

**ENS 302 History and Philosophy of Physical Education and Sport**  
**Spring 2012, Sec 1, Sched. # 21179**  
**Mon/Wed. 4:00-5:15 P.M.**  
**PG 153**

Instructor: Scott Tinley

Office: ENS 308

Office hours: Mon. & Wed. 2:45 PM--3:45 PM and 5:30 PM-6:00 PM or by appt.

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Course Prerequisites:

ENS 210 or concurrent enrollment

**Course Description:** ENS 302 is an integrated approach to the understanding of historical, philosophical, and sociological forces shaping development of physical activity and sport.

This course will focus on three intersecting areas: 1) the identification and function of key historical movements, periods and places in physical education and sport, 2) the (ongoing) development of various philosophical approaches that formed (and continue to influence) the way we learn about and experience sport in our world(s) and 3) the sociocultural place of physical movement, education, and sport during each period.

From an organizational approach we will move temporally across a time-specific sport history and its philosophical underpinnings during the period and their connections to current issues and practices in modern sport and physical education.

We begin with sport in pre-modern civilizations (early Greece and the Roman Republic/Empire), move through the Middle Ages, the Renaissance and Enlightenment periods and into 19<sup>th</sup> century Europe and the USA. We then explore the 20<sup>th</sup> century, late colonization, the Industrial Revolution, and high modernism sport before landing in recent (1950s-present) late capitalism/postmodern and current approaches to sport. Each stop will be associated with various philosophical positions not only on the body and the myriad notions of physical education and culture but on the **place of sport as a mediated, constructed, and informing social institution.**

Our use of the two required textbooks, related readings in the Course Reader, and PDF files on Blackboard, also reflect this approach. Our consideration of philosophies, social practices, and influences will include moral and ethical issues in sport situations and an analysis of the actions and decisions as they relate to moral and aesthetic values. We will be acquainting ourselves with various philosophical schools and ethical theories and then using these as basis to formulate an informing philosophical and ethical orientation for one's *own* functioning as a sport participant, administrator, teacher/coach, advisor/practitioner or researcher.

**Course Purpose:**

ENS 302 is intended to offer the student of exercise science or other humanities a multidisciplinary approach to the study of historical sport and the various philosophies that informed and contributed to these histories. The study of sport history in this course will employ both descriptive and interpretive approaches that offer the student a genealogy of pre-modern and modern sports with a focus on 19<sup>th</sup> and 20<sup>th</sup> century

sporting practices, their philosophical inquiries, and in particular, the development of physical education as an academic discipline. The course will offer an opportunity to develop critical thinking skills as students consider the “place” of sport over time and its’ corresponding philosophical approaches. This course will also provide additional use of the socio-cultural elements tied to the periods, places, functions, and movements of sport and physical education in our world. Students are encouraged to question and develop their own philosophical relations to sport in a variety of scholarly, personal and professional roles.

### **School Learning Goals and Objectives**

Your experiences in this course provide opportunities to support the following School of Exercise and Nutritional Sciences learning goals and objectives:

**Learning Goal 1** Demonstrate core critical thinking skills and dispositions to ask and answer questions relevant to exercise and nutritional science

- Objective 1.1 Critically evaluate published research in the discipline
- Objective 1.3 Present opposing viewpoints and alternative hypotheses on issues in exercise, nutritional science, and sport humanities topics.
- Objective 1.5 Actively seek out discipline-based questions as opportunities to apply core critical thinking skills.

**Learning Goal 2** Demonstrate effective oral, written, and other interpersonal skills to help communicate knowledge and promote health and wellbeing in diverse communities.

- Objective 2.1 Use effective technical writing skills to communicate information about exercise and nutritional science.

**Course Learning Goal 1.** To understand the significance that human movement/physical activity in the forms that play, games and sport have taken in the cultural development of selected ancient through modern civilizations.

- Objective 1.1 To understand the socio-historical roles of physical education, human movement, and sport across selected periods and cultures and how these roles are relevant today.

**Learning Goal 2.** To appreciate the importance and relevance of moral/ethical movements and decisions in sport over time, including applications of use, meaning, instruction, coaching, administration and physiological data management in any given period.

