

CLE9017 The Value of Sport

Class Teachers:

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Venue: LKK101 Friday 09:30-12:30

Category in Major Prog.	: Common Core Cluster Values, Cultures and Societies
No. of Credits/Term	: 3
Mode of Tuition	: Sectional approach
Class Contact Hours	: 3 hours per week (lectures, discussions, presentations)
Brief Course Description	: Sport has become a global phenomenon, but it is also an integral part of society and history at a national and local level. This course introduces students to different disciplinary approaches to the development and dynamics of this particular aspect of globalization. It will also demonstrate that despite evidence of emerging sports monocultures across the globe, the diffusion of sports has also stimulated or reinforced cosmopolitan and ethnic consciousness. In addition, sport embodies and transmits important values that are integral to human societies. Examples will be drawn from Hong Kong and the region, and case studies of some well-known sporting personalities and of particular sports will be used to illustrate the debates.
Learning Outcomes	: On completion of this course, successful students will be able to: <ol style="list-style-type: none">1. Recall and understand the historical development of modern sport2. Demonstrate understanding of political-historical, sociological, economic and business perspectives in analysing sport's multi-faceted role in society3. Identify and analyse important values embodied in and transmitted through sport
Aims and Objectives	: The aim of this course is to introduce students to the

socio-historical development of sport, which has today developed into an important aspect of the global economy and national culture. Students will be familiarized with the values embodied in sport practices and culture, and the social, historical, and economic forces that shape such values.

Indicative Content	: <ul style="list-style-type: none">1. Sport and Leisure in Modern Societies<ul style="list-style-type: none">- Value and utility of leisure- Socio-historical development of sport- Globalization and the transformation of sport2. Sporting Cultures and Policy-Making<ul style="list-style-type: none">- Sport, power and culture- Sports policy-making: ideology and practice- Sports in international relations- Mega sporting events- History and ideals of Olympism- Preparations, spectacle and legacies of mega-events3. Benefits Derived from Sport<ul style="list-style-type: none">- Stadium Location and Costs- Benefits from Teams and Events- Value of Athletes- Economics of Tournaments and Superstars- Revenue and Costs from Cheating Plays4. The Value of Sports<ul style="list-style-type: none">- Equal opportunity: sport and gender- Fairness: sport and drugs- Culture and civilization: sport and violence
Teaching Method	: Lectures, discussions, and presentations
Measurement of Learning Outcomes (LOs)	: <ul style="list-style-type: none">1. Class participation (<i>measures LOs 1-3</i>)2. Term paper (<i>measures LOs 1-3</i>)3. Presentation (<i>measures LOs 2-3</i>)4. In-class quiz (<i>measures LOs 2-3</i>)5. Final exam (<i>measures LOs 1-3</i>)
Assessment	: 65% continuous assessment, 35% final exam
Required/Essential Readings	: Horne, John, Alan Tomlinson and Garry Whammell, <i>Understanding Sport: An Introduction to the Sociological and Cultural Analysis of Sport</i> (London: Routledge, 1999) Leeds, Michael A. and Peter Von Allmen, <i>The Economics of Sports</i> , 5 th Edition, (Pearson, 2014)

Grix, Jonathan, *Sport Politics: An Introduction* (Basingstoke: Palgrave Macmillan, 2015)

**Recommended/Supplementary :
Readings**

The Political aspects of Sports:

Allison, Lincoln (ed), *The Changing Politics of Sport*, (Manchester: Manchester Univ. Press, 1993)

Bridges, Brian and Marcus P. Chu, *The Sports Development of Hong Kong and Macau: New Challenges after the Handovers*, (London: Routledge, 2018)

Cha, Victor, 'Beijing's Olympic-Sized Catch-22', *Washington Quarterly*, Summer 2008, pp.105-123

Chu, Marcus P. *Greater China's Olympic Medal Haul: Beyond Sports Excellence* (London: Routledge, 2023).

