

SPORT SCIENCE & MANAGEMENT
SS2333 HIGH PERFORMANCE SPORT: A SOCIAL PERSPECTIVE

Academic Year	2025-26	Semester	2
Course Coordinator			
Course Code	SS2333		
Course Title	High Performance Sport: A Social Science Perspective		
Pre-requisites	-		
No of AUs	3		
Contact Hours	39		

Course Aims

The course provides insights into the rich diversity of elite sport management and development through the distinctive lenses of social science. More specifically, representative and noteworthy management, sociological, political and policy, and geographical issues specific to high performance sport will enable you to explore the secrets behind the veneer of countries'/nations' elite sport competitiveness and medal distribution patterns at the international, continental and regional levels. Furthermore, pertinent management, sociological, political, policy and geographical concepts and theories will facilitate your transition from a passive recipient (e.g., a pure spectator watching the Olympic Games or a passive recipient of high-performance sport-related policies) to an active producer (e.g., an actor of elite sport policy or a participant in strategic sport or resource management process within a National Governing Body of sport) of the high performance sport realm.

Intended Learning Outcomes (ILO)

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

1. identify the geographical trends of elite sport competitive advantage and medal distribution patterns among countries/nations and regions, in general, and specific sports.
2. explain the management factors leading to elite sport success and failure.
3. understand major sociological issues with which high performance sport are confronted or the sociocultural impact of high performance sport.
4. explore the role of public policy and politics in elite sport development.

Course Content

The following topics will be covered:

1. A Social Science Approach to High Performance Sport Development: An Overview
2. Geography and High Performance Sport

3. Management of High Performance Sport
4. Sociology and Elite Sport Development
5. Elite Sport Policies and Politics

NTU Competencies & Graduate Attributes

NTU Competencies	
Character	
Competence	√
Cognitive agility	√

NTU Graduate Attributes	
Graduate Attributes	Level (i.e., basic, intermediate, advanced)
1. Transdisciplinary	Advanced
2. Collaboration	Intermediate
3. Global Perspective	Intermediate
4. Building Inclusivity	Basic
5. Critical Thinking	Basic

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Weighting	Team/ Individual	Assessment Rubrics
1. Group Presentation	1, 2	20%	Team	Appendix 1
2. Individual Assignment	2, 3, 4	30%	Individual	Appendix 2
3. Class Test	1, 2, 3, 4	50%	Individual	
Total		100%		

Formative Feedback

Feedback for learning will be verbally provided during each in-class discussion, where you have the opportunity to reflect on the depth and width of your thinking and learning. Generic verbal and written feedback will be provided to the class for the individual assignment, group project and examination.

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Lectures	Lectures will provide information for key learning concepts and theories and support understanding of key concepts.
Tutorials	Tutorials will: <ul style="list-style-type: none"> - Give hands-on practical learning to support key theories and information provided in class. - Provide tasks for you to utilise what you recently learned to solve specific problems. - Give space and time for small group activities and

	<p>discussions to allow you to assimilate the content and for sharing learning.</p> <p>Allow the opportunity for verbal feedback from the instructor on discussion results and theory application.</p>
Online Learning	<p>Time will be given for learning from online materials as a part of the flip teaching approach. These materials will support key concepts covered in lectures and tutorials.</p>