- Objective 2.1 To demonstrate an understanding of various issues of

moral and ethical import within sport over time and relate them to physical education, philosophy of sport, and sport in society.

**Learning Goal 3.** To examine historical periods and philosophical approaches as they apply to social interactions within contexts of physical activity, education and health.

Objective 3.1 To demonstrate a greater self-awareness of the many philosophical and ethical issues in historical and contemporary sport.

Objectives 3.2 To understand and recreate through writing and examinations, various philosophical positions of human movement over time and how they have influenced and affected the development and operations of sport in the 21<sup>st</sup> century.

Objective 3.3 To prove the ability to apply critical thinking to the establishment of personal, philosophical, and ethical stances as they apply to the student's own athletic background, scholarship and future personal and professional goals.

**Learning Goal 4** To understand some of the current directions in physical education and sport as they relate to various sport histories and social movements and political actions.

Objective 4.1 To identify key events within pre modern and modern sport history that have a significant effect on other non-sport social structures.

Objective 4.2 To be able to relate to and recite specific cases of sport in our historical world that have contributed to significant political action, specifically for example, the breaking down of racial, gender and class, age and physical discrimination through the actions of athletes and sport as a social institution.

**Learning Goal 5.** To connect our various approaches and disciplines (history, philosophy, sociology and cultural studies) to both our sports history and our current evolving world of modern sport.

Objective 5.1 To identify various ways and means that sport might be influencing our current sociocultural meanings and ways of knowing.

Objective 5.2 To identify and have some detailed knowledge of current trends on sport and society, movements and trends in physical education and suggest the effects of these trajectories.

**Course Format:**

Lecture, group discussion, in and out of class reading and writing, and online response will be used. While this is a large class for a humanities course we will endeavor to

engage as many students and relevant topics as possible. We will also use a course Blackboard site for continued discussion between class meetings.

**It must be noted that the reading load is average for an upper division humanities course but perhaps larger than what ENS students have experienced.**

There are only a few written homework assignments. The assigned readings constitute 90% of your outside class work.\* The key to enabling a good learning experience in this course is to keep up with the reading and be prepared to ask questions, offer your ideas, and listen to others doing the same. Any subject matter that uses a philosophical approach may develop more questions than answers. But we want to be asking the right questions. As noted below, all quizzes and exam content will be mostly taken from the assigned reading material (inclusive of texts and files on our BB site) and in-class discussion of its meaning and detail. However, there may be supplementary or explanatory material on the quizzes and exams that is NOT in the readings but is covered in class. Thus, it is suggested that you miss as few classes as possible.

\* For a high grade in this course please expect to read a minimum of 30-40 pp/wk, or 30-40 minutes, 4 or 5 days per week. The equivalent is one large textbook, about 500 pp in total for the semester but in varying areas and subjects. The selected readings are relevant, lively, and not overly challenging. They are chosen to make you think; so I suggest you read them closely without distractions. Most students come to enjoy and appreciate the material. Hint: as you read, constantly consider how the ideas and themes presented might apply to your *own* history, presence, and future in sport.

**Course Materials (required):**

1. *A History and Philosophy of Sport* (5<sup>th</sup> ed.) by Mechikoff, R.A. & Estes, Steven G. McGraw Hill (earlier editions acceptable)
2. *A Philosophy of Sport* by Drew Hyland
3. *ENS 302 Course Reader* (in SDSU Bookstore)
4. PDF file readings on Blackboard (see selections below) \*\*

**Course Requirements:**

- Attend and participate in twice-weekly classes
- Contribute to Blackboard Discussion Board (minimum of 4 posts)
- Take two quizzes, one Midterm and one Final Exam
- Complete two writing assignments, one in-class and the other take home. (rubrics on Blackboard)
- Write one 4-5 page (12pt., dbl space) personal position paper on your sport philosophy (rubric on Blackboard)
- Peer review of one student's personal position paper (rubric on BB)
- Keep up with all reading assignments and be prepared to discuss them in each class

**Evaluation:** Student evaluation and grades are assigned on a semi-contract grading basis. This means that 25% of your grade is CR/NC assignment-based. As long as your work in the non-test areas is of a minimum standard according to the assignment rubric, you will be awarded full points. If you choose not to do the assignments you will not receive the points toward your final grade.

