

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester A 2016/17**

Part I Course Overview

Course Title: Sports, Culture and Society

Course Code: GE2222

Course Duration: One semester

Credit Units: 3

Level: B2

Arts and Humanities

Proposed Area: Study of Societies, Social and Business Organisations
(for GE courses only)

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: None
(Course Code and Title)

Precursors: None
(Course Code and Title)

Equivalent Courses: None
(Course Code and Title)

Exclusive Courses: None
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

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.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Apply the basic theoretical approaches in the field of sports theory	10%	√		
2.	Examine critically issues related to sports and develop higher-order thinking skills by doing so	20%	√		
3.	Identify elements of sports in daily experiences and practices using a communicative and collaborative format for information exchange	20%		√	
4.	Compare and contrast different approaches from multiple disciplines to understand sports as a social phenomenon	30%		√	
5.	Interpret both local and global perspectives on sports	20%			√
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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 self-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.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
1.	Mini-lectures (more transmission mode) Each week, students will be introduced to popular theoretical texts in the lecture. Students will be shown demonstration of theoretical application.	√			√	√		2
2.	Reading discussion workshops (more interactive mode) Each week students will be required to discuss the texts in tutorials. Students will learn to apply what they have learnt in the lecture in relation to the academic reading.		√	√		√		1
3.	Small group discussions and demonstration Each week students will be required to demonstrate their theoretical understanding by applying it to either local or global sports practices.	√	√	√	√	√		
4.	Group presentation and projects Students will be required to 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.	√	√	√	√	√		
5.	Individual written assignment Students will be introduced to 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.	√	√	√	√	√		
6.	Extensive reading, especially using online resources to consolidate other aspects of learning in the course Students will be introduced to various online resources and be required to contribute to knowledge building by suggesting online resources.	√	√	√	√	√		

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: 100%							
<p>Individual written assignment Students will be introduced to 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.</p>	√	√	√	√	√	40%	<p>Students are required to demonstrate the application of the theoretical approaches and their analysis of these practices through an individual written assignment. In the process of individualizing the scope of investigation, students' analytical, critical and creative learning can be enhanced. Extensive reading will be encouraged in order to complete the assignment.</p> <p>Due date: Week 13</p>
<p>Group presentation and projects Students will be required to 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.</p>	√	√	√	√	√	30%	<p>In the process of devising a project topic, content and presentation, students' analytical, critical and creative learning can be enhanced. Teamwork can also enhance communicative and collaborative learning.</p> <p>Due date: Week 13</p>
						10%	<p>Students will hand in a draft of their presentation in Week 11 and be given tutor feedback.</p>
<p>Participation and Critical Reflections Student will be encouraged to 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 have to submit a short reflective essay on what</p>	√	√	√	√	√	10%	<p>Students are encouraged to engage actively in the workshops, small group discussion, online discussion forum and group presentation sessions. Their active participation can enhance interactive and collaborative teaching and learning, which are all essential elements of cultivating higher order</p>

they gained from taking the course.							10%	thinking. Students are required to submit a short reflective essay aiming to integrate the knowledge with their ideas, thoughts, feelings and self-awareness. Due date: Week 13
Examination: 0%								

* The weightings should add up to 100%.

100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
Individual Written Assignment		<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	
Group Presentation and Projects	Content	The topic has been extensively investigated and presentation is thorough and well thought out.	The topic has been investigated well and the speakers provide an well constructed examination of the topic.	Only part of the topic has been investigated. More work could have been done in providing a comprehensive examination of the topic.	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	
	Comprehensibility (<i>Use of vocabulary, accuracy, and fluency</i>)	Entire message understood. All speakers notably good.	Entire message understood. Most speakers notably good. Some weaknesses in one area of comprehensibility.	Messages sometimes hard to understand. Speakers not notably good in most areas.	Message hard to understand. Lots of breakdowns and/or hesitations in pronunciation, accuracy or vocabulary.	

	<p>Interaction <i>(Listens and handles questions from audience. Able to give additional information)</i></p>	<p>Students are active listeners and provide thoughtful and accurate follow up responses to questions</p>	<p>Students are able to understand most of the questions and deal with them appropriately. Some disagreement or confusion in answering questions.</p>	<p>Students do not demonstrate an ability to handle questions well. After some time can give responses.</p>	<p>Students confused when asked questions. Are not able to give adequate replies to the questions.</p>
	<p>Group Management <i>(Organization of students' contributions)</i></p>	<p>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.</p>	<p>Each participant makes a significant contribution to the presentation. Group management is mostly successful with only a few minor problems.</p>	<p>Only some of the group's members are able to perform as a group. Some disorganization and unclear handover</p>	<p>Group management attempts are unsuccessful and inappropriate.</p>
<p>Participation and Critical Reflections</p>		<p>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.</p>	<p>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.</p>	<p>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.</p>	

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

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

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

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

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Baum, A. (2006). Eating disorders in the male athletes. <i>Sports Medicine</i> , 36, 1-6
2.	Bouchard, C., Blair, S. N., Haskell, W. L. (2007). <i>Physical activity and health</i> . Champaign, IL: Human Kinetics.
3.	Brownell, S. (1995). <i>Training the body for China: Sports in the moral order of the People's Republic</i> . Chicago, IL: University of Chicago Press.
4.	Coakley, J., & Dunning, E. (2000). <i>Handbook of sports studies</i> . London: Sage.

