



SPORT SCIENCE & MANAGEMENT
SS0111 SPORT AND CULTURE IN SINGAPORE: A SOCIOLOGICAL PERSPECTIVE

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| Pre-requisites | Nil |
| No of AUs | 3 |
| Contact Hours | Total hours: 39 Lecture: 20 Tutorial: 19 |

Course Aims

This course is designed to think sociologically about sports and physical activities which are closely connected with the Singapore context. This course also examines the cultural elements of the development of sports and physical activities in society today with a Singaporean perspective and international comparisons. Diverse social phenomena relating to sports and physical activities that are experienced in the real world using the sociological imagination will be introduced.

Intended Learning Outcomes (ILO)

By the end of this course, you (as a student) should be able to:

1. Apply sociological imagination to the sporting scene in Singapore.
2. Identify the various social and cultural contexts of sport and physical activities: local and international
3. Discuss the sporting experiences of individuals and groups in society
4. Uncover the social structures surrounding sports and physical activities by exploring present ideas and knowledge in the area of sociology of sport
5. Explain the synergistic relationship between sports, physical activities and society
6. Analyse the continuing development of sports and physical activities within 21st century Singapore

Course Content

- A. Sociological understanding of sports (concepts, theories, and studies)
- B. Contextual information associated with the development of the culture of sports and physical activities in Singapore
- C. Sports and physical activities with cultural elements and power relations in Singapore
- D. Sports and physical activities with the social system (economy, media, politics, education)
- E. Contemporary issues and controversies in the development of Sports and physical activities
- F. Course Review and Evaluation

Assessment (includes both continuous and summative assessment)

| Component | Course ILO Tested | Related Programme LO or Graduate Attributes | Weighting | Team/ Individual | Assessment rubrics |
|---------------------------|-------------------|---|-----------|------------------|--------------------|
| 1. Group Presentation | 1-6 | A1, A2, A3, B1, B2, B4, C1, C2, D1, E1 | 20% | Team | Appendix 1 |
| 2. Written Assignment | 1-6 | A1, B1, C2 | 20% | Individual | Appendix 2 |
| 3. Professional Qualities | 1-6 | D1, D2, E1, E2 | 10% | Individual | Appendix 3 |
| 4. Examination | 1-6 | A1, A2 | 50% | Individual | |
| Total | | | 100% | | |

Graduates of SSM programme should show:

| Competence | |
|----------------------------------|---|
| A1: {Understanding} | process and interpret information, evidence and methodologies related to sport science or sport management |
| A2: {Self-discipline} | independently apply themselves to solve relevant problems |
| A3: {Modern Tool Usage} | use technology to communicate and provide feedback on sports activities, improve sports performance, monitor and increase physical activity, provide exercise prescription, solve problems for disadvantaged athletes/sportspeople, and commercialize and innovate sports products, events and services |
| Creativity | |
| B1: {Critical Thinking} | critically assess the applicability of sport science and sport management tools toward problems and in the workplace |
| B2: {Analytical Thinking} | critically analyse data from a multitude of sources |
| B3: {Interdisciplinary Thinking} | connect the subfields of sport science and sport management to tackle problems |
| B4: {Innovation} | be able to develop new applications or improve existing techniques |

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| B5: {Entrepreneurship} | develop new ideas and plans for sport science, businesses and events |
| Communication | |
| C1: {Effective Communication} | present findings or ideas from sport science and sport management research logically and coherently at the appropriate level for the intended audience and in all forms of communication |
| C2: {Teamwork} | work in teams on projects that require sport science or sport management application, and communicate results via demonstration, verbally and in written form |
| Civic-Mindedness | |
| D1: {Professionalism} | act in a manner that respects the profession and meets the expectations of the sport science and sport management industry |
| D2: {Inclusiveness} | promote sport and physical activity in all individuals to bring people together and improve physical, social and psychological outcomes |
| Character | |
| E1: {Ethical behaviour} | act with integrity and in a socially responsible and ethical manner in line with societal and legal expectations in relation to collecting and analysing data of people and protecting personal data with appropriate computer security |
| E2: {Sportspersonship} | demonstrate appropriate safety, concern and good conduct in sport situations towards other individuals involved in the activity |

Feedback

Feedback for learning will be in a verbal form. It will be provided during each interactive class session and during tutorials, where there is the opportunity to learn about the link between description and an appropriate theoretical framework or system. Group presentations will generate verbal feedback. Written feedback will be provided after the exam.

