

SPORT SCIENCE & MANAGEMENT
SS2334 HISTORY OF SPORT

Academic Year	2025-26	Semester	1
Course Coordinator			
Course Code	SS2334		
Course Title	History of Sport		
Pre-requisites	-		
No of AUs	3		
Contact Hours	39		

Course Aims

This course is designed to focus on the process of sport evolution and development in Singapore from traditional forms to present-day practices. Also, it introduces you to modern professional sport in different countries. You will improve your analytical skills in reading literature and observing documentary evidence in relation to the social and historical context of the respective locations. You will also develop skills in independent research by producing a piece of writing. 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 and historical change. The course is designed to interest you in the humanistic characteristics of sport, notably values and knowledge. The use of a number of lenses and theoretical frameworks to undertake the course are also relevant to broader lifelong education objectives.

Intended Learning Outcomes (ILO)

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

1. identify the key evolution and development of sport and understand the significance of sport in Singapore's history.
2. discuss research in the history of sport.
3. appreciate the present form of sport institutions, organisations, associations, events, languages, values and knowledge in social, cultural and political circumstances.
4. apply critical analysis to the social and historical contexts of physical education and sports in Singapore and other countries.
5. demonstrate an ability to use history as a means of speaking truth within the sport field.

Course Content

The following topics will be covered:

1. Social, cultural and historical understanding of physical education and sport in Singapore.
2. Process of evolution and development of physical education and sport through a number of lenses and themes.
3. Social and cultural history and the relationship between sport policy, politics, institutions, organisations, associations, events, languages, values and knowledge.
4. A history of the present of physical education and sport.
5. Relations between knowledge and power in physical education and sports in the respective countries.

NTU Competencies & Graduate Attributes

NTU Competencies	
Character	√
Competence	√
Cognitive agility	√

NTU Graduate Attributes	
Graduate Attributes	Level (i.e., basic, intermediate, advanced)
1. Care for Society	Advanced
2. Collaboration	Intermediate
3. Curiosity	Intermediate
4. Transdisciplinary	Basic
5. Critical Thinking	Advanced

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Weighting	Team/ Individual	Assessment Rubrics
1. Written Assignment	1-5	30%	Individual	Appendix 1
2. Presentation	4, 5	20%	Team	Appendix 2
3. Final Examination	1-5	50%	Individual	
Total		100%		

Formative Feedback

Feedback for learning will be verbally provided during each laboratory class session, where you have the opportunity to learn techniques and apply yourselves to problems related to each organ system.

During the completion of the Group Presentation, you will be provided with verbal feedback as a group pertaining to your assessed performance. Generic verbal and written feedback will be provided to the class for the test 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.
Online Learning	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 laboratories.

Reading and References

NIE Research and Publications

1. Mohamad, O. S., & Chung, H. J. (2018). Foucault's history of the present: The birth of the Games Concept Approach in Singapore's physical education curriculum. *The International Journal of The History of Sport*, 35(12-13), 1325-1334. [SSCI]
2. Sufri, M., & Chung, H. J. (2019). Following the footsteps of specialist physical education teachers in Singapore's primary schools. *The International Journal of The History of Sport*, 36(4-5), 449-473. [SSCI]

Other Readings and References

3. Foucault, M. (1977). *Discipline and punish: The birth of the prison*. New York, NY: Pantheon Books. ISBN: 0-394-49942-5
4. Coakley, J. (2014). *Sports in society: Issues and controversies* (11th ed.). New York: McGraw-Hill. ISBN: 978-0078022524.
5. Mills, S. (2003). *Michel Foucault*. New York, NY: Routledge. ISBN 0-203-38043-6
6. Aplin N.G. (2019). *Sport in Singapore: The colonial legacy*. Singapore: Straits Times Press. ISBN: 9789814827652
7. North American Society for Sport History. (n.d.). Retrieved from – <https://www.nassh.org/>
8. British Society of Sports History. (n.d.). Retrieved from – <https://www.sportinhistory.org/>

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
TBA			

Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
1	Introduction to physical education & sports in Singapore	1	

2	What is history of sport, and why should we study it?	2-4	
3	Producing scientific knowledge in history of sport	2-4	
4	Social and historical issues in physical education and sport 1	2-4	E-learning
5	History of sport media	2-4	
6	Presentation (1)	5	
7	History of sport policy and politics	2-4	Self-directed learning
Recess Week			
8	Using a Foucauldian framework: Why is it a useful tool when studying history of sport?	1	.
9	The evolution and development of elite sport	2-4	
10	A history of the present of sport for everyone	2-4	Online forum
11	Social and historical issues in physical education and sport 2	2-4	
12	Presentation (2)	5	
13	Revision	1-5	

Appendix 1: Assessment Criteria for Written Assignment (30%)

Dimensions	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Knowledge Synthesis and Articulation (max 8%)	Consistently translated the literature into well-articulated tasks and thinking processes. Presented knowledge that was complete.	Somewhat translated the literature into tasks. A need to address some minor gaps in knowledge.	Sporadically translated the literature into tasks. A need to address obvious gaps in knowledge.	Has not translated the literature into tasks. A need to address a significant number of gaps in knowledge.	Failed to effectively translate the literature into tasks. Demonstrates limited understanding and integration of existing knowledge. Significant gaps in knowledge need to be addressed.
Relevance, Clarity & Accuracy (max 7%)	Scope and thrust of the project were very clearly represented. The project content was very well-organised, thoroughly researched, and ideas were well-developed with evidence.	Scope and thrust of the project were well represented. The project content was well-organised and was relevant and substantiated with evidence.	Scope and thrust of the project were adequately represented. The project content was adequately organised, but ideas were underdeveloped, and evidence may be misinterpreted.	Scope and thrust of the project were poorly represented. The project content was poorly organised and did not adhere to academic standards.	Scope and thrust of the project were not organised.
Breadth & Depth (max 8%)	The breadth and depth of the project content was very appropriate and very well-defined, including the critical /	The breadth and depth of the project content was appropriate and fairly well-defined, including the critical / core content.	The breadth and depth of project content was somewhat too narrow/shallow and not so clearly defined. The critical/core content was implied / unclear.	The breadth and depth of the project content was unrealistic/vague. The critical / core content was ignored / missing.	Serious lack of breadth and depth of the project content.

	core content.				
Format & Presentation • References • Appendices (Materials Reflected) (max 7%)	References were comprehensive and consistently well presented, fully adhering to APA conventions . Appendices were comprehensive and reflected useful resources and materials meaningfully.	References were fairly comprehensive and well presented. Conventions were adhered to. Appendices reflect relevant resources and materials.	References were incomplete or inconsistently presented, with lapses in convention. Appendices were slim, giving a vague idea of the resources and materials used.	References were absent, skimpy, or poorly presented. Appendices were not included or reflected little useful information.	Failed to meet the criteria for comprehensive and well-presented references, with deviations from APA conventions. The appendices lacked comprehensiveness and meaningful reflection of resources and materials.

Appendix 2: Assessment Criteria for Presentation (20%)

Dimensions	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Quality of presentation (max 6%)	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.
Understanding of material (max 4%)	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.	Does not demonstrate any understanding of the material. Unable to answer questions.
Use of technology (max 4%)	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 6%)	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 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. An individual's score may vary from that of the team based on feedback and observations in this area.