

# The Hong Kong Polytechnic University

## Subject Description Form

*Please read the notes at the end of the table carefully before completing the form.*

<b>Subject Code</b>	APSS1B25
<b>Subject Title</b>	Sports and physical activity in Chinese societies
<b>Credit Value</b>	3
<b>Level</b>	1
<b>GUR Requirements Intended to Fulfill</b>	<p>This subject intends to fulfill the following requirement(s):</p> <p> <input type="checkbox"/> <b>Healthy Lifestyle</b>  <input type="checkbox"/> <b>Freshman Seminar</b>  <input type="checkbox"/> <b>Languages and Communication Requirement (LCR)</b>  <input type="checkbox"/> <b>Leadership and Intra-Personal Development</b>  <input type="checkbox"/> <b>Service-Learning</b>  <input checked="" type="checkbox"/> <b>Cluster-Area Requirement (CAR)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Human Nature, Relations and Development</li> <li><input checked="" type="checkbox"/> Community, Organization and Globalization</li> <li><input type="checkbox"/> History, Cultures and World Views</li> <li><input type="checkbox"/> Science, Technology and Environment</li> </ul> <input type="checkbox"/> <b>China-Study Requirement</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yes or <input type="checkbox"/> No</li> </ul> <input checked="" type="checkbox"/> <b>Writing and Reading Requirements</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> English or <input type="checkbox"/> Chinese</li> </ul> </p>
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	<p>Given the impact of globalization, an understanding of the role of sports to build China as a superpower on the international stage is warranted. In particular, the dramatic shift from the emphasis on mass physical culture (e.g., “The Sick Men of the Far East” in the Maoist era) into a “national-led” elite sports system (e.g., “Chinese Dreams” in 2008 Beijing Olympic Games) has received notable attention.</p> <p>The purposes of this subject are:</p> <ol style="list-style-type: none"> <li>a) to explore the interaction between human behavior and the environment from the perspective of sports sociology;</li> <li>b) to show appreciation of cultural diversity of sports and physical activity;</li> <li>c) to help students understand the role and value of sports play in our lives;</li> <li>d) to foster an awareness of active and responsible citizens in the society; and</li> <li>e) to assess the influences of human social behavior (i.e., sports and physical activity) in Chinese contexts.</li> </ol>

	<p>Controversial and critical issues related to sports and physical activity (e.g., Chinese urbanization from the economic reform, an emerging sports superpower for promoting nationalism and patriotism) will be discussed. This course will study how our culture, such as socialization, social values, education, politics, economics, influences our behavior in the field of sport sociology. Various sociological theories and research will be discussed to promote knowledge and understanding of the contemporary issues related to physical activity and sports in Chinese societies.</p> <p>Given the above background, this subject is designed to enable students to:</p> <ol style="list-style-type: none"> <li>1. Understand the role of social institution (e.g., family, school, community and culture) on sports and physical activity in Chinese societies;</li> <li>2. Apply the skills and knowledge of sports sociology theories and research findings within sports and physical activity contexts; and</li> <li>3. Demonstrate an awareness of how socialization process influence one's cognitive, attitude and behavioral aspects.</li> </ol>
<p><b>Intended Learning Outcomes</b></p> <p><i>(Note 1)</i></p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Understand the contemporary issues related to participation in sports and physical activity and its impact in Chinese societies;</li> <li>b. Demonstrate a basic understanding of the attributes of sports and physical activity;</li> <li>c. Apply the theories and concepts related to physical activity in Chinese societies;</li> <li>d. Appreciate the influence of culture on individuals' participation in sports and physical activity; and</li> <li>e. Foster the awareness of responsible citizens in the society.</li> </ol>

