using physical domination to establish an identity as a man and an athlete and enhance one's status among certain male peers.
3. Social bonds created among athletes who engage in deviant over-conformity to the norms of the sport ethic, strong feelings that people outside sports cannot understand athletes or their experiences in sports, as a strong sense of hubris among some elite athletes.
4. Collective hubris among team members who believe that people outside the fraternity of elite athletes do not deserve respect, that outsiders should defer to the wishes of elite athletes, and that elite athletes live outside the norms of the general community.
5. The taken-for-granted belief among athletes that women, apart from their own mothers and sisters, are celebrity-obsessed "groupies" who can be exploited for sexual pleasure without consequences.
6. Institutional (team, athletic department, university, community) support for elite athletes, regardless of their

actions.

7. Institutional failure to hold elite athletes accountable when they violate community norms and rules.

In addition, The control instructor described strategies from the book that women are using to achieve gender equity in sports.

The control instructor suggested that most men support the idea of gender equity, but few of them are willing to give up anything to achieve it. This resistance has forced proponents of gender equity to ask governments for assistance or to file lawsuits. Governments have been helpful, but they are often slow to respond (Coakley, 2004). The control instructor stated that some legal actions have been effective, but lawsuits involve costs and long-term commitments.

In addition, The control instructor discussed Donna Lapiano, the former executive director of the Women's Sport Foundation, who identified strategic political organization and pressure as the key for achieving gender equity. The control instructor discussed how Lopiano also has urged people in sport organizations to use the following strategies to promote gender equity:

1. Confront discriminatory practices in your organization and become an advocate for female athletes, coaches, and administrators.
2. Insist on fair and open employment practices in your organization.
3. Keep track of equity data and have an independent group issue a public "gender equity report card" every three to four years for your organization or program.
4. Learn and educate others about the history of discrimination in sports and how to recognize the subtle forms of discrimination that operate in sports worlds that are male dominated, male identified, and male centered.
5. Object to practices and policies that decrease opportunities for women in sports and inform the media of them.
6. When possible, package and promote women's sports as revenue producers, so there will be financial incentives to increase participation opportunities for women.
7. Recruit female athletes into coaching by establishing internships and training programs.
8. Use women's hiring networks when seeking coaches and administrators in sport programs.

9. Create a supportive work climate for women in your organization and establish policies to eliminate sexual harassment.

11/10/08--11/14/08

Weekly Topic:

Race and ethnicity: Are they important in sports?

- a) Racial classification systems and racial ideology in sports
- b) Sport participation among racial and ethnic minorities in the United States
- c) The dynamic of racial and ethnic relations in sports

Assignments:

Response Paper 9

Discussion Question 9

From Coakley (2004), The control instructor discussed how race refers to a population of people who are believed to be naturally or biologically distinct from other populations. He stated that when people identify a racial population, they use or infer a classification system that divides all human beings into distinct categories, which are believed to share genetically based physical traits passed from one generation to the next.

The control instructor also discussed how Ethnicity is different from race in that it refers to a particular cultural heritage that is used to identify a category of people. From Coakley (2004), The control instructor stated that ethnicity is based on cultural traditions and history. An ethnic population is a category of people regarded as socially distinct because they share a way of life, a collective history, and a sense of themselves as a people. A minority is a socially identified population that suffers disadvantages due to systematic discrimination and has a strong sense of social togetherness based on shared experiences of past and current discrimination (Coakley, 2004).

The control instructor also defined racial ideology and give the three reasons this ideology became popular (Coakley, 2004):

1. First, as the need for political expansion became important to the newly formed United States, the (white) citizens and government officials who promoted westward territorial expansion used racial ideology to justify killing, capturing, and confining "Indians" to reservations.
2. Second, after the abolition of slavery, white Southerners used the "accepted fact" of black inferiority to justify hundreds of new laws that restricted the lives of blacks and enforced racial segregation in all public settings; these were called Jim Crow laws.

3. Third, scientists at prestigious universities, including Harvard, did research on race and published influential books and articles that claimed to “prove” the existence of race, the “natural inferiority” of blacks.

The control instructor had the class on Friday describe the six incentives for eliminating racial segregation in certain sports. He suggested that certain sports have built in incentives for eliminating racial segregation in sports.

The Class came up with the following incentives below using *Sports in Society: Issues & Controversies*:

1. The people who control teams that make money when they win games benefit financially when they do not exclude players who can help them win games.
2. The individual performances of athletes can be measured in concrete, objective terms that are less likely to be influenced by racial ideology than is the case in other occupations.
3. Sport teams are organized so that all players benefit when a teammate performs well, regardless of the teammate’s skin color or ethnicity.
4. When athletes play well on a sport team there is no expectation that they will be promoted into leadership positions where they have control over other players.
5. The success of most sport teams does not depend on friendships and off-the-field social relationships between teammates, so players are not expected to befriend teammates from racial or ethnic backgrounds different from their own.
6. When ethnic minority athletes are signed to a contract, they remain under the control of (white) coaches, managers, administrators, and owners in the organizational structure of a sport or sport team.

11/17/08-- 11/21/08

Watched Hoop Dreams the entire week.

Weekly Assignment:
Hoop Dreams Video

12/1/08-- 12/5/08

Weekly Topic:
Social Class: Do Money and Power Matter in Sports?