1. Class Participation\*\*\*, inclusive of attendance, in-class writing assignments, peer review of Personal Position Papers (3pts. due 4/30), and Blackboard Posts (1 point for each of the first 4 Modules or 4 points possible in total. Due dates below)

Total possible= 7 pts.

2. Writing Assignment One  
Topic TBD 3 pts.  
 (in-class, tentative date, 2/6)
3. Mid-term (3/14) 25 pts.
4. Quizzes (2 each)(2/8 & 4/16) 20 pts. (10 ea.)
5. Writing Assignment Two 5 pts.  
 (take home-due date 4/18)
6. Personal position paper (4/23)  
 (Rubric in course BB site) 10 pts.
7. Final Exam (5/24) 30 pts.

**Total 100 pts**

Grading

- A 95-100 pts
- A- 90-94
- B+ 85-89
- B 80-84
- B- 75-79
- C 70-74
- D 60-69
- F 59 and below

\*\*\*Participation points (7) are offered as follows—4 possible total pts for **on-time** DB posts (one point per post--rubric in Course Assignments on BB), 3 pts for on-time peer review of another student's Personal Position Papers (rubric in Course Assignments) and good attendance (no more than 3 unexcused absences). I will, on occasion, take roll and

keep records. These records are mostly used to determine your “rounding up or down” if your final points score is a fraction above the next grade i.e. good attendance= 89.5 pts becoming a 90 (from a B+ to an A-) or multiple missed classes, an 89 and a B+. But generally speaking, if you miss a lot of class you will not do well nor have a good experience in this course. There is material in this course that you will be tested on but will only come out in lecture and NOT in Course Documents.

**Assignment Due Dates:**

**DB Posts/ Exams/Quiz Dates/ Writing assignments/Personal Position Paper/PPP Peer Reviews**

DB Post 1	2/1
Writing Assignment One (in-class)	2/6
Quiz One	2/8
DB Post 2	2/20
DB Post 3	3/12
Midterm Exam:	3/14
Quiz Two	4/16
DB Post 4	4/16
Writing Assignment Two	4/18
Personal Position Paper (PPP)	4/23
PPP Peer Review	4/30
Final Exam:	5/14 3:30-5:30 PM

Note: Class will NOT be held on Monday, March 26<sup>th</sup> and Wednesday, March 28<sup>th</sup> due to Spring Break.

**Writing Assignments:**

There are four writing assignments in this course. Each has a due date and points possible as noted above and in a rubric in Course Assignments on our BB site. They are C/NC so long as you follow the rubric; you do the assignment and receive the points. In the case of the Personal Position Paper (PPP), you may be given a few days to re-write them if they do not meet standards as explained in the rubric. There will be NO LATE PAPERS excepted for any of the assignments. If you cannot be in class on the day they are due please make other arrangements to have a hard copy delivered. If you are ill on the day of the in-class writing assignment you will need to complete it within 3 days. I can longer accept any emailed docs as a replacement. The subject of Writing Assignments 1 and 2 will be discussed in class (and a rubric in Course Assignments) as will the details of the PPP and the peer review of the PPP.

Note: Few classes of this size offer subjective writing assignment options in evaluation. It takes considerable time to review grade these. Thank you for not abusing this opportunity to express your opinions.

**Exams and Quizzes:**

The quizzes will be multiple choice, T/F, and word choice using a red PARSCORE Scantron card. The Midterm and Final Exams will be significantly longer and more difficult but will be similar to the quiz format. All material on the exams will come from the readings, power points, and in-class discussion. There will be no surprises but there

will be some material on the exams that is NOT available on Blackboard and will come from class lecture and reading review. Study Guides for each chapter in the Mechikoff text in addition to learning objectives, self quizzes, links and other study tools can be found at: [www.mhhe.com/mechikoff5e](http://www.mhhe.com/mechikoff5e) They are only applicable to the material from the Mechikoff text. Some “key ideas” from other readings (Hyland, the Course Reader, readings found on Course Docs in BB) may be placed in Course Docs depending on student response to material as presented in class. In other words, we will try to tease out the key ideas of each reading. Quiz and exam content will be structured to allow a student who reads the material carefully to answer the questions easily. But as with all computer graded test items, it ain’t perfect.