<p><b>Subject Synopsis/ Indicative Syllabus</b></p> <p><i>(Note 2)</i></p>	<p><b>A) Introduction of Sport sociology (Week 1-2)</b></p> <ol style="list-style-type: none"> <li>1. What is sport sociology: historical development of sports and physical activity in Chinese contexts; comparison between Eastern and Western cultures</li> <li>2. Ecological perspective: understanding sports and physical activity in different contexts (e.g., family, school, and community), the role of social agents (e.g., parents, teachers, coaches) on human social behavior in Chinese societies</li> </ol> <p><b>B) Global phenomenon from a sociologic perspective (Week 3-4)</b></p> <ol style="list-style-type: none"> <li>3. Global issue of inactivity: Health-related problems, such as obesity, diet, electronic device, the relationships between human behavior (i.e., particularly in physical activity) and technology; promote the importance to adopt a lifelong active lifestyle</li> <li>4. Older adults: empirical evidence and findings related to this population; ageing in Eastern and Western contexts; the benefits of physical activity for ageing people; policy for promoting active ageing in Chinese societies</li> </ol> <p><b>C) Social inequality in sport sociology (Week 5-9)</b></p> <ol style="list-style-type: none"> <li>5. Alternative sports: Tai chi, wood ball</li> <li>6. Minority group: people with special education needs and disabilities; raise awareness and promote equality of people with disabilities; respect and encourage exchanges among people with diverse backgrounds; overcome discrimination on the basis of gender, disability and race</li> <li>7. Importance of gender and social classes within sport contexts: gender stereotyping (e.g., masculine and feminine characteristics) from the perspective of sports sociology; the reciprocal relationship of society and sports in Chinese societies (e.g., National Fitness Programme-physical activity at the grassroots level in China)</li> </ol> <p><b>D) Politics and sports (Week 10-13)</b></p> <ol style="list-style-type: none"> <li>8. Political function of sports: an avenue for becoming a superpower in the world and promoting international relationship with other countries (the rise of modern China, elite sport in China, Chinese sports policy, Olympic success for promoting patriotism)</li> <li>9. Competitive sports and extra-curriculum activities: using a sociological approach (e.g., the Chinese's governments' Olympic Gold Medal Plan)</li> <li>10. Controversial and contemporary issues of sports and physical activity in China (e.g., modern Olympic-related scientific research, the diversification of sports activity in China, social, cultural and economic issues of sports broadcasting, athlete loyalty and its implications in the sport marketplace)</li> </ol>
<p><b>Teaching/Learning Methodology</b></p> <p><i>(Note 3)</i></p>	<p><b>Lectures</b></p> <p>The subject will be delivered primarily through lectures. Students are expected to prepare before lectures. Specific readings (e.g., journal articles, book chapters) will be assigned according to each lecture topic. Students will be asked to read the materials and discuss their views and thoughts in order to demonstrate their understanding of the topic. (ILOa, ILOb, ILOc and ILOd)</p> <p><b>Seminars/tutorials</b></p> <p>Seminars/tutorials will be conducted in an interactive manner by asking students to engage in group discussion. They will be asked to integrate and apply the theories, concepts/models in the case studies. At least one seminar will be delivered by guest speakers from the sports and physical activity contexts. (ILOa, ILOb, ILOc and ILOd)</p>