- a) Social class and relations
- b) Sports and Economic Inequality
- c) Social class and sport participation patterns
- d) Economic and career opportunities in sports
- e) Sport participation and occupational careers among former athletes

Assignments:
Response Paper 10
Discussion Question 10

From the movie Hoop Dreams last week, The control instructor discussed social class with the students. He explained from Coakley (2004) that social class refers to categories of people who share an economic position in society based on a combination of their income (earnings), wealth (possessions), education, occupation, and social connections. He stressed that People in a particular social class also share similar life chances, or odds for achieving economic success and gaining economic power in society.

The control instructor went further and discussed how social classes exist in all industrial societies because life chances are not equally distributed across all populations. Social class and life chances both play large roles in the film “Hoop Dreams.”

The control instructor stated that social stratification is the concept that sociologists use when referring to structured forms of economic inequalities that are part of the organization of everyday and social life. In other words, when compared with people from upper social classes, people from lower-class backgrounds have fewer opportunities to achieve economic success and gain economic power. The control instructor stated that this is evident in the documentary because the families have fewer economic opportunities living in a situation such as theirs. It appears that the families’ economic situations are somewhat of an ongoing cycle due to their struggle to pay for schooling.

The control instructor also discussed how class ideology is a web of ideas and beliefs that people use to understand economic inequalities are and should be integrated into the organization of social worlds (Coakley, 2004).

He stated that this is represented in the film because it reveals economic inequalities and struggles among certain people. The families also eventually accept the fact that this is how the world is and they can only do so much to escape their financial struggles.

The control instructor also touched on The “American Dream” as a hopeful vision of boundless economic opportunities to succeed and consume in ways that lead to individual fulfillment and happiness. He stressed how the “American Dream” is a desire of many of the characters in

“Hoop Dreams.”

Finally, The control instructor discussed how meritocracy is a form of social organization in which rewards and positions of leadership and power are earned when people prove that their characteristics and abilities are superior to those of others (Coakley, 2004). He used Arthur’s mother from Hoop Dreams as an example of someone who succeeded in her nursing school and earned the top spot by receiving the highest grades.

Response Paper Format

You will periodically be required to write review/response essays to the readings, videos and evening sessions. This will include the documentary The New Wild West, weekly articles and evening sessions we will attend. They will be due at the beginning of class, no **LATE PAPERS**. The papers will be 1-2 pages and should follow the format below. Additionally, please staple the article or a copy of the article with your paper when you turn it in.

It is imperative you complete these assignments as they will be the backbone for our discussion on Thursdays, which I fully expect active participation.

A) Summary of the Article (1-2 paragraphs)

Briefly summarize the article. This is not the section for your personal response or analysis...rather, review the key points, and explain the purpose of the article.

B) Discussion of one point of critical thinking, CONTEXT (at least 2 paragraphs) Does the author do a good job of exploring the context of the issue? Why or why not? What key aspects of the context were ignored, if any? **GIVE EXAMPLES. RELATE TO THE TEXT BOOK!!!**

Note that in ‘A’ and ‘B’, you are NOT stating what your opinion is about the issue discussed in the article. You are evaluating the author’s clarity and fairness.

C) Overall reaction to the article (up to a full page)

Once you’ve review the article from a context standpoint, spend the remainder of the paper giving your own reaction- both to the author’s style, and to the content being discussed.

- ◆ Any other issues from a critical thinking standpoint?
- ◆ In terms of critical thinking, what did you think were the article’s greatest strengths and weaknesses?

- ◆ What were other strengths and weaknesses of the article?
- ◆ Did you have an emotional response to the article? (Anger, humor, boredom, etc.).
- ◆ Did you make a personal connection to anything discussed in the article?

It is highly recommended that the essay be organized following the three sections listed above. Headings are appropriate.

These assignments will be graded as: +, , -

Midterm Exam

Sports and American Society: Core 119 sec. 02

Midterm Examination: Take Home Essay: Due 10/29/08 at the beginning of class

Directions: Answer the following questions to the best of your ability. They are derived from chapters 1-6 of the Sports in Society book and/or from our discussions. Please follow basic paper format double spaced 12 point font Times New Roman. Good luck, but you shouldn't need it, this is pretty straight forward. Cite the book in a "References Cited" page and in APA format.

1. Give the "traditional definition" of sports include all four points of explanation/clarification. (Hint: chapter 1)
2. Define and summarize all five major theories used to better understand sports in American Society, include the weaknesses and everyday application. Additionally, give examples of contemporary uses of theory (think and utilize the application of theory to articles in SI).
3. Pick a historical time period and summarize, describe its contribution to contemporary sports and what theoretical concept best fits in understanding this time period.
4. Summarize the assumptions and author's conclusions regarding building character and positive socialization through sport participation, include the impact and the connection between socialization and sports. (Hint: chapter 4, "Do Sports Build Character?")
5. Summarize the commonly asked sociological questions about youth sports.

6. Summarize and explain the constructionist approach to deviance in sports. Compare/contrast it with one of the other two theories used to studying deviance in sports.

7. Bonus question: Who was the greatest NFL wide receiver of all time? (Hint: think of my favorite NFL team) (Hint number two: if you don't know ask your peers before you turn in the test and hand write the answer, or ask Jerry) (Hint number three: he is a US Congressman)

Final Exam

Sports and American Society: Core 119 sec. 02

Final Examination: Take Home Essay: Due 12/12/08 at the beginning of class

Directions: Answer the following questions to the best of your ability. They are derived from chapters 7-10 of the Sports in Society book and/or from our discussions. Please follow basic paper format double spaced 12 point font Times New Roman. Good luck, but you shouldn't need it, this is pretty straight forward. Cite the book in a "References Cited" page and in APA format.