Learning and Teaching approach

| Approach | How does this approach support students in achieving the learning outcomes? |
|--------------|--|
| Lectures | Lectures will provide specific information for key learning concepts and theories required in the area of sociology of PE and sport |
| Presentation | Each group has the opportunity for you to think sociologically about the PE and sporting issues and events through the presentation. |

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| | Lecturer can provide feedback and supplementary information to refine outcomes. |
| Online learning | Time will be given for learning from online articles and notes as part of a flip-style approach. This material supports theoretical concepts and descriptive information provided in lecturers and interactive sessions. |

References

Recommended Texts

1. Aplin N.G. (2009). *Perspectives on Physical Education and Sport Science in Singapore: An Eye on the Youth Olympics 2010*. Singapore: McGraw Hill. ISBN: 978-007128164-5.
2. Chew, W. C. E., Chung, H. J., & Lee, J. W. (2017). Sports clubs and organisations in changing times: The case of Singapore. In F. Trotier, & A. Bairner (Eds.), *Sport and body cultures in East and Southeast Asia* (pp. 71-86). London: Routledge.
3. Coakley, J. (2014). *Sports in Society: Issues and controversies* (11th ed.). New York: McGraw-Hill. ISBN: 978-0078022524.
4. Foucault, M. (1980). The discursive regularities. In A. M. S. Smith (ed.) *The archaeology of knowledge and the discourse on language*. New York, NY: Pantheon Books ISBN: 0-394-71106-8
5. Houlihan, B. (2008). *Sport and Society: A student introduction* (2nd ed.). London: Sage Publications Ltd. ISBN: 978-1412921367.
6. Mills, S. (2003). *Michel Foucault*. New York, NY: Routledge. ISBN 0-203-38043-6

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all classes – lectures, presentations and interactive sessions – punctually and submit all scheduled assignments by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for sessions that have been missed. You are expected to participate in all discussions and class activities unless there is a valid medical reason not to do so.

(2) Absenteeism

You are expected to produce evidence of valid reasons for any absence from classes, as no make-up opportunities are available. Evidence for the above mentioned may come in the form of medical certificates, excuse letter from relevant bodies for the participation of NTU's approved activities. You are encouraged to seek help from their peers, in case of absence, in order for the programme to continue smoothly.

(3) Absence Due to Medical or Other Reasons

If you are sick and not able to submit an assignment or make a presentation, you are required to submit the original Medical Certificate (or another relevant document) to the Sport Science and Management (or Home School) administration to obtain official leave. Without this, the assessment component that has been missed will not be counted towards the final grade. No make-up sessions are allowed.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of the work of a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important to recognize the responsibilities in understanding and applying the principles of academic integrity in all the work undertaken at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Collaboration is encouraged for your work in the class and tutorials because peer-to-peer learning helps you understand the subject better and working in a team trains you to better communicate with others. Working together and exchanging ideas and experiences will help improve the quality of your assessed presentation. It is important to credit others for their contribution to your work which promotes ethical practices and academic integrity.

Course Instructors

| Instructor | Office Location | Phone | Email |
|------------|-----------------|-------|-------|
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Planned Weekly Schedule

| Week | Topic | Course LO | Readings/ Activities |
|--------|---|-----------|-------------------------|
| Week 1 | Introduction & Review Sociology of Sport 1: What is it and why should we study it? | LO 1-5 | Chapter XX, Pages XX-XX |
| Week 2 | Sociology of Sport 2: What is it and why should we study it? | LO 1-5 | Chapter XX, Pages XX-XX |
| Week 3 | Producing Knowledge about Sports in Society: What is the role of research and theory? | LO 1-5 | Chapter XX, Pages XX-XX |
| Week 4 | Sport and the Body: Who affects the stereotypes against the body image? | LO 1-5 | Chapter XX, Pages XX-XX |
| Week 5 | Sports and the Media: Could they survive without each other? | LO 1-5 | Chapter XX, Pages XX-XX |
| Week 6 | Group Presentation (1) | LO 1-5 | |
| Week 7 | Sports and Politics: How do government and globalisation influence sports? | LO 1-5 | Chapter XX, Pages XX-XX |
| Week 8 | Using a Foucauldian Framework: Why is it a useful tool when studying sport in society? | LO 1-5 | Chapter XX, Pages XX-XX |
| Week 9 | The evolution of Elite Sport: Power and strategies | LO 1-5 | Chapter XX, Pages XX-XX |

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| Week 10 | A history of the present on Sport for All: Emergence and transformation | LO 1-5 | Chapter XX, Pages XX-XX |
| Week 11 | The structure of PE and School Sport: Who drives it? Where is it discussed? | LO 1-5 | Chapter XX, Pages XX-XX |
| Week 12 | Group Presentation (2) | LO 1-5 | |
| Week 13 | Revision | LO 1-6 | |