**Course Schedule:** Our study and progress is broken down into 5 modules with each module encompassing 2-3 weeks (4-6 meeting days) depending on our collective progression. See tentative schedule below. We will try to stay within its guidelines. (Subject to change)

### **Module 1/18—2/6**

#### Intro to History and Philosophy in Sport:

- The nature of play, games, and sport
- The role of history and philosophy in modern sport
- Definitions of historical and philosophical terms
- Pre modern sport and its origins/influences
- Ancient civilization and sport
- Lessons from early Greeks and Romans
- Origins of physical education and attitudes on the body
- Thoughts on value and ideology of physical exercise and culture

### **Module 2, 2/6—2/20**

#### The Advancement of Sport and Philosophy through the Middle Ages, the Renaissance and the Enlightenment, and Ethics in Sport:

- New thoughts on the mind/body association: from the spirit to the secular
- Intersections of sport and religion Pt 1
- Philosophical critique of competition in sport
- Ethics in Sport—theory and historical cases
- Fair play, deception and paradigms of cheating
- Science and technology in modern sport
- Addl. philosophical terms and definitions

### **Module 3, 2/22—3/12**

#### Theoretical and Professional Development of American Physical Education 18<sup>th</sup> Century through Late Colonial Period and Underpinnings of Modern Sport:

- Indigenous sport: development and place in modern sport
- Science and concepts of health
- The sport hero paradigm: the beginning
- Sport and nationalism/early globalism
- Sport and the Economy: the beginnings

--Origins of commercial and spectator sport Part 1

**Module 4, 3/19—4/11**

Historical and Philosophical Development of Sport in North America 19<sup>th</sup> Century to the Mid to Late 20<sup>th</sup> Century:

- Commercial sport and the economy Part 2
- Equality, access, and stratification in sport
- Gender, class, and race ideology in sport
- Late effects of Industrial Revolution and domestic sport movements
- Political and social history of the early modern Olympics
- Hegemony, pluralism, and political influence in sport
- Academic sport and student conflict
- Deviance in modern sport: Ethical case of PED use and violence

**Module 5, 4/18—5/7**

Modern to Postmodern Sport and Beyond:

- Political and social history of the Olympics mid-20<sup>th</sup> C to present
- Politics of body images and sport media
- Sexual orientation, sport, and pleasure
- Moral relativism and commercial sport
- Sport management and ethical compromise
- Intersections of sport and art
- Ideology of action/extreme sports
- Sport as resistance and rebellion

**\*\*Reading list (to be found in our Course Reader or on the BB site in Course Documents):**

**Note—these are NOT complete texts but range in length from 3 to 20 pp. each.**

- Baker, Mark “Sports in the Age of Conflict” (from *Sports in the Western World*)
- Bannister, Sir Roger “After the Four Minute Mile” (from *The Four Minute Mile*)
- Beisser, Arnold “The Paradox of Sports” (from *The Madness in Sports*)
- Gems, Borish and Pfister “Sport, Heroic Athletes and Popular Culture 1920-1950” (from *Sports in American History*)
- Harris, Janet “Athletes in Context of the Hero Dilemma” (from *Athletes and the American Hero Dilemma*)
- “A short History of Skateboarding) (unknown)
- “History of Kenyan Runners” (unknown)
- Kleinman, “*Philosophy as a Guide and Tool*”

- Messner, Michael “Sports and Male Domination: The Female Athlete as Contested Ideological Terrain” (*from Ethics in Sport*)
- Perrottet, Tony “The Greek Sports Craze” (*from The Naked Olympics*)
- Quinn, Kevin, “War, Depressions, and Diaspora” (*from Sports and Their Fans*)
- Nixon and Frey Chapter 6 “Sport and Religion” (*from A Sociology of Sport*)
- Novak, Michael “The Natural Religion” (*from Sport Inside Out*)
- Sage, George “Sport as a Site for Agency: Resistance and Transformation” (*from Power and Ideology in American Sport*)
- Simon, Robert “A Mutual Quest for Excellence” (*from Fair Play*)
- Simon, Robert “The Ethics of Sport: An Introduction” (*from Fair Play*)
- Simon, Robert “Good Competition and Drug-Enhanced Performance” (*from Philosophic Inquiry in Sport*)
- Sports Illustrated staff “Steroids in America Pt 1
- Sports Illustrated staff “Steroids in America Pt 2
- Sports Illustrated staff “Steroids in America Pt. 3
- Vande Berg, Leah “The Sports Hero Meet Mediated Celebrityhood”