1. Define violence, aggression and intimidation. Describe the four types of violence (hint: chapter 7).
2. Describe the seven factors the author outlines that account for male athletes' violence against women (hint: chapter 7).
3. Describe strategies to achieve gender equity in sports (hint: chapter 8 ; hint #2: there are 9).
4. Define race, ethnicity, ethnic population and minority.
5. Define racial ideology and give the three reasons this ideology became popular.
6. Describe the six incentives for eliminating racial segregation in certain sports.
7. Define social class, life chances, social stratification, class ideology, "The American Dream" and meritocracy. How are these terms represented in the documentary Hoop Dreams?
8. Who was the most underappreciated yet statistically significant, and should be considered for the Hall of Fame

	quarterback in NFL history? (hint: think of my favorite NFL team) (hint: #2: he also holds a couple of infamous records.) (hint #3: I have mentioned his name in class before) (hint #4: if you don't know ask your peers before you turn in the test and hand write the answer)
<u>Fall Class Calendar and Assignments</u>	
Films	Friday Night Lights Hoop Dreams
<u>Week 1</u>	
Monday 8/25/08	Introduction--syllabus
Wednesday 8/27/08	Form groups
Friday 8/29/08	Survey, define sports
<u>Week 2</u>	
Monday 9/1/08	Labor Day---NO CLASS
Wednesday 9/3/08	Sports discussion with groups
Friday 9/5/08	Group Discussions
<u>Week 3</u>	
Monday 9/8/08	Movie/Friday Night Lights
Wednesday 9/10/08	Movie/Friday Night Lights
Friday 9/12/08	Discuss movie and handout
	Due: First response paper (over the movie) 9/12/08 Discussion question (typed): beginning of class 9/12/08
<u>Week 4</u>	
Monday 9/15/08	Read: Sports in Society Chapter 1 Discuss Ch 1/Sociology of American Sport: What is it and why study it?
Wednesday 9/17/08	Discuss Ch 1/Same as above
Friday 9/19/08	<u>Sports Illustrated</u> Due: Discussion question and response paper 9/19/08
<u>Week 5</u>	
Monday 9/22/08	Read: Sports in Society Chapter 2 Discuss as a class chapter 2/Using Social Theories:
Wednesday 9/24/08	Discuss as a class chapter 2 and <u>Sports Illustrated</u>
Friday 9/26/08	Hoop Dreams Due: Discussion question and Response Paper 9/24/08
<u>Week 6</u>	
Monday 9/29/08	Read: Sports in Society Chapter 3 Discuss as a class chapter 3
Wednesday 10/1/08	Discuss as a class chapter 3 and <u>Sports Illustrated</u>
Friday 10/3/08	Hoop Dreams Due: Discussion question and Response Paper 10/1/08
<u>Week 7</u>	

Monday 10/6/08	Read: Sports in Society Ch. 4
Wednesday 10/8/08	Discuss as a class chapter 4
Friday 10/10/08	Discuss as a class chapter 4 and <u>Sports Illustrated</u> Group discussion
	Due: Discussion question and Response Paper 10/19/08
<u>Week 8</u>	
Monday 10/13/08	Read: Sports in Society Ch 5
Wednesday 10/15/08	Discuss Ch. 5
Friday 10/17/08	Discuss as a class Ch. 5 and <u>Sports Illustrated</u> Group discussion
	Due: Discussion question and Response Paper
<u>Week 9</u>	
Monday 10/20/08	Read: <u>Sports Illustrated</u>
Wednesday 10/22/08	Library
	Discuss reading and Research Project; Handout Midterm exam
Friday 10/24/08	Group discussion
	Due: Discussion question and Response Paper
<u>Week 10</u>	
Monday 10/27/08	Read: Sports in Society Ch 6
Wednesday 10/29/08	Discussion as a class of Ch. 6
Friday 10/31/08	Discuss Ch. 6 and <u>Sports Illustrated</u> -- Research Project Group discussion
	Due: Discussion question and Mid-term exam 10/29/08
<u>Week 11</u>	
Monday 11/3/08	Read: Sports in Society Ch. 7
Wednesday 11/5/08	Discussion as a class of Ch 7
Friday 11/7/08	Discuss Ch. 7 and <u>Sports Illustrated</u> Group discussion
	Due: Discussion question and Response Paper
<u>Week 12</u>	
Monday 11/10/08	Read: Sports in Society Ch. 8
Wednesday 11/12/08	Discussion as a class of Ch 8
Friday 11/14/08	Discuss Ch. 9, <u>Sports Illustrated</u> and Research Project Group discussion
	Due: Discussion question and Response Paper
<u>Week 13</u>	
Monday 11/17/08	Read: Sports in Society Ch. 9
Wednesday 11/19/08	Discussion as class of Ch 9
Friday 11/21/08	Discussion of Ch. 9, <u>Sports Illustrated</u> and Research Project Group discussion
	Due: Discussion question and Service Learning Reflection Paper
<u>Week 14</u>	
	Thanksgiving Break
<u>Week 15</u>	