	<p><b>Group presentation</b></p> <p>Students will be divided into small groups and will conduct a case study to discuss the contemporary issues and phenomena in the area of sports and physical activity. In the case study, students will be asked to address a number of sociological issues and phenomena, e.g., inequality, prejudice, gender bias etc. Sociological implications will be discussed in order to facilitate and nurture students’ sense of empathy, care and passion. Also, student will be asked to create a positive peer learning environment by posing insightful questions related to the presentation topic. (ILOa, ILOb, ILOc and ILOd)</p> <p><b>Written assignment</b></p> <p>Students will be asked to reflect on the experience and knowledge related to their own case studies and to fulfil the requirement of ER/EW. (ILOa, ILOb, ILOc and ILOd)</p>																																								
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p>(Note 4)</p>	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th><th>e</th></tr><tr><td>1. Class Participation/Preparation (Lectures/seminars/tutorials)</td><td>30%</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>2. Group presentation (ER/EW)</td><td>30%</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>3. Term Paper<ul style="list-style-type: none"><li>10% “ER” Requirement [10% assessed by APSS]</li><li>30% “EW” Requirement [20% assessed by APSS] [10% assessed by ELC]</li></ul></td><td>40%</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>Total</td><td>100 %</td><td colspan="5"></td></tr></table> <ul style="list-style-type: none"><li>• The grade is calculated according to the percentage assigned;</li><li>• The completion and submission of all component assignments are required for passing the subject.</li></ul> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>1. <u>Assessment of Class Participation/Preparation:</u> It is expected that classroom activities and preparation for lectures can help students understand the subject matter and promote critical thinking on our cultural values and beliefs related to sports and physical activity. Hence, marks for class participation and preparation for lectures will be given. Students will be assessed in terms of: a) class attendance; b) preparation for lectures (i.e., completing home assignments on time); c) participation in class (e.g., sharing personal views/feelings, and taking initiative to answer questions and join activities in class); d) completion of in-class and take-home tasks (e.g., completing worksheets).</p> <p>2. <u>Assessment of Group Project:</u> Group project can give an indication of the</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Class Participation/Preparation (Lectures/seminars/tutorials)	30%	√	√	√	√	√	2. Group presentation (ER/EW)	30%	√	√	√	√	√	3. Term Paper <ul style="list-style-type: none"><li>10% “ER” Requirement [10% assessed by APSS]</li><li>30% “EW” Requirement [20% assessed by APSS] [10% assessed by ELC]</li></ul>	40%	√	√	√	√	√	Total	100 %					
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																																					
		a	b	c	d	e																																			
1. Class Participation/Preparation (Lectures/seminars/tutorials)	30%	√	√	√	√	√																																			
2. Group presentation (ER/EW)	30%	√	√	√	√	√																																			
3. Term Paper <ul style="list-style-type: none"><li>10% “ER” Requirement [10% assessed by APSS]</li><li>30% “EW” Requirement [20% assessed by APSS] [10% assessed by ELC]</li></ul>	40%	√	√	√	√	√																																			
Total	100 %																																								

	<p>students' understanding and integration of theories and concepts on the nature of contemporary sports. Also, students' social awareness (e.g., respect for others, commitment to social justice, appreciation of diversity) will be assessed.</p> <p>3. <u>Assessment of Term Paper</u>: To enable students to meet the "ER" requirement, students are required to read the prescribed readings (100,000 words or 200 pages). For "EW" requirement, students are required to produce a term paper with a minimal length of 2,500 words in English. The term paper will give an indication of the student's understanding and integration of sociological theories/methods/research related to sports and physical activity.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures	26 Hrs.
	▪ In-class discussion/tutorials	13 Hrs.
	Other student study effort:	
	▪ Group project preparation	30 Hrs.
	▪ Reading and writing term paper	41 Hrs.
	▪ Self-study	20 Hrs.
	Total student study effort	130 Hrs.
<b>Reading List and References</b>	<p><b>Required Readings (for a "ER" &amp; "EW" subject)</b></p> <p>(R) Johns, D. P., &amp; Lindner, K. J. (2006). <i>Physical Activity and Health of Hong Kong Youth</i>. Hong Kong: The Chinese University Press. (254 pages)</p> <p><b>Supplementary Readings</b></p> <p><b>A) Introduction of Sport sociology</b></p> <p>Coakley, J. (2009). <i>Sports in Society: Issues and Controversies</i>, 10th ed. New York: McGraw Hill.</p> <p><b>B) Global phenomenon from a sociologic perspective</b></p> <p>Cerin, E., Lee, K. Y., Barnett, A., Sit, C. H. P., Cheung, M. C., Chan, W. M., &amp; Johnston, J. M. (2013). Walking for transportation in Hong Kong Chinese urban elders: A cross-sectional study on what destinations matter and when. <i>International Journal of Behavioral Nutrition and Physical Activity</i>, 10, 78-88.</p> <p>Fu, F. H., &amp; Hao, X. (2002). Physical development and lifestyle of Hong Kong secondary school students. <i>Preventive Medicine</i>, 35, 499-505.</p> <p>Guo, X., Zheng, L., Li, Y., Yu, S., Sun, G., Yang, H., Zhou, X., Zhang, X., Sun, Z., &amp; Sun, Y. (2012). Differences in lifestyle behaviors, dietary habits, and familial factors among normal-weight, overweight, and obese Chinese children and adolescents. <i>International Journal of Behavioral Nutrition and Physical Activity</i>, 9, 120-129.</p> <p>Hsu, Y. W. H., Johnson, A., Chou, C. P., Unger, J. B., Sun, P., Xie, B., et al. (2011). Correlates of overweight status in Chinese Youth: An east-west paradox. <i>American Journal of Health Behavior</i>, 35(4), 496-506.</p> <p>Ku, P. W., Fox, K. R., McKenna, J., &amp; Peng, T. L. (2006). Prevalence of leisure-time physical activity in Taiwanese adults: Results of four national surveys, 2000-2004. <i>Preventive Medicine</i>, 43, 454-457.</p> <p>Ku, P. W., McKenna, J., &amp; Fox, K. (2007). Dimensions of subjective well-</p>	