Close, Paul David Askew and Xu Xin, *The Beijing Olympiad: The Political Economy of a Sporting Mega-Event* (London: Routledge, 2007)

Knuttgen, Howard, Ma Qiwei and Wu Zhongyuan, *Sport in China* (Champaign, Illinois: Human Kinetics Books, 1990)

Lam, S.F. and J. Chang (eds), *The Quest for Gold: Fifty Years of Amateur Sports in Hong Kong, 1947-1997* (Hong Kong: Hong University Press, 2006)

Maguire, Joseph, *Global Sport: Identities, Societies, Civilizations* (London: Polity, 1999)

Mangan, J.A., (ed), *Cultural Bond: Sport, Empire and Society* (London: Frank Cass, 1992)

Toohy, Kristine and A.J. Veal, *The Olympic Games: A Social Science Perspective*, (New York: CABI, 2000)

Watson, James L., 'China's Big Mac Attack' *Foreign Affairs*, (May/June 2000)

Xu, Guoqi, *Olympic dreams: China and Sports 1895-2008*, (Cambridge: Harvard University Press, 2008)

Xu, Xin, 'Modernizing China in the Olympic spotlight: China's national identity and the 2008 Beijing Olympiad', *Sociological Review*, December 2006, pp. 90-107.

The Business and Economics of Sports:

'Sport in Consumer Culture' John Horne, Palgrave Macmillan, 2006.

Andrews, David and Steven Jackson (eds),

Sports Stars: the cultural politics of sporting celebrity, (London: Routledge, 2001)

Beech, John and Simon Chadwick (editors), *The Marketing of Sport* (Pearson Education 2007)

Larmer, Brook, *Operation Yao Ming: the Chinese sports Empire, American big business and the making of an NBA superstar* (Gotham Books 2005)

Leeds, Michael and Peter von Allmen, *The economics of sports*. 2nd Edition (Pearson 2005)

Lewis, Michael, *Moneyball: the art of winning an unfair game*, (W.W. Norton & Co 2003)

Manzenreiter, Wolfram and John Horne (eds) "Football Goes East: Business, Culture and the People's Game in China, Japan and South Korea" (London: Routledge, 2004).

Oates, T. and J. Polunbaum, 'Agile Big Man: The Flexible Marketing of Yao Ming' *Pacific Affairs*, Vol 77 No. 2, 2004, pp.187-210

Shank, Matthew D., *Sports Marketing: a strategic perspective* (Pearson 2005)

The Social and cultural aspects of Sports:

Brookes, Rod, *Representing Sport* (London: Arnold, 2002)

Cashmore, Ernest, *Making Sense of Sport* (London: Routledge, 1990)

Cooky, Cheryl, "'Girls just aren't interested': The Social Construction of Interest in Girls' Sport," *Sociological Perspectives*, Vol. 52(2): 259-283.

Collins, Randall. 2008. *Violence: A Micro-Sociological Theory*. Princeton, NJ: Princeton University Press.

Cottingham, Marci D. 2012. "Interaction Ritual Theory and Sports Fans: Emotion, Symbols, and Solidarity." *Sociology of Sport Journal* 29:168-85.

Dunning, Eric. 'Sociological Reflections on Sport, Violence and Civilization', *International Review of the Sociology of Sport*, 1990, Vol. 25(1): 65-81

Fine, Gary Alan. 1987. *With the Boys: Little League Baseball and Preadolescent Culture*. Chiacago, IL: The University of Chicago Press.

Giulianotti, Richard, *Football: a sociology of the global game* (London: Polity, 1999)

Ho, Juanita Kit Mui and Eric Wing Hong Chui,

Family and Sport (Hong Kong: Univ. of Hong Kong Social Sciences Research Centre, 1996)
 Houlihan, Barry (ed.), *Sport and Society: A Student Introduction* (London: Sage, 2003)
 Kaplan, Yilmaz, et al., 'Social Change and Sport: A Sociological Evaluation', *International Journal of Science, Culture and Sport*, 2013, Vol. 1(4): 59-63
 Liston, Katie, 'Sport and leisure', *The Sociological Review*, 2011, Vol. 59(S1): 160-180
 Malcolm, Dominic. 2015. "Nobert Elias and the Sociology of Sport." Pp. 50-61 in *Routledge Handbook of the Sociology of Sport*, edited by Richard Giulianotti. Abingdon, UK: Routledge.
 Punch, Samantha, Zoe Russell, and Beth Cairns. 2021. "(Per)forming Identity in the Mind-Sport Bridge: Self, Partnership and Community." *International Review for the Sociology of Sport* 56(6):804-22.
 Weiss, Otmar, and Gibert Norden. 2021. *Intorduction to the Sociology of Sport*. Leiden, Netherland: Brill. (Chapter 4)

Useful websites

<http://www.sportsbusinessjournal.com/>
<http://irs.sagepub.com/>
<http://www.sportsmarketingnetwork.com/>
<http://www.hksdb.org.hk> (the Hong Kong Sports Development Board)
<http://www.olympic.org>