Monday 12/1/08 Wednesday 12/3/08 Friday 12/5/08	Sports in Society Ch. 10 Discussion as class of Ch 10 Discussion of Ch. 10, <u>Sports Illustrated</u> Group discussion Due: Discussion question and Service Learning Reflection Paper
<u>Week 16---DEAD WEEK</u>	
Monday 12/8/08 Wednesday 12/10/08 Friday 12/12/08	Get caught up...questions and answers No class No class
<u>Week 17</u>	Finals Week Due: Final examination
This class calendar is subject to change. However, all due dates listed are to be adhered to unless otherwise noted.	
Much like first semester, Mr. S had the students write response papers in which they would relate an article from <u>Sports Illustrated</u> to the chapter in the book. Also, again like first semester, each Monday, Mr. S would have the students bring in a discussion question regarding the chapter content for that week to discuss. Below is a second semester chart of the topics covered, what the students wrote response papers about, and what there midterm exam concerned	
CHAPTERS AND ISSUES COVERED BY THE CONTROL INSTRUCTOR IN CORE 169	
1/15/09—1/19/09 Weekly Topic: Class Introduction Weekly Assignments: No assignments assigned.	This was just an introduction week where The control instructor discussed what the class was going to be about. It was a short class on Monday and a short class on Wednesday with no class on Friday
1/20/09--1/23/09 Weekly Topic: Sports and the Economy: What Are the Characteristics of Commercial Sports? Weekly Assignments: Response Paper 1 Discussion Question1	a) Emergence and Growth of Commercial Sports b) Commercialization and Changes in Sports This week The control instructor began covering social and economic conditions that allow for sports to grow and prosper are. He claimed that sports are most prevalent in market economies where material rewards are highly valued by athletes, team owners, event sponsors, and spectators. The control instructor also led the class on a discussion concerning how commercial sports are usually located in

large, densely populated cities because they require high concentrations of potential spectators. Although some forms of commercial sports can be maintained in rural, agricultural societies, their revenues would not support full-time professional athletes or sport promoters.

The class discussion questions examined whether or not professional sports are a luxury. The class felt that commercial sports are a luxury, and they prosper only when the standard of living is high enough that people have the time and resources to play and watch events that have no tangible products required for survival. In addition, the class felt that commercial sports must be able to support sponsors so that they can make money. Because of this, the class felt that commercial sports are common in wealthy, urban, and industrial or postindustrial societies. However, the class stated that commercial sports do not really exist in poor societies where money and resources are used to support other means than commercial sports teams.

1/26/09--1/30/09

- a) Owners, Sponsors, and Promoters in Commercial Sports
- b) Legal Status of Incomes of Athletes in Commercial Sports

Weekly Topic:

Sports and the Economy: What Are the Characteristics of Commercial Sports (continued)?

Weekly Assignments:

Response Paper 2
Discussion Question 2

The control instructor continued with the commercial sports theme this week and discussed how commercial sports require a lot of money to do things such as build and maintain stadiums/arena where events can be played and watched. He discussed how this money can be accumulated through public or private investors, but these investors expect payoffs in the form of publicity, profits, or power. Private investment occurs when investors expect financial profits. Public investment occurs when political leaders believe that commercial sports serve their interests, or the public interest, or a combination of both.

The class discussion examined how commercial sports are most likely to flourish in cultures where lifestyles involve high rates of consumption and emphasize material status symbols. They thought this enables everything associated with sports to be marketed and sold such as athlete's jerseys, and autographs, and team logos, and merchandise. The class felt that when people express their ideas through materialistic things that are associated with status symbols and celebrities, they will spend money on sports merchandise that is popular in the area they are located. The class also felt commercial sports depend on selling symbols to audiences, and then selling audiences to sponsors and the media.

2/2/09--2/6/09

Weekly Topic:

Sports and the Media:
Could they Survive
Without Each Other?

Weekly Assignments:

Response Paper 3
Discussion Question 3

- a) Characteristics of the Media
- b) Sports and the Media: A Two-Way Relationship
- c) Images and Narratives in Media Sports
- d) The Profession of Sport Journalism

The control instructor discussed how sports are not shaped primarily by the media in general or by television in particular. He emphasized how the media does not have absolute control, and under close examination, one can see that television has not transformed the essential nature of sports.

The control instructor stressed that sports are social constructions, and commercial sports are created over time through interactions among athletes, facility directors, sport team owners, event promoters, media representatives, sponsors, advertisers, agents, and spectators. The relationships between these people are grounded by power relations and shaped by the different resources each person has at different times. Coakley (2004) states that these people play a huge role in controlling the essential nature of sports and can control a lot of what the media and television stations do. It's unrealistic to think that those who control the media determine sports to fit their interests alone, but at the same time it is unrealistic to ignore their power.

In the class discuss, they felt the media, including television, do not operate in a political and economic vacuum. Several students stated that people who control the media are influenced by the social, political, and economic contexts in which they do business. Coakley (2004) stated that in most countries, government agencies, policies, and laws regulate the media. The class believe that in the last few years these regulations have been loosened, but the media must negotiate contracts with teams and leagues under certain legal constraints. From Coakley (2004), The control instructor added that the economy can constrain the media by setting limits on the values of sponsorships and advertising time and by shaping the climate in which certain types of programming, such as pay-per-view sports and cable and satellite subscriptions, might be profitable. Also, The control instructor suggested that the media is constrained by social factors, like whether or not people choose to consume sports through the media.

