



**SPORT SCIENCE & MANAGEMENT  
SS3620 SPORT IN SOCIETY**

<b>Pre-requisites</b>	Nil
<b>No of AUs</b>	3
<b>Contact Hours</b>	Total Hours: 39 Lecture: 27 E-learning: 3 Field Trip: 6 Tutorial: 3

**Course Aims**

The aim of this course is to focus on culture of sport in Singapore from the colonial period to the present day and also introduces you to modern professional sport in Australia and the USA. It develops your analytical skills in reading literature and observing documentary evidence in relation to the social and historical context of the respective locations. You will learn how to evaluate and compare sport in different societies. Key themes are understanding the narrative that emerges and looking for causes of social change. The course is designed for students with an interest in the humanistic characteristics of sport, notably values and motivation. The use of theoretical models (such as the Schwartz Values Model) to undertake the course are also relevant to broader lifelong education objectives.

**Intended Learning Outcomes (ILO)**

By the end of the course, you should be able to:

1. Identify the characteristics of a sporting culture in terms of the ongoing expression of the fundamental values of people who have shared similar experiences and who claim a common identity in sport.
2. Describe the relationships between the different characteristics.
3. Examine the significance of value systems in motivating community and individual participation in sport in the respective countries.
4. Provide examples of the constraints that exist in developing a productive culture of sport.
5. Analyse and then articulate the role of cultural elements in pursuing a healthy lifestyle, in pursuing sports excellence and in developing activities that benefit the economy.

**Course Content**

- Singapore as an evolving culture concerned with sport
- Values as a system concerned with decision making
- The Schwartz Values Model
- Sport as a form of identity
- Sport as a political tool
- Sport and power relations

- Dominant elements of the sporting culture in the respective countries
- Residual elements of the sporting culture in the respective countries
- Emergent elements of the sporting culture in the respective countries
- Contextual elements relating to colonial status
- Societal issues: race, gender, figurations

**Assessment (includes both continuous and summative assessment)**

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/Individual	Assessment rubrics
1.Presentation	1-5	A1, A2, A3 B1, B2, C1,E1	10%	Individual	Appendix 1
2.Written assignment	1-5	A1, A2, A3 B1, B2, C1,E1	30%	Individual	Appendix 2
3.Articulation and interaction	1-5	A1, A2, A3 B1, B2, C1,E1	10%	Individual	Appendix 3
4.Examination	1-5	A1, A2, B1, B2, C1	50%	Individual	Appendix 4
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

<b>Creativity</b>	
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
B5: {Entrepreneurship}	develop new ideas and plans for sport science, businesses and events
<b>Communication</b>	
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
<b>Civic-Mindedness</b>	
D1: {Professional}	act in a manner that respects the profession and meets the expectations of the sport science and sport management industry
D2: {Inclusion}	promote sport and physical activity in all individuals to bring people together and improve physical, social and psychological outcomes
<b>Character</b>	
E1: {Ethics}	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

**Formative feedback**

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

Individual 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 with interaction	Lectures provide theoretical and descriptive information. Associated interaction provides immediate opportunities to clarify and test.
Presentations	Each of you will have the opportunity to test their own ability to articulate learning outcomes. 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.

### Reading and References

Aplin, N.G. (2018). Sport in Singapore (1945–1948): From Rehabilitation to Olympic Status. In Lu, Z. X. & Hong F. (Eds.), *Olympics in Conflict From the Games of the New Emerging Forces to the Rio Olympics* (pp. 59-77). Abingdon: Routledge.

Aplin, N.G. (2016)  
Anson Road Stadium  
[http://eresources.nlb.gov.sg/infopedia/articles/SIP\\_2016-09-29\\_160413.html](http://eresources.nlb.gov.sg/infopedia/articles/SIP_2016-09-29_160413.html)

Aplin, N.G. (2015). Hosting the Youth Olympic Games: The Pioneers from Singapore. In Leng, H.K. & Noah, Y.T. (Eds.), *Emerging Trends and Innovation in Sports Marketing and Management in Asia* (pp. 219-240). Hershey, Pennsylvania: IGI.

Aplin, N.G. (2014). The slow contagion of Scottish example: association football in nineteenth century colonial Singapore. In Cho, Y (Ed.), *Football in Asia: History Culture and Business* (pp. 20-35). Abingdon, Oxfordshire: Routledge.

Aplin, N.G. "To The Finishing Line" SNP Editions. 2002.

Aplin, N.G. "Singapore Olympians: The Complete Who's Who 1936-2004" SNP. 2005

Booth, D. "The Field: Truth and Fiction about Sport History" Routledge. 2005.

Ingham, A.G. & Stephen Hardy. "Introduction: Sport Studies Through the Lens of Raymond Williams." P.1-19. *Human Kinetics*, 1993.

Robert, G. "Singapore Chronicles: Sports" Straits Times Press. 2017.

## **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**

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an explanation letter from the relevant bodies.

If you miss a lecture or session, you must inform the course instructor via email prior to the start of the class.