5.	Dong, J. (2003). <i>Women, sport and society in modern China</i> . Portland, OR: Frank Cass.
6.	Dunning, E. (2001). <i>Sport matters: Sociological studies of sport, violence, and civilization</i> . New York: Routledge.
7.	Eitzen, D. S. (1999). <i>Fair and foul: Beyond the myths and paradoxes of sport</i> . New York: Rowman & Littlefield.
8.	Fink, J. S. (2008). Gender and sex diversity in sport organizations: Concluding comments <i>Sex Roles</i> , 58, 146-147.
9.	Gould, D., & Carson, S. (2008). Life skills development through sport: Current status and future directions. <i>International Review of Sport and Exercise Psychology</i> , 1, 58-78.
10.	Green, T. A., & Svinth, J. R. (Eds.). (2003). <i>Martial arts in the modern world</i> . Westport, Connecticut: Praeger.
11.	Hacker, C. M. (2001). The quest for gold: Applied psychological skills training in the 1996 Olympic games. <i>Journal of Excellence, Issue no.4</i> , 5-20.
12.	Harmison, R. J. (2006). Peak performance in sport: Identifying ideal performance states and developing athletes' psychological skills. <i>Professional Psychology: Research and Practice</i> , 37, 233-243.
13.	Hulley, A., Currie, A., Njenga, F., & Hill, A. (2007). Eating disorders in elite female distance runners: Effects of nationality and running environment. <i>Psychology of Sport and Exercise</i> , 8, 521-533.
14.	Jarvie, G. (2006). <i>Sports, culture and society: An introduction</i> . New York: Routledge.
15.	Leit, R. A., Pope, H. G., & Gray, J. J. (2001). Cultural expectations of muscularity in men: The evolution of Playgirl centerfolds. <i>International Journal of Eating Disorders</i> , 29, 90-93.
16.	Mangan, J. A., & Hong, F. (2003). <i>Sports in Asian society</i> . Portland, OR.
17.	Mechikoff, R. A., & Estes, S. G. (2006). <i>A history and philosophy of sport and physical education: From ancient civilizations to the modern world</i> (4th ed.). New York: McGraw-Hill. Mendelsohn, F. A., & Warren, M. P. (2010). Anorexia, bulimia, and the female athlete triad: Evaluation and management. <i>Endocrinology & Metabolism Clinics of North America</i> , 39, 155-167.
18.	Morris, A. D. (2004). <i>Marrow of the nation: A history of sport and physical culture in Republican China</i> . Berkeley, CA: University of California Press.
19.	Pedersen, P. M., Miloch, K. S., & Laucella, P. C. (2007). <i>Strategic sport communication</i> . Champaign, IL: Human Kinetics.
20.	Pope, H. G., Olivardia, R., Gruber, A., & Borowiecki, J. (1999). Evolving ideals of male body image as seen through action toys. <i>International Journal of Eating Disorders</i> , 26, 65-72.
21.	Pope, H. G., Philips, K., & Olivardia, R. (2000). <i>The Adonis complex: The secret crisis of male body obsession</i> . Simon & Schuster.
22.	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.
23.	Riordan, J. & Jones, R. (1999). <i>Sport and physical education in China</i> . London, UK: E & FN Spon: ISCPES.
24.	Russell, G. W. (2001). <i>Sport science secrets: From myth to facts</i> . Victoria, Canada: Trafford.
25.	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.
26.	The United Nations Children's Fund (2004). <i>Sport, recreation and play</i> . New York: The United Nations Children's Fund.
27.	Vertinsky, P., & McKay, S. (2004). <i>Disciplining bodies in the gymnasium: Memory, monument, modernism</i> . New York: Routledge.
28.	Weinberg., R. S., & Gould, D. (2006). <i>Foundations of sport and exercise psychology</i> . Champaign, IL: Human Kinetics.
29.	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.
30.	American Alliance for Health, Physical Education, Recreation and Dance (2010). <i>American Alliance for Health, Physical Education, Recreation and Dance</i> . Retrieved February 2, 2010, from http://www.aahperd.org/
31.	American Movie Classics Company LLC (2009). <i>Sports films: The greatest sports films of all-time</i> . Retrieved February 1, 2010, from http://www.filmsite.org/sportsfilms.html
32.	Association for Applied Sport Psychology (2010). <i>Association for Applied Sport Psychology</i> . Retrieved February 2, 2010, from http://appliedsportpsych.org/
33.	BBC (2010). <i>BBC sports personality of the year</i> . Retrieved February 2, 2010, from http://www.bbc.co.uk/programmes/b00grqnh
34.	Centers for Disease Control and Prevention (2010). <i>Physical activity for everyone</i> . Retrieved February 2, 2010, from http://www.cdc.gov/physicalactivity/everyone/guidelines/index.html
35.	EnglishClub. (2010). <i>Sports Idioms</i> . Retrieved February 10, 2010, from http://www.englishclub.com/vocabulary/idioms-sports.htm
36.	ESPN (2009). <i>The ESPYS</i> . Retrieved February 2, 2010, from http://promo.espn.go.com/espn/specialsection/espys2009/#/bestof/
37.	Inside Sport (2010) http://www.insidesport.com.au/is/index
38.	International Fair Play Committee (2010). <i>International Fair Play Committee</i> . Retrieved February 2, 2010, from http://www.fairplayinternational.org/history.php
39.	Kennedy, J. P., Jr. (2010). <i>Special Olympics</i> . Retrieved February 1, 2010, from http://www.specialolympics.org/
40.	List of Sports Idioms. (2010, January 10). In <i>Wikipedia, the free encyclopedia</i> . Retrieved February 2, 2010, from http://en.wikipedia.org/wiki/List_of_sports_idioms
41.	National Alliance for Youth Sports (2010). <i>National Alliance for Youth Sports</i> . Retrieved February 2, 2010, from http://www.nays.org/
42.	National Coalition on Racism in Sports & Media (2010). <i>National Coalition on Racism in Sports & Media</i> . Retrieved February 2, 2010, from http://www.aimovement.org/ncrsm/index.html
43.	National Institute on Drug Abuse (2005). <i>Steroids (anabolic-androgenic)</i> . <i>NIDA InfoFacts</i> . Retrieved February 2, 2010, from http://www.drugabuse.gov/PDF/Infofacts/Steroids05.pdf
44.	Perry, A. (2009). <i>Victorian sport: Playing by the rules</i> . Retrieved February 2, 2010, from http://www.bbc.co.uk/history/british/victorians/sport_01.shtml