2/9/09--2/13/09

Weekly Topic:

Movie

Weekly Assignments:

Response Paper 4

Discussion Question 4

2/16/09--2/20/09**Weekly Topic:**

- 1) Sports effect on health and wellness
- 2) Sports in High School and College: Do Varsity Sport Programs Contribute to Education

Weekly Assignments:

Response Paper 5

Discussion Question 5

For the first part of this week The control instructor jumped away from the book and discussed the impact of sport on individuals' health and fitness.

In the second part of the week, he discussed the impact of sport on education

Issues covered this week included people's beliefs that sports participation improves fitness, health, and reduces medical costs.

Class discussion centered around the following topics:

- Illnesses that increase health-care costs caused by environmental factors and living conditions that cannot be changed through sport or fitness programs.
- Certain forms of sport participation do not produce physical fitness or identifiable health benefits.
- The win-at-all-cost orientation in certain competitive sports often contributes to injuries and increased health-care costs (for example, about 40,000 high school and college athletes in the United States have serious and costly knee injuries each year). There are also many injuries in professional sports as well and some of these injuries can affect an athlete and destroy their health and fitness for the rest of their lives.
- The demand for health care often increases when people train for competitions because they seek specialized medical care to treat and rehabilitate sport injuries

In the second part of the week The control instructor examined the impact of athletics on education:

He asked the class what their interpretation was of this and he

then he discussed the following point with the class on Wednesday and Friday:

- Athletes in certain sports may be overrepresented in specific courses and majors. They (the athletes) take easy courses and majors and don't take a lot of credits. This is known as clustering, and it occurs within in programs that emphasize eligibility over learning and academic achievement. Therefore the meaning of grades and graduation rates is different within the context of clustering at different universities, athletic programs, and specific teams. Clustering does not occur among athletes in all sports, and some clustering occurs because the student-athletes try to or must schedule courses so they don't interfere with practices, team meetings, and games.
- Athletes in certain sports, such as football and men's basketball, enter college with low GPAs and SAT and ACT scores as compared to other athletes at their university or athletes at other universities. These athletes sometimes have different goals and don't expect to get great grades, which influences their academic choices and performance.

One of the interesting things The control instructor did was discuss the following data (2004) on graduation rates at NCAA Division I universities the conclusions about athletes receiving scholarships are:

- Sixty percent of the athletes who entered Division I universities between 1993 and 1997 graduated within six years of taking their first courses, whereas 58 percent of the general student body entering the university at the same time graduated in six years. Therefore, athletes as a group have a slightly better graduation rate than other college students.
- The graduation rate for female athletes is 70 percent, and it is 54 percent for male athletes while graduation rates for the general student population is 61 percent for females and 56 percent for males. This concludes that women's sports teams are much more supportive and focused on academics than men's teams.
- Graduation rates are lowest in revenue-producing sports, especially men's basketball (43 percent) and football (53

	<p>percent), these rates are below the rates for all athletes (60 percent) and the general student body (58 percent).</p> <ul style="list-style-type: none"> • Of the fifty-six football teams that played in bowl games at the end of the 2004 season, twenty-seven teams had graduation rates lower than 50 percent. Of the 65 men's basketball teams that played in the 2005 NCAA tournament, 43 of them had graduation rates lower than 50 percent. This suggests that winning teams in basketball and football have lower graduation rates than other winning teams in those sports. • The graduation rate for black male athletes at 45 percent is lower than the rate for male athletes generally 54 percent. Only 34 percent of black male athletes graduate from Division I universities. The graduation rate for black female athletes is lower than the rate for female athletes in general (61 to 70 percent), but the black female students that aren't athletes graduate rate is only 45 percent. Black male athletes graduation rates have gone up since 1986 when minimum academic standards were established for Division I scholarships. The data also suggests that too many "predominantly white campuses are not welcoming places for students of color, whether or not they are athletes."
<p>2/23/09--2/27/09</p> <p>Weekly Topic: Sports and Religion: Is it a Promising Combination?</p> <p>Weekly Assignments: Response Paper 6 Discussion Question 6</p>	<p>The control instructor began this section and asked the students to try and define the "Protestant Ethic and the Spirit of Sports"</p> <p>This was interesting, the class stated from Coakley (2004) that Protestant religious beliefs create a social and cultural environment in which capitalism can develop and grow. "Protestant Ethics" promote a rationally controlled lifestyle where emotions and feeling are suppressed in order to achieve worldly success and eternal salvation. Being rich is a sign of being "saved" as long as you don't spend the money on yourself.</p> <p>In addition, the class touched on (Coakley, 2004) how the Protestant Ethic emphasizes values that are consistent with the spirit that underlies organized competitive sports in Europe and North America.</p> <p>In the next two classes, The control instructor discussed the seven key values/virtues (Coakley, 2004) which are:</p>

- Worldly asceticism states that suffering and endurance of pain has a spiritual purpose. So goodness is tied to self-denial, and spiritual redemption is gained through self-control and self-discipline.
- Rationalization states that the world is rationally organized. So religious truth can be discovered through human reason, and virtue is expressed through efficiency and measured by concrete achievements.
- Goal directedness refers to the importance of focusing on salvation. So if a human's actions leads to measurable achievements and success than those actions are good, but if the actions do not lead to achievements and success then they are spiritually worthless.
- Individualism refers to the belief that salvation is a matter of individual responsibility, initiative, and choice. Therefore, people control their destiny by making the decision to have a personal relationship with God/Christ.
- Achieved Status refers to the idea that success is associated with goodness and salvation, whereas failure is associated with sin and damnation. Therefore, worldly success is a means of earning salvation.
- Work ethic refers to the notion that work is a calling from God. So people work hard to honor God and thus developing their "God-given potential" as they work.
- Time Ethic refers to the idea that time has a moral quality. Therefore, it is not to be wasted; efficiency is valued and idleness is sinful.

