**Instructors:** Dr. Lindsey Kolette Roper (Biology) Dr. Kristopher Gordon Phillips (Philosophy)

**Office:** SCA 214 GC 108F

**Office Hours:** TBD TBD

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**Class Meets:** Days/Times



**Course Description:** Utilizing Professional Wrestling, students will explore philosophical issues of authority, power, reality, ethics, and the role of sport in culture while examining the machine that is the human body. This course will additionally cover basic concepts of Human Anatomy, Physiology, and Nutrition through the lens of the wrestling superstars. Analysis of finishing maneuvers and injuries will immerse students in the musculoskeletal system; human nutrition topics will be explored in the context of diet and exercise training regimens; while the nervous system and higher brain functions will be probed through the consequences of brain/spinal injury and sleep quality. Finally, we will engage students in discussions of the aesthetic properties of performance, the dynamics and ethics of intergender sports (combat and otherwise), and the rhetoric and politics of the sport, among other themes.

**Required Materials:**

* WWE Network Subscription for class duration.
* *Selected Writings* (ISBN: 978-0872202184) by Karl Marx, Hackett Publishing (1994, ed. Simon) -and-
* *The Wealth of Nations* (ISBN: 978-0553585971) by Adam Smith, Bantam Books (2003) -and-
* *The Protestant Ethic and the Spirit of Capitalism* (ISBN: 978-0415254069) by Max Weber, Routledge Classics (2001) – and–
* *The Sports Gene: Inside the Science of Extraordinary Athletic Performance* (ISBN-978-161723017) by David Epstein, Portfolio (2014)
* *The Squared Circle: Life, Death, and Professional Wrestling* (ISBN-978-1592408818) by Davis Shoemaker, Avery (2014)

are available at the university bookstore and is *required*.

All other required texts will be made available on Canvas.

**Essential Learning Outcomes:**

|  |  |  |
| --- | --- | --- |
| **ELOs** | **Assessment**  | **Activities** |
| **Integrated Learning** | * Grade on integrated writing assignments
* Peer & Instructor Evaluation
 | * Avatar Project
* Unit Papers
* Experiential Activities
* Class Readings
 |
| **Critical Thinking****(Diachronic)** | * Grade on compare and contrast/ argumentative writing assignments.
* Utilization of primary research.
* Exam Scores
* In class contributions to discussions
 | * Avatar nutrition and exercise plans
* In class discussions
 |
| **Communication****(Diachronic)** | * Clearly describe complex ideas
* Information successfully translated across multiple platforms
 | * Take home exams
* Twitter rivalries
 |
| **Inquiry & Analysis****(Synchronic)** | * Scores on analysis paper
* In-class discussions
* In-class collaborative writing projects
 | * American Dream Analysis Paper
* In-class discussions
* In-class collaborative writing projects
 |
| **Teamwork** | * Peer & instructor evaluation
* Work group and contribution documents
 | * Group Projects
* In class discussions
 |
| **Digital Literacy** | * Effectively utilizes social media to create a narrative (rubric)
 | * Twitter rivalries
 |
| **Information Literacy****(Diachronic)** | * Utilizes appropriate sources of information
* Demonstrates the ability to distinguish between “good” and “bad” sources of information
 | * Works cited and sources for multiple writing assignments
 |

**Student Learning Outcomes:**

|  |  |  |
| --- | --- | --- |
| **SLOs** | **Assessment** | **Activities** |
| **Athletic Identity:** The successful student will demonstrate a stronger sense of self both in belief and behavior by deploying philosophical concepts in epistemology and metaphysics as they relate to self and identity. Additionally, they will exhibit knowledge of nutrition, exercise, and training regimens necessary to achieve a specific athletic physique and how sex differences contribute. | * Analysis of workout routines.
* Graded nutrition plans
* Character analysis
* Personal I
 | * Avatar design project
* Content exams
* Writing Assignments
 |
| **Ethical Reasoning:** The successful student will be able to articulate the difference between meta and normative ethical questions, demonstrate the implications of ethical theories on sport activities, and apply current data to injury rehab, disability, and healthcare issues.  | * Exam scores
* Personal Ethics Writing Assignment
 | * Andre The Giant Discussion
* Performer contract analysis
* Healthcare and disability discussion
* Writing Assignments
 |
| **Inquiry & Analysis:**  The successful student will provide an analysis of the nature of the “american dream” which incorporates theoretical commitments from divergent social/political philosophical positions. Students will also analyze the neuroscience of motivation, bullying, risk seeking behavior, and their impact on societal perception of health.  | * Philosophical Analysis Paper.
 | * Reading and discussing classical philosophy of economics texts and discussing them. Comparing to political themes in wrestling
* Writing Assignments
 |