**Supplementary texts:** Helpful but not mandatory (consider using for PPP and writing assignments)

- Badner and Sudbanthad, *No Yellow Jerseys Here*
- Guttmann, Allen *Capitalism, Protestantism and Modern Sport* (*from Ritual to Record*)
- Jarvie, Grant, *Sport, Violence and Crime* (*from Sport, Culture and Society*)
- Kretchmar, Scott, *Sport, Dance, and Exercise Values* (*from A Practical Philosophy of Sport*)
- Kretchmar, *The Significance of Games and Play* (*from A Practical Philosophy of Sport*)
- Reid, Heather, *The Freedom of the Long Distance Runner* (*from Running and Philosophy*)
- Taylor, Bron, *Surfing into Spirituality* (unpublished)
- Watson, Nick, *Muscular Christianity in the Modern Age* (*from Sport and Spirituality*)
- Zirin, David, *Until the Twentieth Century* (*from A People’s History of Sports in the United States*)
- Zirin, D. *Sports, War and Resistance Today* (*from Sports and Resistance in the United States*)

**Reading assignments:**

Each of the five modules will require reading of ALL of the **bolded** material below while the supplementary reading listed below each Module is helpful but will not be specifically evaluated. While the professor will notify students what materials will be covered the class **before** each reading, it is suggested that you read these essays and book chapters closely with an eye on both related historical periods and their informing philosophies toward physical education and the body, significant events and socio-cultural milieus, and one's own personal philosophical stance.  
CR=Course Reader, BB=Blackboard Course Docs

**Module 1: 1/18—2/6** (readings to be done **before** date listed after each reading)

**Kleinman, *Philosophy as a Guide and Tool* (CR, BB) (1/23)**

**Mechikoff, Chapter 1 (1/25)**

**Beisser, *Arnold, The Paradox of Sport* (CR, BB) (1/25)**

**Hyland, Chapter 3 *Sport and Self-Knowledge* (1/30)**

**Mechikoff, Chap 3 (1/30)**

**Perrottot, *The Greek Sports Craze* (CR, BB) (1/30)**

**Hyland, Chapter 4 *Mind and Body in Sport* (2/1)**

**Mechikoff, chap 4 (2/6)**

Mod 1 Supplementary reading:

Kretchmar, *Scott Sport, Dance and Exercise Values* (BB)

**Module 2: 2/6—2/20**

**Mechikoff, chapter 5 (2/8)**

**Simon, *The Ethics of Sport: An Introduction* (BB) (2/13)**

**Simon, *A Mutual Quest for Excellence* (BB) (2/13)**

**Mechikoff, Chapter 6 (2/15)**

**Nixon and Frey, Chapter 4, *Religion and Sport* (CR, BB) (2/15)**

**Novak, *The Natural Religion* (BB) (2/20)**

**Mechikoff, Chapter 7 (2/20)**

Mod 2 Supplementary reading:

Taylor, *Surfing into Spirituality* (BB)

**Module 3: 2/22—3/12**

**Mechikoff, Chap 9 (2/27)**

**Mechikoff, Chapter 10 (2/29 )**

**Mechikoff, Chapter 11 (3/5)**

**Mechikoff, Chapter 12 (3/7)**

**Hyland Chapter 1 *Sport and Society* (3/5)**

**Harris, Janet, *Athletes in Context of the Hero Dilemma* (CR, BB) (3/7)**

**Baker, *Sports in the Age of Conflict*. (CR, BB) (3/7)**

***History of Kenyan Runners* (BB) (3/12)**

Mod 3 Supplementary reading:

Zirin, *Until the 20<sup>th</sup> Century* (BB)

**Module 4: 3/19—4/11**

Sage (Gorr and Oriard): *A Sociological Perspective of Sports* (CR, BB) (3/19)