### **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 & 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.

## **Course Instructors**

<b>Instructor</b>	<b>Office Location</b>	<b>Phone</b>	<b>Email</b>

**Planned Weekly Schedule**

<b>Week</b>	<b>Topic</b>	<b>Course LO</b>	<b>Readings/ Activities</b>
1	Introduction & Review	A1, B1, B2, C1	
2	Theoretical model – Ingham	A1, B1, B2, C1	Read Ingham (1993)
3	Status of Sport & PE in Singapore	A1, B1, B2, C1	Guided Ind. Study
4	Figurations - Elias	A1, B1, B2, C1	Read Aplin (2018)
5	Sport and Identity	A1, B1, B2, C1	
6	Sport and Gender	A1, B1, B2, C1	
7	Global influences	A1, B1, B2, C1	
8	Live sport in Singapore	A1, B1, B2, C1	Field Trip
9	The media and sport	A1, B1, B2, C1	Guided Ind. Study
10	Presentations – project work	A1, B1, B2, C1, D2, E1	
11	The future of sport in Singapore	A1, B1, B2, C1	
12	Revision	A1, B1, B2, C1	

Appendix 1 INDIVIDUAL PRESENTATION (WEIGHTING 10%)

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
<b>Quality of presentation (max 2.5)</b>	Information provided clearly addresses the topic. Presentation is clear and the flow is coherent and logical. Pace is appropriate.	Information mostly addresses the topic. 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 address the topic and the flow is difficult to understand.	Little relevant information and unclear flow.
<b>Familiarity with material (max 4.0)</b>	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.
<b>Use of technology (max 1.0)</b>	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.
<b>Communication (max 2.5)</b>	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.

Appendix 2 – WRITTEN ASSIGNMENT – Weighting 30%

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
<b>Quality of writing (max 10)</b>	Information provided clearly addresses the topic. Writing is clear and the flow is coherent and logical.	Information mostly addresses the topic. Writing is mostly clear and the flow generally coherent and logical.	There are weaknesses or absences in the information provided and the flow of writing is unclear at times.	Much of the information provided does not address the topic and the flow is difficult to understand.	Little relevant information and unclear flow.
<b>Familiarity with material (max 10)</b>	Demonstrates a very good understanding of the contextual material. No factual inaccuracies.	Demonstrates a good understanding of the contextual material.	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.
<b>Quality of description and analysis (max 10)</b>	Uses theoretical tools very well to create worthwhile analysis. Able to provide a number of alternative interpretations during analysis. Considers new questions that arise.	Good use of theoretical tools to create sound analysis. Able to provide alternative interpretations during analysis.	Some use of theory to enhance description. Does not venture beyond the questions posed.	Little use of relevant theory in the analysis. Does not consider new questions that arise.	No clear use of theory, description only. Does not consider any questions that arise

Appendix 3 – INTERACTION – Weighting 10%

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
<b>Quality of articulation and representation (max 2.5)</b>	Up to date with contemporary issues. Expression is very clear. Very enthusiastic and proactive.	Some awareness of contemporary issues. Expression is mostly clear. Enthusiastic and proactive.	There are weaknesses or omissions in awareness. Average expression of ideas.	Little awareness of contemporary issues in sport	No awareness and lack of ability to articulate
<b>Familiarity with material (max 2.5)</b>	Demonstrates a very good understanding of the contextual material. No factual inaccuracies. Very confident.	Demonstrates a good understanding of the contextual material. Confident speaker.	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.
<b>Quality of verbal description and critical analysis (max 5.0)</b>	Uses theoretical tools very well to create worthwhile interaction. Able to provide a number of alternative interpretations during analysis. Considers new questions that arise.	Good use of theoretical tools to create sound analysis. Able to provide alternative interpretations during analysis.	Some use of theory to enhance description. Does not venture beyond the questions posed.	Little use of relevant theory in the analysis. Does not consider new questions that arise.	No clear use of theory, description only. Does not consider any questions that arise

Appendix 4 – EXAMINATION – Weighting 50%

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
<b>Quality of writing (max 5)</b>	Writing is clear and the flow is coherent and logical. Legible.	Writing is mostly clear and the flow generally coherent and logical. Legible.	The flow of writing is unclear at times. Sometimes illegible.	The flow is difficult to understand. Often illegible	Unclear flow. Impossible to read and understand the answers provided
<b>Command of content material (max 25)</b>	Demonstrates a very good understanding of the contextual material. Applies theory very well. No factual inaccuracies.	Demonstrates a good understanding of the contextual material. Can apply theory at times.	Demonstrates a basic understanding of the material. Some factual inaccuracies. Little appreciation of theoretical links	Demonstrates a weak understanding of the material. Has difficulty in answering questions and lacking factual accuracy.	Does not demonstrate any understanding of the material. Unable to answer questions.
<b>Quality of description and analysis (max 20)</b>	Uses theoretical tools very well to create worthwhile analysis. Able to provide a number of alternative interpretations during analysis.	Good use of theoretical tools to create sound analysis. Able to provide alternative interpretations during analysis.	Some use of theory to enhance description. Few alternatives provided.	Little use of relevant theory in the analysis.	No clear use of theory, description only.