The control instructor discussed (Coakley, 2004) how these seven virtues are closely matched with the orientation and spirit that is entailed in sports today, especially power and performance sports in the United States. Overall, he discussed how organized competitive sports, because they are oriented around work and achievement, are logical sites for the application of Protestant beliefs. In addition, he related to this to Coakley (2004) where he states that Protestants want capitalism, and success and they see sports as a calling from god where they can achieve these things and they strive to be the best athlete they can be, even if it involves the physical domination of others.

3/2/09--3/6/09

Weekly Topic:

Sports and Religion: Is it a Promising Combination (Continued)?

Weekly Assignments:

Midterm Exam

Since it was a short class week, The control instructor began where he left off last week discussing the similarities and differences between Sports and Religion.

For similarities, The control instructor and the class covered the following points for discussion (Coakley, 2004):

- Both have places or buildings for communal gatherings and special events. They stated that most sports have stadiums and arenas where fans attend regularly scheduled games or contests, and most religions have churches and temples where believers attend regularly scheduled services.
- Both emerge out of a similar quest for perfection in body, mind, and spirit. Sports emphasize physical training, discipline for physical development, and mental strength. Religions emphasize physical control and mental discipline for spiritual development.
- Both are controlled though structured organizations and hierarchical systems of authority. Sports have commissioners, athletic directors, and coaches, and religions have bishops, pastors, priests, and rabbis.
- Both have events that are held and they celebrate widely shared values. Sports have games and contests to celebrate competition, hard work, and achievement, and religions have ceremonies and rituals to celebrate commitment, community, and redemption.
- Both of them have rituals before, during, and after major events. Sports have initiations, national anthems, halftime pep talks, hand slapping, band parades, and postgame hand shaking; and religions have baptisms, opening hymns, regular sermons, the joining of hands, and ceremonial processions.
- Both have heroes and legends about heroic accomplishments. Sports heroes are elected to the “hall of fame,” with their stories told repeatedly by sports journalists, coaches, and fans, and religious heroes are elevated to sainthood or sacred status, with their stories told repeatedly by religious writers, ministers, and believers.

- Both involve intense emotions and give meaning to people's lives. Sports inspire players and fans to contemplate human potential (what they can do and how much they can achieve), and religions inspire theologians and believers to contemplate the meaning of existence (why are we here and how are did we get here).
- Both can be used to distract attention from important social, political, and economic issues and thereby become "opiates" of the masses. Sports focus attention on athlete-celebrities, scores, and championships, and religions focus attention on a relationship with the supernatural, rather than here-and-now issues that affect the material conditions of people's lives. These two things provide an outlet to all the social, political, and economic issues that are always focused on in today's society.

For differences between sports and religion, The control instructor and the class covered the following points for discussion (Coakley, 2004):

- Religious beliefs, meanings, rituals, and events are fundamentally mystical and sacred, whereas sport beliefs, meanings, rituals, and events are fundamentally clear-cut and profane. In other words religious beliefs are something that takes thought and these beliefs mean a lot to the believers whereas sport beliefs are just sitting in front of you and don't mean as much as some of the religious beliefs.
- The purpose of religion is to transcend the circumstances and conditions of the material world in the pursuit of spiritual goals and eternal life, whereas the purpose of sport is to focus on material issues, such as victories and the meaning that they have in this life.
- Religion is based on faith and cooperation between believers, whereas sport is based on concrete rules and competitive relationships between players and teams.
- Religion emphasizes humility and love, whereas sport emphasizes personal achievement and conquest.
- Religious services are expressive and process oriented, whereas sport events are goal driven and product oriented.

- The people that believe that sports and religion are different argue that religion and sport each has a unique, separate truth, or “essence;” these people are called essentialists.

Midterm Exam**Due 03/11/09 at the beginning of class**

Take Home Essay:

Directions: Answer the following questions to the best of your ability. They are derived from chapters 11-15 of the Sports in Society book and/or from our discussions. Please follow basic paper format double spaced 12 point font Times New Roman. Good luck, but you shouldn't need it, this is pretty straight forward. Cite the book in a “References Cited” page and in APA format.

Questions 1-6 = 15 points

Question 7 = 10 points

1. Outline and describe the five social and economic conditions that allow for sports to grow and prosper. (Hint: chapter 11)
2. People complain about the media and its corruption of sports. However, what two factors are they overlooking? (Hint chapter 12 and for full points go into depth).
3. People believe sport participation improves fitness, health, and reduces medical costs. This is the prevailing thought, in spite of what factors? (Hint: chapter 13)
4. Any interpretation of the results of research findings on grades must take into account what possibilities (there are two)? According to 2004 data on graduation rates at NCAA

Division I universities, what are the conclusions about athletes receiving scholarships? (Hint: chapter 14)

5. Define the “Protestant Ethic and the Spirit of Sports.”

6. Explain and outline both the differences and similarities between sports and religion. (Hint: chapter 15)

7. Bonus question: What year did the Portland Trailblazers win the NBA title, who was their star player, and did he win an NBA title with another time, if so what team? What college did this player attend, who was his coach, and how many NCAA titles did he win?