Reading and References

NIE Research and Publications

1. Houlihan, B., & Zheng, J. (2013). The Olympics and elite sport policy: Where will it all end? *The International Journal of the History of Sport*, 30(4), 338–355. doi:10.1080/09523367.2013.765726.
2. Houlihan, B., & Zheng, J. (2015). Small states: Sport and politics at the margin. *International Journal of Sport Policy and Politics*, 7(3), 329–344. doi:10.1080/19406940.2014.959032.
3. Tan, T. C., Zheng, J., & Dickson, G. (2019). Policy transfer in elite sport development: The case of elite swimming in China. *European Sport Management Quarterly*, 19(5), 645–665. doi:10.1080/16184742.2019.1572768.
4. Zheng, J., & Chen, S. (2016). Exploring China's success at the Olympic Games: A competitive advantage approach. *European Sport Management Quarterly*, 16(2), 148–171. doi:10.1080/16184742.2016.1140797.
5. Zheng, J., & Liu, D. (2020). The '30-gold' ambition and Japan's momentum for elite sport success: Feasibility and policy changes. *Sport in Society: Cultures, Commerce, Media, Politics*, 23(12), 1964–1985. doi:10.1080/17430437.2020.1777103.
6. Zheng, J., Dickson, G., Oh, T., & De Bosscher, V. (2019). Competitive balance and medal distributions at the Summer Olympic Games 1992-2016: Overall and gender-specific analyses. *Managing Sport and Leisure*, 24(1–3), 45–58. doi:10.1080/23750472.2019.1583076.
7. Zheng, J., Oh, T., Kim, S., Dickson, G., & De Bosscher, V. (2018). Competitive balance trends in elite table tennis: The Olympic Games and World Championships 1988-2016. *Journal of Sports Sciences*, 36(23), 2675–2683. doi:10.1080/02640414.2017.1375174.
8. Zheng, J., Lau, W. C., Chen, S., Dickson, G., De Bosscher, V., & Peng, Q. (2019). Interorganisational conflict between national and provincial sport organisations within China's elite sport system: Perspectives from national organisations. *Sport Management Review*, 22(5), 667–681. doi:10.1016/j.smr.2018.10.002.

Other Readings and References

9. De Bosscher, V., Bingham, J., Shibli, S., Van Bottenburg, V., & De Knop, P. (2008). The global sporting arms race: An international comparative study on sports policy factors leading to international sporting success. Maidenhead: Meyer & Meyer.
10. De Bosscher, V., Shibli, S., Westerbeek, H., & Van Bottenburg, M. (2015). *Successful elite sport policies: An international comparison of the sports policy factors leading to international sporting success (SPLISS 2.0) in 15 nations*. Maidenhead: Meyer & Meyer Sport.
11. Grix, J., & Houlihan, B. (2014). Sports mega-events as part of a nation's soft power strategy: The cases of Germany (2006) and the UK (2012). *The British Journal of Politics and International Relations*, 16(4), 572-596. doi: 10.1111/1467-856X.12017.
12. Henry, I., & The Institute of Sport & Leisure Policy. (Eds.). (2007). *Transnational and comparative research in sport*. Abingdon: Routledge.
13. Hogwood, B. W., & Gunn, L. A. (1984). *Policy analysis for the real world*. Oxford: Oxford University Press.
14. Houlihan, B. (2005). Public sector sport policy: Developing a framework for analysis. *International Review for the Sociology of Sport*, 40(2), 163–185. doi:10.1177/1012690205057193.
15. Houlihan, B., & Green, M. (Eds.). (2008). *Comparative elite sport development: Systems, structures and public policy*. Oxford: Butterworth-Heinemann.
16. Houlihan, B., & Green, M. (Eds.). (2011). *Routledge handbook of sports development*. Abingdon: Routledge.
17. Johnson, G., Scholes, K., & Whittington, R. (2010). *Exploring corporate strategy – Texts and cases* (9th ed.). Essex: Financial Times/Prentice Hall.
18. Porter, M. E. (1990). *Competitive advantage of nations*. New York, NY: Free Press.

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all classes – lecture and laboratory - punctually, submit all scheduled assignments and take tests by due dates. You are not allowed to swap laboratory groups without express permission from the course coordinator. You are expected to take responsibility to follow up with course notes, assignments and course-related announcements for sessions they have 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 excuse letter from the relevant bodies.

If you miss a lecture, 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 complete a test or submit an assignment, you have 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 missed assessment component will not be counted towards the final grade. There are no make-ups allowed.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as 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 that you recognise your responsibilities in understanding and applying the principles of academic integrity in all the work you do 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 [NTU Student Academic Integrity Policy and Procedures link](#) in the Student Portal for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Special note: Generative AI tools will be allowed to the extent stipulated for each assignment in the assignment instructions, and any such use must be duly referenced or disclosed.

