

GE2222: SPORTS, CULTURE AND SOCIETY

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Sports, Culture and Society

Subject Code

GE - Gateway Education

Course Number

2222

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

GE Area (Primary)

Area 2 - Study of Societies, Social and Business Organisations

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

Sports Culture and Society is a specially designed GE courses which will appeal to students who wish to learn more about how sport relates to their lives. It combines both the theoretical aspects of sport, from psychological, sociological and communication perspectives with the lived experiences of students' everyday lives from both a cultural and society perspective. We are surrounded by sports – as players, spectators, viewers, and readers. However, few of us stop to consider the theories, concepts and methods needed in order to analyze the pervasive nature of sport and the enormous influence it has on our lives. This GE elective attempts to go beyond the obvious aspects of our knowledge of sports and has students contextualize their knowledge using a cross-disciplinary approach. Learning activities include mini-lectures, reading discussion workshops, small group discussions and demonstration, group presentation and projects, individual written assignment and extensive reading especially using online resources.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Apply the basic theoretical approaches in the field of sports theory	10	x		
2	Examine critically issues related to sports and develop higher-order thinking skills by doing so	20	x		
3	Identify elements of sports in daily experiences and practices using a communicative and collaborative format for information exchange	20		x	
4	Compare and contrast different approaches from multiple disciplines to understand sports as a social phenomenon	30		x	
5	Interpret both local and global perspectives on sports	20			x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Mini-lectures (more transmission mode)	Each week, students will engage with popular theoretical texts in the lecture. Students will participate in the demonstration of theoretical application.	1, 4, 5	2

2	Reading discussion workshops (more interactive mode)	Each week students will discuss the texts in tutorials. Students will apply what they have learnt in the lecture in relation to the academic reading.	2, 3, 5	1
3	Small group discussions and demonstration	Each week students will demonstrate their theoretical understanding by applying it to either local or global sports practices.	1, 2, 3, 4, 5	
4	Group presentation and projects	Students will choose one area of sports practice for cross-cultural or cross-disciplinary comparison and analysis. In planning their presentation, students will decide how they may interpret the issues and convey their message to the audience. This activity requires both critical reading and thinking skills, and interpretative abilities.	1, 2, 3, 4, 5	
5	A pair film review written assignment	Students will engage with the conventions and techniques in writing critique on sports practices. Students will demonstrate their understanding and their own interpretation of local and global popular cultural practices.	1, 2, 3, 4, 5	
6	Extensive reading, especially using online resources to consolidate other aspects of learning in the course	Students will engage with various online resources and be required to contribute to knowledge building by suggesting online resources.	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	A pair film review written assignment	1, 2, 3, 4, 5	30	Students will engage the conventions and techniques in writing critique on sports practices. Students will demonstrate their understanding and their own interpretation of local and global popular cultural practices.
2	Group presentation and projects	1, 2, 3, 4, 5	40	Students will choose one area of sports practice for cross-cultural or cross-disciplinary comparison and analysis: e.g. women in sport - arab vs western traditions; health issues - biology/ sociology; In planning their presentation, students will decide how they may interpret the issues and convey their message to the audience. This activity requires both critical reading and thinking skills, and interpretative abilities.
3	Participation and Critical Reflections	1, 2, 3, 4, 5	30	Student will participate actively in class and online after-class discussion. The feedback provided to course-mates enhances collaborative and constructive learning, while the participation in online discussion provides alternative mode for academic participation. At the end of the course, students will develop a short reflective essay on what they gained from taking the course.

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

A pair film review written assignment

Excellent (A+, A, A-)

Demonstrates a deep understanding of selected topic of sports theory and practice. Able to critically analyze the issues of the topic and present these in a coherent and thought-provoking manner. Relates the issues in the topic both globally and locally. Uses complex language appropriately in arguing the case.

Good (B+, B, B-)

Presents a good understanding of the chosen topic. Raises some of the issues relevant to the topic in an interesting manner. Focuses mostly on either the global or local perspective. Has good command of English in the presentation of the topic.

Fair (C+, C, C-)

Demonstrates only a limited understanding of the topic. Presents a standard analysis of the topic and does not go beyond a description of the main issues. Relates the topic only to the local context. The written presentation of the text is weak.

Marginal (D)

Does not present evidence of understanding the topic very well. Omits many of the key issues in writing about the topic. Illustrates the topic within a very limited local perspective. Has a limited command of English when presenting the topic. It is difficult for the reader to follow the cohesion of the text.

Failure (F)

Does not present evidence of understanding the topic very well. Omits many of the key issues in writing about the topic. Illustrates the topic within a very limited local perspective. Has a limited command of English when presenting the topic. It is difficult for the reader to follow the cohesion of the text.

Assessment Task

Group Presentation and Projects

Criterion

Content

Excellent (A+, A, A-)

The topic has been extensively investigated and presentation is thorough and well thought out.

Good (B+, B, B-)

The topic has been investigated well and the speakers provide a well constructed examination of the topic.

Fair (C+, C, C-)

Only part of the topic has been investigated. More work could have been done in providing a comprehensive examination of the topic.

Marginal (D)

The topic has not been investigated well. The audience has not been well informed and much more work could have been done in presenting the topic.

Failure (F)

The topic has not been investigated well. The audience has not been well informed and much more work could have been done in presenting the topic.

Assessment Task

Group Presentation and Projects

Criterion

Comprehensibility (Use of vocabulary, accuracy, and fluency)

Excellent (A+, A, A-)

Entire message understood. All speakers notably good.

Good (B+, B, B-)

Entire message understood. Most speakers notably good. Some weaknesses in one area of comprehensibility.

Fair (C+, C, C-)

Messages sometimes hard to understand. Speakers not notably good in most areas.

Marginal (D)

Message hard to understand. Lots of breakdowns and/or hesitations in pronunciation, accuracy or vocabulary.

Failure (F)

Message hard to understand. Lots of breakdowns and/or hesitations in pronunciation, accuracy or vocabulary.

Assessment Task

Group Presentation and Projects

Criterion

Interaction (Listens and handles questions from audience. Able to give additional information)

Excellent (A+, A, A-)

Students are active listeners and provide thoughtful and accurate follow up responses to questions

Good (B+, B, B-)

Students are able to understand most of the questions and deal with them appropriately. Some disagreement or confusion in answering questions.

Fair (C+, C, C-)

Students do not demonstrate an ability to handle questions well. After some time can give responses.

Marginal (D)

Students confused when asked questions. Are not able to give adequate replies to the questions.

Failure (F)

Students confused when asked questions. Are not able to give adequate replies to the questions.

Assessment Task

Group Presentation and Projects

Criterion

Group Management (Organization of students' contributions)

Excellent (A+, A, A-)

The group is well organized. Each member has a significant and well defined role. The handover between students is smooth. All parts of the presentation are well thought out.

Good (B+, B, B-)

Each participant makes a significant contribution to the presentation. Group management is mostly successful with only a few minor problems.

Fair (C+, C, C-)

Only some of the group's members are able to perform as a group. Some disorganization and unclear handover

Marginal (D)

Group management attempts are unsuccessful and inappropriate.

Failure (F)

Group management attempts are unsuccessful and inappropriate.

Assessment Task

Participation and Critical Reflections

Excellent (A+, A, A-)

Has made significant contributions to in-class group work. Is inquisitive and asks questions. Shows a great deal of self-development in end of course reflective essay. Demonstrates that s/he has read extensively from the reading list. Shows an ability to critically reflect on the course and learning.

Good (B+, B, B-)

Has generally been on task during the in-class group work. Has not distinguished her/himself as an active participant in the class. Shows only some areas of self-development in end of course reflective essay. Refers to one or two references from the reading list. Shows some ability to critically reflect on the course and learning.

Fair (C+, C, C-)

Has generally been on task during the in-class group work. Has not distinguished her/himself as an active participant in the class. Shows only some areas of self-development in end of course reflective essay. Refers to one or two references from the reading list. Shows some ability to critically reflect on the course and learning.

Marginal (D)

Has not made much or any contribution to class discussion. Shows little reflection on learning and/or had not submitted self-reflective essay. Does not demonstrate that s/he has not read anything from the reading list. Shows little or no ability to critically reflect on the course and learning.

Failure (F)

Has not made much or any contribution to class discussion. Shows little reflection on learning and/or had not submitted self-reflective essay. Does not demonstrate that s/he has not read anything from the reading list. Shows little or no ability to critically reflect on the course and learning.

Part III Other Information

Keyword Syllabus

Philosophy. History. Psychology. Sociology. Localization. Globalization. Social imaginary. Gender and sports, Sportsmanship and ethics. Commercialization of sports. Fads and fashions in sports. Sports and the media

Reading List

Compulsory Readings

Title	
1	Andersen, M. B. (2005). Sport psychology in practice. Champaign, IL: Human Kinetics. [Chapters 4, 5 & 13]
2	Blumenstein, B., Lidor, R., & Tenenbaum, G. (2007). Perspectives on sport and exercise psychology vol. 2: Psychology of sport training. Oxford: Meyer & Meyer Sport (UK) Ltd. [Chapter 6]
3	Brown, R. S., & O'Rourke, D. J., III (2003). Case studies in sport communication. Westport, CT: Praeger. [Chapters 2 & 3]
4	Coakley, J. (2006). Sports in society: Issues & controversies (9th ed.). New York: McGraw Hill. [Chapters 3, 8, 9, 11, 12 & 13]
5	Gill, D. L., & Williams, L. (2008). Psychological dynamics of sport (3rd ed.). Champaign, IL: Human Kinetics. [Chapters 10 & 16]
6	Hoffman, S. J. (2009). Introduction to kinesiology: Studying physical activity (3rd ed.). Champaign, IL: Human Kinetics. [Chapter 1]
7	Horne, J., Tomlinson, A., Whannel, G., & Woodward, K. (2011). Understanding sport: A socio-cultural analysis. New York: Routledge. [Chapter 5]
8	Houlihan, B. (2008). Sport and society: A student introduction. Los Angeles: Sage. [Chapters 7 & 9]
9	Smith, D. & Bar-Eli, M. (2007). Essential readings in sport and exercise psychology. Champaign, IL: Human Kinetics. [Reading 43]
10	Waddington, I. & Smith, A. (2009). An introduction to drugs in sport. New York: Routledge. [Chapter 3]
11	Woods, R. B. (2007). Social issues in sport. Champaign, IL: Human Kinetics. [Chapter 3]

Additional Readings

Title	
1	Baum, A. (2006). Eating disorders in the male athletes. Sports Medicine, 36, 1-6
2	Bouchard, C., Blair, S. N., Haskell, W. L. (2007). Physical activity and health. Champaign, IL: Human Kinetics.
3	Coakley, J., & Dunning, E. (2000). Handbook of sports studies. London: Sage.
4	Dong, J. (2003). Women, sport and society in modern China. Portland, OR: Frank Cass.
5	Dunning, E. (2001). Sport matters: Sociological studies of sport, violence, and civilization. New York: Routledge.
6	Eitzen, D. S. (1999). Fair and foul: Beyond the myths and paradoxes of sport. New York: Rowman & Littlefield.
7	Fink, J. S. (2008). Gender and sex diversity in sport organizations: Concluding comments Sex Roles, 58, 146-147.
8	Gould, D., & Carson, S. (2008). Life skills development through sport: Current status and future directions. International Review of Sport and Exercise Psychology, 1, 58-78.
9	Green, T. A., & Svinth, J. R. (Eds.). (2003). Martial arts in the modern world. Westport, Connecticut: Praeger.
10	Harmison, R. J. (2006). Peak performance in sport: Identifying ideal performance states and developing athletes' psychological skills. Professional Psychology: Research and Practice, 37, 233-243.
11	Hulley, A., Currie, A., Njenga, F., & Hill, A. (2007). Eating disorders in elite female distance runners: Effects of nationality and running environment. Psychology of Sport and Exercise, 8, 521-533.
12	Jarvie, G. (2006). Sports, culture and society: An introduction. New York: Routledge.
13	Mangan, J. A., & Hong, F. (2003). Sports in Asian society. Portland, OR.
14	Mechikoff, R. A., & Estes, S. G. (2006). A history and philosophy of sport and physical education: From ancient civilizations to the modern world (4th ed.). New York: McGraw-Hill. Mendelsohn, F. A., & Warren, M. P. (2010). Anorexia, bulimia, and the female athlete triad: Evaluation and management. Endocrinology & Metabolism Clinics of North America, 39, 155-167.
15	Morris, A. D. (2004). Marrow of the nation: A history of sport and physical culture in Republican China. Berkeley, CA: University of California Press.
16	Pedersen, P. M., Miloch, K. S., & Laucella, P. C. (2007). Strategic sport communication. Champaign, IL: Human Kinetics.

17	Pope, H. G., Philips, K., & Olivardia, R. (2000). <i>The Adonis complex: The secret crisis of male body obsession</i> . Simon & Schuster.
18	Reade, I., Rodgers, W., & Norman, L. (2009). The under-representation of women in coaching: A comparison of male and female Canadian coaches at low and high levels of coaching. <i>International Journal of Sport Science and Coaching</i> , 4, 505-520.
19	Slates, M. D., Rouner, D., Murphy, K., Beauvais, F., Van Leuven, J., & Rodríguez, M. D. (1996). Male adolescents' reactions to TV beer advertisements: The effects of sports content and programming context. <i>Journal of Studies on Alcohol</i> , 57, 425-433.
20	The United Nations Children's Fund (2004). <i>Sport, recreation and play</i> . New York: The United Nations Children's Fund.
21	Vertinsky, P., & McKay, S. (2004). <i>Disciplining bodies in the gymnasium: Memory, monument, modernism</i> . New York: Routledge.
22	Weinberg, R. S., & Gould, D. (2006). <i>Foundations of sport and exercise psychology</i> . Champaign, IL: Human Kinetics.
23	Yoon, S.-J., & Choi, Y.-G. (2005). Determinants of successful sports advertisements: The effects of advertisement type, product type and sports model. <i>Journal of Brand Management</i> , 12, 191-205.
24	American Alliance for Health, Physical Education, Recreation and Dance (2010). American Alliance for Health, Physical Education, Recreation and Dance. Retrieved February 2, 2010, from http://www.aahperd.org/
25	American Movie Classics Company LLC (2009). Sports films: The greatest sports films of all-time. Retrieved February 1, 2010, from http://www.filmsite.org/sportsfilms.html
26	Association for Applied Sport Psychology (2010). Association for Applied Sport Psychology. Retrieved February 2, 2010, from http://appliedsportpsych.org/
27	BBC (2010). BBC sports personality of the year. Retrieved February 2, 2010, from http://www.bbc.co.uk/programmes/b00grqnh
28	Centers for Disease Control and Prevention (2010). Physical activity for everyone. Retrieved February 2, 2010, from http://www.cdc.gov/physicalactivity/everyone/guidelines/index.html
29	EnglishClub. (2010). Sports Idioms. Retrieved February 10, 2010, from http://www.englishclub.com/vocabulary/idioms-sports.htm
30	ESPN (2009). The ESPYS. Retrieved February 2, 2010, from http://promo.espn.go.com/espn/specialsection/espys2009/#/bestof/
31	Inside Sport (2010) http://www.insidesport.com.au/is/index
32	International Fair Play Committee (2010). International Fair Play Committee. Retrieved February 2, 2010, from http://www.fairplayinternational.org/history.php
33	Kennedy, J. P., Jr. (2010). Special Olympics. Retrieved February 1, 2010, from http://www.specialolympics.org/
34	List of Sports Idioms. (2010, January 10). In Wikipedia, the free encyclopedia. Retrieved February 2, 2010, from http://en.wikipedia.org/wiki/List_of_sports_idioms
35	National Alliance for Youth Sports (2010). National Alliance for Youth Sports. Retrieved February 2, 2010, from http://www.nays.org/
36	National Coalition on Racism in Sports & Media (2010). National Coalition on Racism in Sports & Media. Retrieved February 2, 2010, from http://www.aimovement.org/ncrsm/index.html
37	National Institute on Drug Abuse (2005). Steroids (anabolic-androgenic). NIDA InfoFacts. Retrieved February 2, 2010, from http://www.drugabuse.gov/PDF/Infofacts/Steroids05.pdf
38	Perry, A. (2009). Victorian sport: Playing by the rules. Retrieved February 2, 2010, from http://www.bbc.co.uk/history/british/victorians/sport_01.shtml
39	Silva, M. A. (2006). Body image dissatisfaction: A growing concern among men. Retrieved on February 2, 2010, from http://www.msoe.edu/life_at_msoe/current_student_resources/student_resources/counseling_services/newsletters_for_mental_health/body_image_dissatisfaction.shtml
40	Sports Illustrated (2010) http://sportsillustrated.cnn.com/

41	Sport Magazine (2010) http://www.sport-magazine.co.uk/index.htm
42	The International Olympic Committee (2009). Olympic.org: Official website of the Olympic movement. Retrieved February 1, 2010, from http://www.olympic.org/en/
43	Women's Sports Foundation (2010). Women's Sports Foundation. Retrieved February 2, 2010, from http://www.womenssportsfoundation.org/Home.aspx
44	World Health Organization (2010). Physical activity. Retrieved February 2, 2010, from http://www.who.int/topics/physical_activity/en/
45	Anderson, E., & White, A. (2017). Sport, theory and social problems: A critical introduction. Routledge.
46	Brighton, J., Townsend, R. C., Campbell, N., & Williams, T. L. (2021). Moving Beyond Models: Theorizing Physical Disability in the Sociology of Sport. <i>Sociology of Sport Journal</i> , 1(aop), 1-13.
47	Coakley, J. (2021). Sociology of Sport: Growth, Diversification, and Marginalization, 1981–2021. <i>Kinesiology Review</i> , 1(aop), 1-9.
48	Mitchell, D., Gudgeon, D., & Kim, D. J. (2021). Sport and strategic peacebuilding: Northern Ireland and Korea compared. <i>Peacebuilding</i> , 1-14.
49	Wagner, U., & Storm, R. K. (2021). Theorizing the form and impact of sport scandals. <i>International Review for the Sociology of Sport</i> , 10126902211043999.
50	Weiss, O., & Norden, G. (2021). Introduction to the Sociology of Sport. Brill.
51	Woods, R., & Butler, B. N. (2020). Social issues in sport. Human Kinetics Publishers.

Annex (for GE courses only)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)

PILO 1: Demonstrate the capacity for self-directed learning

1, 2, 3, 4, 5

PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology

1, 2, 3, 4, 5

PILO 3: Demonstrate critical thinking skills

2, 4, 5

PILO 4: Interpret information and numerical data

4, 5

PILO 5: Produce structured, well-organised and fluent text

1, 2, 3, 4, 5

PILO 6: Demonstrate effective oral communication skills

1, 2, 3, 4, 5

PILO 7: Demonstrate an ability to work effectively in a team

1, 2, 3, 4, 5

PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues

4, 5

PILO 9: Value ethical and socially responsible actions

2, 3, 4, 5

PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation

2, 3, 4, 5

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task

A pair film review written assignment