Appendix 1 – Marking rubric

GROUP PRESENTATION

| | A+, A, A- | B+, B | B-, C+, C | D+, D | F |
|--|---|--|---|---|--|
| Quality of presentation (max 40) | Information provided clearly answers the question set out. Presentation is clear and the flow is coherent and logical. Pace is appropriate. | Information mostly answers the question set. Presentation is mostly clear and the flow generally coherent and logical. | There are weaknesses or absences in the information provided and the flow of presentation is unclear at times. | Much of the information provided does not answer the question and the flow is difficult to understand. | Little relevant information and unclear flow. |
| Familiarity with material (max 30) | Demonstrates a very good understanding of the material. Able to answer questions in a poised and articulate manner with a high level of confidence. | Demonstrates a good understanding of the material. Able to answer most of the questions clearly and with confidence. | Demonstrates a basic understanding of the material. Able to answer some of the questions clearly but lacks confidence at times. | Demonstrates a weak understanding of the material. Has difficulty in answering questions and lacks confidence. | Does not demonstrate any understanding of the material. Unable to answer questions. |
| Use of technology (max 10) | Uses relevant technology very well to supplement and enhance the quality of presentation. | Good use of technology to improve the presentation. | Some use of technology to help improve the presentation. | Little use of relevant technology in the presentation. | No clear use of technology in the presentation. |
| Communication and teamwork (max 20) | Communication is very clear and easy to understand. All members of the team make strong, worthwhile contributions. | Communication is clear and easy to understand most of the time. Most members of the team make good contributions. | Communication is unclear at times. Varied contributions of different team members. | Communication is unclear and there and difficult to understand. Most contribution provided by a single team member. | Communication is unclear and not possible to understand. No team member makes worthwhile contribution. |

Each group member's score may vary according to observations, the group feedback, and individual's contribution to the group's final product and one another's learning.

Appendix 2 – Marking rubric

INDIVIDUAL ASSIGNMENT

| | A+, A, A- | B+, B | B-, C+, C | D+, D | F |
|--|---|--|---|---|--|
| Quality of presentation and content | Report is well structured. Background and purpose of study well defined. Strong presentation of research design. Appropriate data analysis and interpretation of results. Main findings related to purpose of study and relevant to current literature. Clear conclusions | Some improvement in structure possible. Background and purpose of study can be clearer. Good presentation of research design. Good data analysis and interpretation of results with a few errors. Main findings generally related to purpose of study and relevant to current literature. Clear conclusions with a few errors. | Poor structure and improvement needed. Background and purpose of study fully presented but not really clearly. Research design is generally poor and needs improvement. Incomplete presentation of data analysis and interpretation of results. Presentation of main findings lacked clarity and incompletely related to purpose of study and irrelevant. | Poor structure and improvement needed. Background and purpose of study unclear. Research design is poor, incomplete and needs improvement. Poor data analysis and interpretation of results. Presentation of main findings lacked clarity and poorly related to purpose of study and irrelevant to current literature. Some conclusions not supported by study results. | Very poor structure. Background and purpose of study very unclear. Research design is very poor. Inappropriate data analysis and very poor interpretation of results. Presentation of main findings not stated and unrelated to purpose of study as well as irrelevant to current literature. Conclusions are unclear, poor and inappropriate. |
| Creativity and use of technology | Presentation is original and uses relevant technology very well to supplement and enhance the quality of presentation. | Good use of technology to improve the presentation and the information to deliver. | Some use of technology to help improve the presentation and the information to deliver. | Little use of relevant technology in the presentation. | No clear use of technology in the presentation. |

Appendix 3 – Marking rubric

Professional Qualities

| | Poor (0-1 Mark) | Satisfactory (2 Marks) | Good (3-4 Marks) | Excellent (5 Marks) |
|----------------------------------|---|--|--|---|
| Professional Attributes (10%) | Student shows no energy and interest in class. He/she is always late or absent without a valid reason. Student is not cooperative in class activities and is not responsible for the assignments given to him or her. | Student shows little interest in class but gets distracted easily. He/she is sometimes late or absent without a valid reason. Student is cooperative in class activities but not always responsible for the assignments given to him or her. | Student shows good energy and interest in class. He/she is occasionally punctual and never absent without a valid reason. Student is cooperative in class activities and always responsible for the assignments given to him or her. | Student shows good energy and much enthusiasm in class. He/she is always punctual and never absent without a valid reason. Student is very cooperative in class activities and always responsible for the assignments given to him or her, including the group assignments. |