Spring Class Calendar and Assignments

Films

The Program

Week 1

Wednesday 1/15/09

Welcome Back---Syllabus

Friday 1/17/09

Welcome Back---Syllabus

Week 2

Wednesday 1/22/09

Sports and American Society Chapter 11 358-381

Friday 1/23/09

NO CLASS

Week 3

Monday 1/26/09

Sports and American Society Chapter 11 381--398

Wednesday 1/28/09

Discussion question chapter 11

Friday 1/30/09

Discussion of Ch. 11, Sports Illustrated

Group discussion

Due: Discussion question and Response Paper

Week 4

Monday 2/2/09

Sports and American Society Chapter 12 402-424

Wednesday 2/4/09

Discussion question chapter 12

Friday 2/6/09

Discussion of Ch. 12, Sports Illustrated

Group discussion

Due: Due: Discussion question and Response Paper

Week 5

Monday 2/9/09

Sports and American Society Chapter 12 424-444

Wednesday 2/11/09

Discussion question chapter 12

Friday 2/13/09

Discussion of Ch. 12, Sports Illustrated

Group discussion

Due: Discussion question and Response Paper

Week 6

Monday 2/16/09

Sports and American Society Chapter 13

Wednesday 2/18/09
Friday 2/20/09

Discussion questions chapter 13

NO CLASS

Due: Discussion question and Response Paper

Week 7

Monday 2/23/09
Wednesday 2/25/09
Friday 2/27/09

Sports and American Society Chapter 14

Discussion questions chapter 14

NO CLASS

Due: Discussion question and Response Paper

Week 8

Monday 3/2/09
Wednesday 3/4/09
Friday 3/ 6/09

Sports and American Society Chapter 15

Discussion questions chapter 14

Discussion of chapter 15, Sports Illustrated
Group discussion

**Due: Discussion question, Response paper
Handout Midterm Exam**

APPENDIX M

Control Course Response Paper Format

You will periodically be required to write review/response essays to the readings, videos and evening sessions. This will include the documentary *The New Wild West*, weekly articles and evening sessions we will attend. They will be due at the beginning of class, no **LATE PAPERS**. The papers will be 1-2 pages and should follow the format below. Additionally, please staple the article or a copy of the article with your paper when you turn it in.

It is imperative you complete these assignments as they will be the backbone for our discussion on Thursdays, which I fully expect active participation.

A) Summary of the Article (1-2 paragraphs)

Briefly summarize the article. This is not the section for your personal response or analysis...rather, review the key points, and explain the purpose of the article.

B) Discussion of one point of critical thinking, CONTEXT (at least 2 paragraphs)

Does the author do a good job of exploring the context of the issue? Why or why not? What key aspects of the context were ignored, if any? **GIVE EXAMPLES. RELATE TO THE TEXT BOOK!!!**

Note that in 'A' and 'B', you are NOT stating what your opinion is about the issue discussed in the article. You are evaluating the author's clarity and fairness.

C) Overall reaction to the article (up to a full page)

Once you've review the article from a context standpoint, spend the remainder of the paper giving your own reaction- both to the author's style, and to the content being discussed.

- ◆ Any other issues from a critical thinking standpoint?
- ◆ In terms of critical thinking, what did you think were the article's greatest strengths and weaknesses?
- ◆ What were other strengths and weaknesses of the article?
- ◆ Did you have an emotional response to the article? (Anger, humor, boredom, etc.).
- ◆ Did you make a personal connection to anything discussed in the article?

It is highly recommended that the essay be organized following the three sections listed above. Headings are appropriate.

These assignments will graded as: +, , -

APPENDIX N

Mr. S's Fall Syllabus

Sports and American Society: Core 119: 02
Fall 2008 MFW 10:30-11:20
TLC 146

Instructor: Mr. S

Office:

Office Hours: By Appointment M-Th between 3:30-5:00

Phone (office):

Email:

Class Description

This course uses ethics, sociology, anthropology history, literature, film, political science, physical education, and cultural studies to explore the central role of sports in America. The course examines the relationship of sports to gender, race, class, ethnicity, consumerism, media, and a number of other topics. Course materials include essays, documentary and feature films, short fiction and poetry, and historical, legal, and sociological studies.

Theme 1: Theory of Sports in American Society

Theme 2: Contemporary Issues in Sports in America

Guidelines

Classroom sessions will involve discussion groups and group projects as well as some traditional lecturing and individual assignments. Brainstorming, case simulation, demonstration, essay writing, presentations and other interactive methods will be used to exchange ideas and information.

This interactive style of learning/teaching makes it imperative that students attend all classes and are actively involved both in and out of class. Attendance is a requirement because much of the work and most of your knowledge (and your grade!) will derive directly from our classroom encounters. Furthermore, course size is limited with the expectation that student/instructor interaction is enhanced, thus a positive learning outcome. Therefore regular skipping of class ADVERSELY impacts your final grade.

All reading, papers, and projects are due by the start of class unless stated otherwise. I will not accept late assignments or emailed assignments, so don't bother. Additionally, don't bring laptops or cell phones, I don't want to see or hear them, if you bring them expect to be asked to leave.

All take-home assignments must be produced on a word processor. Double spaced 12 point font; this will leave ample room to write-in comments. For research papers with citations and bibliographies, use APA format.

I will not tolerate or accept plagiarism/cheating on any assignment. If I do identify plagiarism/cheating in your writing assignments you fail the assignment and most likely the course. You will report to the Dean of Students Office, Judicial Affairs for violating the Student Code of Conduct. Ignorance is no longer an excuse you are in college and an adult. If you use the work of others in any way, shape, or form, cite them, it is really easy. When in doubt CITE!!! Bottom line, do you your own work and cite others for doing theirs.

You are expected to make your own arrangements to meet outside of regular classroom hours to work on class projects, homework and other assignments. It is anticipated that you will average between 8 and 10 hours a week on readings, homework, and class assignments in the course.

We expect each of you to be able and willing to bring in experiences and knowledge from other courses to enrich the learning of the whole class. Active participation in class exercises and discussions is expected, so feel free to express whatever opinions you have on a particular subject. However, I will not tolerate personal attacks on individual's expression of their opinions. Simply stated, don't call me a moronic idiot, instead say, you disagree with my statement and here is why...Always be prepared to backup your opinion with your beliefs, academic mumbo-jumbo, or personal experiences.

Please come see me if you have any problems or questions about this class. If you have a disability, English is your second language, if you have a different cultural background, if you don't feel confident about your study skills, or any other issues, **Please Come See Me!!!** I want to help you do well in this class

Required Texts

Coakley, Jay. 2007. Sports in Society: Issues and Controversies with Online Learning Center Passcode Bind-in Card, 9th Edition. New York, NY: McGraw-Hill Companies, Inc.

Sport Illustrated Subscription

Deliverables

Daily attendance and participation	25%
Service Learning Project and final reflection write-up	25%
Mid-term examination	15%
1 research project	20%
Final examination	<u>15%</u>
	100%

****Remember, you will be required to attend 4 evening sessions to be determined, which is part of attendance and participation.****

****Syllabus and all assignments are subject to change at instructor discretion****

APPENDIX O

Mr. S's Spring Syllabus

Sports and American Society: Core 119: 02
Spring 2009 MFW 10:30-11:20
TLC 148

Instructor: **Mr. S**

Office:

Office Hours: **By Appointment or Friday 11:30-3:00**

Phone (office):

Email:

Class Description

This course uses ethics, sociology, anthropology history, literature, film, political science, physical education, and cultural studies to explore the central role of sports in America. The course examines the relationship of sports to gender, race, class, ethnicity, consumerism, media, and a number of other topics. Course materials include essays, documentary and feature films, short fiction and poetry, and historical, legal, and sociological studies.

Theme 1: Money, Politics, and Media in Sports

Theme 2: Contemporary Issues in Sports in America

Guidelines

Classroom sessions will involve discussion groups and group projects as well as some traditional lecturing and individual assignments. Brainstorming, case simulation, demonstration, essay writing, presentations and other interactive methods will be used to exchange ideas and information.

This interactive style of learning/teaching makes it imperative that students attend all classes and are **actively involved** both in and out of class. Attendance is a requirement because much of the work and most of your knowledge (and your grade!) will derive directly from our classroom encounters. Furthermore, course size is limited with the expectation that student/instructor interaction is enhanced, thus a positive learning outcome. Therefore regular skipping of class **ADVERSELY** impacts your final grade.

All reading, papers, and projects are due by the start of class unless stated otherwise. I will not accept late assignments or emailed assignments, so don't bother. Additionally, don't bring laptops or cell phones, I don't want to see or hear them, if you bring them expect to be asked to leave.

All take-home assignments must be produced on a word processor. Double spaced 12 point font; this will leave ample room to write-in comments. For research papers with citations and bibliographies, use **APA format**.

I will not tolerate or accept plagiarism/cheating on any assignment. If I do identify plagiarism/cheating in your writing assignments you fail the assignment and most likely the course. You will report to the Dean of Students Office, Judicial Affairs for violating the Student Code of Conduct. Ignorance is no longer an excuse you are in college and an adult. If you use the work of others in any way, shape, or form, cite them, it is really easy. **When in doubt CITE!!!**

Bottom line, do your own work and cite others for doing theirs.

You are expected to make your own arrangements to meet outside of regular classroom hours to work on class projects, homework and other assignments. It is anticipated that you will average between 8 and 10 hours a week on readings, homework, and class assignments in the course.

We expect each of you to be able and willing to bring in experiences and knowledge from other courses to enrich the learning of the whole class. Active participation in class exercises and discussions is expected, so feel free to express whatever opinions you have on a particular subject. **However, I will not tolerate personal attacks on individual's expression of their opinions.** Simply stated, don't call me a moronic idiot, instead say, you disagree with my statement and here is why...Always be prepared to backup your opinion with your beliefs, academic mumbo-jumbo, or personal experiences.

Please come see me if you have any problems or questions about this class. If you have a disability, English is your second language, if you have a different cultural background, if you don't feel confident about your study skills, or any other issues, **Please Come See Me!!!** I want to help you do well in this class

Required Texts

Coakley, Jay. 2007. Sports in Society: Issues and Controversies with Online Learning Center Passcode Bind-in Card, 9th Edition. New York, NY: McGraw-Hill Companies, Inc.

Sport Illustrated Subscription

Deliverables

Daily attendance and participation	25%
Service Learning Project and final reflection write-up	20%
Mid-term examination	15%
Critical Book Review and Presentation	20%
Final examination	<u>20%</u>
	100%

****Syllabus and all assignments are subject to change at instructor discretion**