45.	Silva, M. A. (2006). <i>Body image dissatisfaction: A growing concern among men</i> . Retrieved on February 2, 2010, from http://www.msoe.edu/life_at_msoe/current_student_resources/student_resources/counseling_services/news_letters_for_mental_health/body_image_dissatisfaction.shtml
46.	Sports Illustrated (2010) http://sportsillustrated.cnn.com/
47.	Sports Links Central.com (2004). <i>Sports Professional Associations</i> . Retrieved February 2, 2010, from http://www.sportlinkscentral.com/professional_associations.htm
48.	Sport Magazine (2010) http://www.sport-magazine.co.uk/index.htm
49.	The International Olympic Committee (2009). <i>Olympic.org: Official website of the Olympic movement</i> . Retrieved February 1, 2010, from http://www.olympic.org/en/
50.	Women's Sports Foundation (2010). <i>Women's Sports Foundation</i> . Retrieved February 2, 2010, from http://www.womenssportsfoundation.org/Home.aspx
51.	World Health Organization (2002). <i>Tobacco free sports - Play it clean</i> . Retrieved February 2, 2010, from http://www.who.int/mediacentre/background/2002/back2/en/index.html
52.	World Health Organization (2010). <i>Physical activity</i> . Retrieved February 2, 2010, from http://www.who.int/topics/physical_activity/en/

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:

GE PILO	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	CILOs 2, 3, 4: Students should be able to identify and critically analyze sports elements and practices in daily experiences beyond those discussed in the classroom. All of the assessment tasks in this course can demonstrate students' capacity for self-directed learning.
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	CILOs 1, 4, 5: Students will be exposed to concepts and theories about sports studies from psychological, sociological, communicative, local and global perspectives. The methodologies and techniques will be discussed in mini-lectures and reading discussion workshop. Students will be required to use these techniques in their individual written assignment and group project.
PILO 3: Demonstrate critical thinking skills	Critical thinking skills are emphasized in CILOs 2-4 particularly. Students should be able to demonstrate how concepts and theories can be applied to their daily experiences in the sports context.
PILO 4: Interpret information and numerical data	CILOs 2-4 also require students to research on some self-selected topics. Integration and synthesis of ideas and research findings are required to achieve these outcomes.
PILO 5: Produce structured, well-organised and fluent text	CILO 2 explicitly states that students should be able to examine critically sports-related issues and develop higher-order thinking skills by doing so. All assessment tasks involve some writing components, in which written English abilities are emphasized.
PILO 6: Demonstrate effective oral communication skills	CILOs 2-3 require students to orally communicate elements of sports in daily experiences. Discussion and group presentation are included to achieve these objectives.
PILO 7: Demonstrate an ability to work effectively in a team	Although PILO 7 is not explicitly stated in our CILOs, a group project is included as an assessment task, in which students will demonstrate their abilities to work effectively in a team.
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	CILO 5 is designed particularly to provide the opportunities for students to recognize important characteristics in multiple cultures (including their own) and global issues.
PILO 9: Value ethical and socially responsible actions	Again, similar to PILO 7, although ethical and social values are not included explicitly in the CILOs, the content of course includes topics such as moral reasoning in sports (e.g., drug use, commercialization of sports).
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

- A. 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
Group presentation and projects