	<p>being and effects of physical activity in Chinese older adults. <i>Journal of Aging and Physical Activity</i>, 15, 382-397.</p> <p>Lv, J. Liu., Q., Ren, Y., Gong, T., Wang, S., Li, L., &amp; for the Community Interventions for Health (CIH) collaboration. (2011). Socio-demographic association of multiple modifiable lifestyle risk factors and their clustering in a representative urban population of adults: A cross-sectional study in Hangzhou, China. <i>International Journal of Behavioral Nutrition and Physical Activity</i>, 8, 40-53.</p> <p>Macfarlane, D. J., &amp; Kwong, W. T. (2003). Children's heart rates and enjoyment levels during PE classes in Hong Kong primary schools. <i>Pediatric Exercise Science</i>, 15, 179-190.</p> <p>Nang, E. E., K., Salim, A., Wu, Y., Tai, E. S., Lee, J., &amp; Dam, R. M. V. (2013). Television screen time, but not computer use and reading time, is associated with cardio-metabolic biomarkers in a multiethnic Asian population: A cross-sectional study. <i>International Journal of Behavioral Nutrition and Physical Activity</i>, 10, 70-80.</p> <p>Ranasinghe, C. D., Ranasinghe, P., Jayawardena, R., &amp; Misra, A. (2013). Physical activity patterns among South-Asian adults: A systematic review. <i>International Journal of Behavioral Nutrition and Physical Activity</i>, 10, 116-127.</p> <p><b>C) Social inequality in sport sociology</b></p> <p>Ma, M., Zou, G., Hu, W., &amp; Zhao, Z. (2004). Consideration on promotion of internationalization development of Chinese marital arts. <i>Sport Science</i>, 24, 73-74.</p> <p>Wang, G., &amp; Yeh, E. Y. Y. (2005). Globalization and hybridization in cultural products: The cases of Mulan and Crouching Tiger, Hidden Dragon. <i>International Journal of Cultural Studies</i>, 8, 175-193.</p> <p>Xiong, H. (2007). The evolution of urban society and social changes in sports participation at the grassroots in China. <i>International Review for the Sociology of Sport</i>, 42, 441-471.</p> <p><b>D) Politics and sports</b></p> <p>Huang, R. (2015). Assessing the sociology of sport: On China and the Olympics. <i>International Review for the Sociology of Sport</i>, 50, 477-482.</p> <p>Lou, P. (1995). Political influence on physical education and sport in the People's Republic of China. <i>International Review for the Sociology of Sport</i>, 30, 47-58.</p> <p>Reynolds, K., Gu, D., Whelton, P. K., Wu, X., Duan, X., InterASLA Collaborative Group, et al. (2007). Prevalence and risk factors of overweight and obesity in China. <i>Obesity</i>, 15, 10-18.</p> <p>Shi, Z., Lien, Kumar, B. N., Holmboe-Ottesen, G. (2006). Physical activity and associated socio-demographic factors among school adolescents in Jiangsu Province, China. <i>Preventive Medicine</i>, 43, 218-221.</p> <p>Tan, T. C. (2015). Assessing the sociology of sport: On globalization and sport policy. <i>International Review for the Sociology of Sport</i>, 50, 612-616.</p> <p>Theeboom, M., Zhu, D., &amp; Vertonghen, J. (2015). "Wushu belongs to the world...but the gold goes to China": The international development on the Chinese marital arts. <i>International Review for the Sociology of Sport</i>, 50, 1-21.</p>
--	---

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

*Note 3: Teaching/Learning Methodology*

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

*Note 4: Assessment Method*

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.