Mechikoff, Chapter 13 (3/19)

Hyland, Chapter 2 *Ethical Issues in Sport* (3/21)

Simon, *Good Competition and Drug Enhanced Performance* (CR, BB) (3/21)

SI staff, *Steroids in America Pt 1, 2 and 3* (BB) (4/2)

Mechikoff, chapter 14 (4/4)

Gems, Borish and Pfister, *Sport, Heroic Athletes and Popular Culture 1920-1950* (BB) (4/16)

Bannister, Roger, *After the Four Minute Mile* (BB) (4/18)

Mod 4 Supplementary reading

-Guttman, Allen, *Capitalism, Protestantism and Modern Sport* (BB)

-Jarvie, Grant, *Sport, Violence and Crime* (BB)

-Unknown *This Sporting Life (Violence and greed in sports)* (BB)

**Module 5: 4/16—5/7**

Mechikoff, chapter 15 (4/16)

Vande Berg *The Sports Hero Meet Mediated Celebrityhood* (BB) (4/18)

Mechikoff, chapter 16 (4/18)

Hyland, Chapter 5 *Sport, Art and the Aesthetic* (4/23)

Sage: *Social Images and Sports* (CR, BB) (4/23)

Unknown, “*A Short History of Skateboarding*” (BB) (4/23)

Sage, George, *Sport as a Site for Resistance Agency: Resistance and Transformation* (CR, BB) (4/25)

Messner, Michael, *Sports and Male Domination: The Female Athlete as Contested Ideological Terrain* (BB) (4/25)

Adams & Bettis, Chapter 6, *Liberties and Lipstick* (BB, CR) (4/30)

Quinn, K., Chapter 6, *War, Depressions and Diaspora*, (BB, CR) (5/2)

Mod 5 Supplementary reading:

Badner and Sudbanthad “*No Yellow Jerseys Here*” (BB)

Reid, *Freedom of the Long Distance Runner* (BB)

Watson, *Muscular Christianity in the Modern Age* (BB)

Zirin, *Sports, War and Resistance Today* (BB)

**Policies and Procedures:**

Attendance, punctuality, and participation\*\*\* as outlined are expected for a high grade. Much lower grades can and likely will be achieved with less effort. Attendance will be formally recorded most meetings and participation points awarded as noted above.

**Attendance will also be evaluated by short, unannounced, in-class writing assignments.** You are expected to attend class on a regular basis, and to fully participate in (if only to actively listen to) class discussions. If you are distracting other students you will be asked to leave. More than three unexcused absences could affect your grade. If you require a laptop to take notes please sit in the back row. If that row is full, utilize the

far right or left side rows. The university has a policy that requires students to attend class. If you do not attend the first class meeting of the semester and are not present at the start of the second meeting, you may lose your place in the class. If this occurs, **YOU MUST** still make the necessary formal drop action personally. Non-attendance without consequent formal drop action on your part will result in a failing grade.

### **Statement on Cheating and Plagiarism**

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the University. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses ('Legal Notices on Cheating and Plagiarism') or the University Catalog ('Policies and Regulations').

### **Students with Disabilities**

The University is committed to providing reasonable academic accommodation to students with disabilities. The Student Disability Services Office provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Student Disability Services office for information regarding accommodations at (619) 594-6473 ([http://www.sa.sdsu.edu/dss/dss\\_home.html](http://www.sa.sdsu.edu/dss/dss_home.html)). Moreover, you should notify me so that reasonable efforts can be made to accommodate you.

\*\*\*Due to the large class size it will be impossible for every student to have their thoughts and voices heard to the level that a class of this subject asks for. However, we will do our best to keep an open and engaging discourse between all of us. One way or another I will try to allow for all students to have their ideas considered. What we cannot allow are additional barriers to this process in the form of distractions. Rules will be discussed on the first day. In general, I'd rather that you not attend class if you're not there to engage or at least pay attention. As noted above, your participation score will be calculated by a combination of roll sheets, BB posts to the DB (see rubric in Assignments), completion of in-class writing assignments, and the peer review to the Personal Position Paper. Though questions are encouraged, not speaking in class will NOT affect your grade.

Notes:

