

GEH1063 Understanding Body, Mind and Culture through Sport

a Human Culture General Education module for Hall Residents

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Module Description

In the contemporary society, sports are closely linked to larger issues such as health, fitness, physical appearance, money, politics, and cultural values. This module draws on **physical, psychological and sociocultural knowledge and complements it with required practical and experiential learning to provide students with a grounded appreciation of sports and related issues.** It discusses the recent rise of marathons, iron man races, and cycling. It also confronts controversial issues pertaining to the use of substances to improve performance and motivation to attain the desired body image. Finally, it questions how these are linked to societal and cultural expectations.

Learning Outcomes

1. analyze and discuss the **changing landscape of sports and its impact on culture**, individuals, and motivation,
2. analyze and present a case relating the **impact of nutrition, supplements or sports-enhanced substances** to training outcomes and desired **body image**,
3. respond critically to **conflicting issues confronting athletes** through an appreciation of the **dynamics between mind and attitude, fitness and skills**,
4. conceptualize and present an effective **training programme and integrate technology to facilitate the efficacy of training methods** grounded on theoretical assumptions of sports science.

Continual Assessment

1. Term project (45%) – group (35%) and individual (10%) CA
2. Critical Response (20%) – individual CA
3. Practical (10%) – individual CA
4. Journal Reflection (20%) – individual CA
5. Class Participation (5%) – individual CA

No final exam! No test!

Term Project (45%)

Students will form a group of 2 or 3, possibly of mixed gender, to design a training or exercise regiment, which also includes rest and nutritional/dietary regime, for each other. The group is expected to conduct independent research and apply concepts learned through the semester.

The project culminates in a written report, detailing the week-by-week exercise regime, supported with sound reasoning. Students are then expected to present their exercise plan to their classmates and instructor, and defend the plan in the Q&A session which will ensue immediately after the presentation.

Critical Response (20%)

Students will be asked to work on one of, but not limited to, the following tasks:

- **interview a prominent team sport player**, endurance athlete or power athlete in Singapore and understand their training methods. Provide a commentary and basic analysis on their training methods and form your own opinions,
- **provide insights on how you think body image issues affect athletes and non-athletes** in our current culture. Make references to digital media as well as other prominent cultural issues,
- **provide a commentary and opinion piece on the evolving sports culture in Singapore** and how it is impacting our population, positively and negatively,
- do a thorough **case study on specific instance where sport is closely intertwined with culture and race** (e.g. how modern mountaineering has affected Sherpa culture, why marathons are mostly dominated by the African runners)

Practical (10%)

Students form a team in order to help **establish different heart rate zones for one another**. They will then head out for a run for at least 60 mins, take note of the pacing rate, and attempt to **keep the heart rate within Zone 2 during the entire duration of the run**. Subsequently, the students go out for similar exercises regularly. Students will be taught to **use app, such as Strava, to compare HR zones** during the runs in the 2nd, 5th, 7th and 11th week of the module.

At the end of the semester, students are expected to **explain their improvement or drop in their performance based on the data collated over the 13 weeks**.

Journal Reflection (20%)

It goes hand-in-hand with the practical CA. In the journal reflection, students will be required to [setup a blog-site to keep track of students' own training and progress through the semester](#). This is done through the use of tracking device and apps to document their weekly training and critically assess their respective progress.

Class Participation (5%)

Students are encouraged to [actively participate during in-class discussion](#).

Mr Darren Ho

Principal lecturer

- ex Junior national tennis team
- Triathlete
- Coach
- Certified nutritionist
- Serial entrepreneur
- Motivational speaker

This module will also involve guest lecturers.



Tentative Week-by-week Lesson Plan

Week 1 – Module briefing and introduction

Week 2 – Sports and its impact on culture & 1st practical session

Week 3 – Running and cycling culture in Singapore

Week 4 – Compete vs complete

Week 5 – Sport technology & 2nd practical session

Week 6 – Training concepts & start of the Term Project

===== semester break =====

Week 7 – Zone training and active recovery & 3rd practical session

Week 8 – Athlete's mindset

Week 9 – Sport psychology

Week 10 – Sport nutrition

Week 11 – Banned substances & 4th/final practical session

Week 12 – Body image

Week 13 – Term project presentation and viva

Timetable

Lecture every Tuesday, 4 – 6 PM

Venue: Temasek Hall Seminar Room

Practical on Wednesday of week 2, 5, 7, and 11, 4 - 6 PM

Venue: Temasek Hall's basketball court or communal hall

Apart from this fixed timings, students are expected to spend regular time on:

- run exercises (part of practical CA)
- Journal reflection CA
- Critical response CA
- Term project CA

Registration

Please email andreas.dewanto@temasek.nus.edu.sg to indicate your interest by 23 December 2016, 12 PM. We will preallocate the module to you.

Space is limited, i.e. 30 pax at max.