Course Instructors

Instructor	Office Location	Phone	Email

Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
1	Course Introduction and Assessment Landscape	1, 2, 3, 4	Houlihan and Green (2008)
2	High Performance Sport Configuration and Geography	1	Houlihan and Zheng (2013); Zheng, Dickson, Oh and De Bosscher (2019); Zheng, Oh, Kim, Dickson and De Bosscher (2018)
3	Management Secrets behind Elite Sport Success: SPLISS	1, 2	De Bosscher, Shibli, Westerbeek and Van Bottenburg (2015); De

			Bosscher, Bingham, Shibli, Van Bottenburg and De Knop (2008)
4	Sporting Competitive Advantage of Nations: A Strategic Management Perspective	1, 2	Johnson, Scholes and Whittington (2010), Chapter 8; Porter (1990); Zheng and Chen (2016)
5	Interorganisational Relationships and Conflict and Impact on High Performance Sport	1, 2	Zheng, Lau, Chen, Dickson, De Bosscher and Peng (2019)
6	National Identify, Nationalism and High Performance Sport	1, 3	Houlihan and Green (2011), Chapter 3
7	Tutorial: Assignment 1 Support	1, 2	Not Applicable
Recess Week			
8	Group Presentations (Assignment 1)		Not Applicable
9	Social Inclusion and Elite Sport	1, 3	Henry and The Institute of Sport & Leisure Policy (2007), Chapter 6; Houlihan and Zheng (2015)
10	Elite Sport Policy 1: Policy Change	1, 4	Houlihan (2005); Zheng and Liu (2020)
11	Elite Sport Policy 2: Policy Transfer and Policy Implementation	1, 4	Hogwood and Gunn (1984); Tan, Zheng and Dickson (2019)
12	Soft Power and Sport Policies: An Elite Sport Perspective	1, 4	Grix and Houlihan (2014); Houlihan and Zheng (2015)
13	Tutorial: Assignment 2 Support	1, 2, 3, 4	Not Applicable

Appendix 1: Assessment Criteria for Group Presentation (20% Final Grade – marked out of 100)

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Quality of presentation (max 25)	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 is generally coherent and logical.	There are weaknesses or absences in the information provided, and the flow of the 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.
Demonstration of material (max 40)	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 answering questions and lacks confidence.	Unable to 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 25)	Communication is very clear and easy to understand. All members of the team make active 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 contributions are provided by a single team member.	Communication is unclear and not possible to understand. No team member makes an active contribution.

*All individuals within the group are expected to contribute to work involved in the planning, data collection and output. Therefore, an individual's score may vary from that of the team based on feedback and observations in this area.

Appendix 2: Assessment Criteria for Individual Assignment (30% Final Grade – marked out of 100)

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Salient points of the research paper (max 50)	Provide a thorough review. There is an appropriate linkage between the information and the question under consideration.	Provide an acceptable and relevant review. There is an appropriate linkage between the information and the question under consideration.	Provide an unclear review. There is a vague linkage among information and question under consideration.	Review of salient points is incomplete. Major issues are ignored.	Little or no pertinent information/review is presented. Major issues are not a feature of the literature review.
Conclusion of the literature review (max 20)	Draw sound conclusions from the articles and communicate a logical path from the conclusion to the topic.	Draw acceptable conclusions from the articles and communicate an appropriate path from the conclusion to the topic.	Draw less relevant conclusions from the articles, and communicating is not connected from the conclusion to the topic.	Draw conclusions that are not justified.	No conclusions are included.
Application of the review findings and Implications for Elite Sport Development in Singapore (or Student's Mother Country) (max 30)	Applications for practice are logical, relevant, and clear.	Applications for practice are somewhat logical, relevant, and clear.	Applications for practice are included but mostly irrelevant.	Applications for practice are absent or illogical.	Failure to explain the application of the review findings.