**Tentative Class Schedule**

**Weeks 1 & 2 – Introduction to Sports Entertainment, Identity & Story**

Assign Avatar Term Project

**Weeks 3 - 6 – Building the Muscle Man: Story, Race, Gender and Physiology of Specific Characters.**

Philosophy Exam 1 (personal identity; narrative, race, gender, self, synchronic/diachronic identity)

 Biology Unit 1 Exam and Homework (Introduction to Nutrition, Exercise Physiology, and Physiology of Reflexes and Neuromuscular systems.)

*Avatar Project Summer Slam*: Character presentations. Twitter Feed/Rivalry Begins

Integrated writing assignment 1 Due: What defines your personal identity?

Field Trip: CrossFit Gym Experience and Skeletal Muscle Physiology Activity

**Weeks 7-9 – Sports Ethics: Meta, Normative, Applied**

Philosophy Exam 2 (inter-gender sports ethics, metaethics v. normative ethics, fairness, ethics of performance

enhancement)

Biology Unit 2 Exam and Homework (Injury and Recovery, Concussions, Drug Addiction; Gender Differences)

*Avatar Project Royal Rumble*: Twitter Feed/ rivalries graded

Integrated Writing Assignment 2: Personal Ethics

**Weeks 10-13 – The American Dream**

Philosophy Exam 3 (Philosophical Analysis: Smith, Marx, Weber on the politics of the “american dream”)

Biology Unit 3 Exam (Science of Motivation, Risk Seeking Behavior and Drive)

*Avatar Project Wrestlemania: Character competitions and analysis.*

*Integrated Final Paper: What’s your American Dream?*

*Field Trip: Wrestling Event*

*Academic Honesty: Please don’t. Cheating is an insult to the honest majority of students, and also deals a subconscious blow to a cheater’s own self-esteem and confidence. When you knowingly cheat, you’re pretty much confessing to yourself that you’re a loser who is either too lazy to work or too much of a coward to accept the grade that you deserve. Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities*

*Course Canvas Site: Canvas is an electronic learning environment where I will post all materials related to this course. This is also where I will post all grades related to this course so you may see where you stand in the course at any time. To access the Canvas site, go to http://suu.edu/imic/ (click the “Canvas Login” link) or access Canvas via the SUU Portal. Each of you should already be enrolled in the course. If not, please see me so we can get you into the course.*

*Extra Credit: There is none. Please do not ask.*

*Policy on Laptops and Other Electronics: I do not want to be the electronics policeman in my courses. This course is mostly a seminar/discussion style format that will not require electronics, so using electronics in the course will be considered a sign of disrespect in the classroom unless you are asked to do so by the instructor. This disrespect will result in a reduction in your final grade.*

*Attendance: In order to do well in this course you need to make every effort to attend ALL class meetings and keep up on your reading and other assignments. Excused absences include university sponsored travel and jury or military service. All other instances will be handled on a case by case basis.*

*Note: If you are traveling for an SUU sponsored event. You need to submit all your travel dates and the sponsored absence form found on canvas. This form is due to me by the third week of class. Failure to fill out this form or not abide by the agreed upon accommodations will result in a zero.*

*Timely arrival is important. Showing up late is disrespectful to your group/class mates and will not be tolerated. Therefore, if you arrive 10 minutes or more past the start time you will only receive 50% of the possible points for the day’s assignments. This is at my discretion. If there are extenuating circumstances please send an email or leave a message on my office phone before the start of class.*

*Make-ups and Late work policy: I do not accept late work. At this point in your academic career I know you are entirely capable of organizing your time and coursework. Otherwise, you would not have made it this far. If there are extenuating circumstances that may affect your ability to turn in your course work on time, please speak with me in advance of the assignment due date.*

*Classroom behavior and speech: A respectful classroom environment is necessary to facilitate learning; every student deserves to be a part of this course and to participate. Hateful rhetoric and direct attacks on individuals will not be tolerated. Anyone acting in a way that I find to be toxic to the class environment will be warned once, and only once. A second violation will result in removal from the classroom and awarded a grade of F for the course.*

*ADA Statement: Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.*

*Emergency Management Statement: In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the mySUU portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at* [*http://www.suu.edu/emergency*](http://www.suu.edu/emergency)*.*

*HEOA Compliance Statement: The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Detailed information can be found at http://www.suu.edu/it/p2p-student-notice.html.*