The Value of Sport 2023-24: Class Timetable

Class	Date	Topic	Lecturer
1	1 Sept	Course introduction	All teachers
2	8 Sep	The origins of sport	Marcus Chu
3	15 Sept	The characteristics of modern sports	Marcus Chu
4	22 Sep	Sport and government policy-making	Marcus Chu
5	29 Sep	Mid-autumn holiday, no class	---
6	6 Oct	Culture, sportization, and socialization	Gary Yip
7	13 Oct	Identity, performance, and sport	Gary Yip
8	20 Oct	Sport, groups, and social emotions	Gary Yip
9	27 Oct	The labor market for athletes	Greg Whitten
10	3 Nov	Sports teams as businesses	Greg Whitten
11	10 Nov	The public finance of sports	Greg Whitten

12	17 Nov	Student Presentations	All teachers
13	24 Nov	Student Presentations	All teachers
14	1 Dec	Course Revision Due day for submitting your individual paper to Turnitin	All teachers

Assessment

Continuous Assessment takes up 65% and consists of four components – class participation, individual term paper, in-class quiz, and group presentation – details as follows:

10% class participation refers to general participation in class - so do speak up in class! Attendance will be taken at every class.

10% for quizzes to ensure that you are revising regularly and keeping up with material.

20% for one individual term paper to be chosen from a list of topics covering each aspect of the course. The deadline this is Friday 1st December and you must submit your paper in WORD file in Turnitin posted on the Moodle course page. Your paper should be around 1000 words and include proper footnoting/referencing. Plagiarism and late submission will be penalised.

In line with the growing use and importance of Artificial Intelligence (in particular, Generative AI), the term paper assignment for this class will require you to use and reflect on the output of AI.

You will take one of the 6 prompts listed below these instructions and enter that prompt into Lingnan’s ChatGPT (<https://chatgpt.ln.edu.hk/>) to generate a 1000-word essay with in-text citations.

You will then write a 1000-word critique of the essay generated by ChatGPT focusing on points such as the following (note that this list is not exhaustive):

- What are strengths of the essay? What are the weaknesses?
- Can you corroborate the facts presented in the ChatGPT essay?
- Are the citations accurate? Are they sufficient?
- Can you identify any errors or “hallucinations” in the ChatGPT essay?
- Are there any important facts, ideas, or points that we discussed in lecture that you thought **should have been** in the ChatGPT essay but were not in that essay?
- Using the rubric in this course outline, what grade would you give the ChatGPT essay and why?
- How does this experience inform your beliefs regarding the role of Information Technology in replicating higher-order thinking skills and becoming a tool for human use?

Note that you must comply with “Best Practice for Ethical and Responsible Use of Generative AI” as listed on Moodle and that the suitability of your AI prompt will be part of your grade when instructors apply the criterion of “Student writes clearly, can construct and argument and explain their ideas.”

If you do not wish to use AI, please discuss this matter with your instructors. We may allow you to write a traditional term paper on one of the following topics. However, you must promise not to use **any** AI services for the writing process that would enhance the content or the style of your writing. You must also agree that your instructors will verify your commitment to this process by checking your submission against AI-detection software such as the software produced by Turnitin for AI (as well as the Turnitin for plagiarism). Declaring that you did not use an AI service in creating any assessment combined with evidence that the assessment in question is largely generated by AI will be sufficient for a 0 grade and a charge of academic misconduct.

- (1) “The hosting the 2024 Summer Olympics will be able to polish the international image of France.” Discuss.
- (2) Why can the holding of the 2023 Asian Games benefit the national interests of China?
- (3) The government has closed the Wan Chai Sports Ground for renovation and possible demolition. The government is currently constructing a new athletic venue in Kai Tak. What are the motive for these plans? What are the advantages and disadvantages? If there were any disadvantages to the plans, could you suggest any ways to improve the plans?
- (4) What are the advantages and disadvantages of governments allowing athletic associations to limit the actions of individual athletes or teams when it comes to contracts and operations?
- (5) Choose an athlete of your choice and describe how s/he has been presented in the media. What characteristics and strategies can you identify in the athlete’s image construction?
- (6) Why and how do sports fans support their teams / favorite athletes? Discuss your view with reference to relevant sociological concepts / theories.

25% for group presentation based on the political, social, or economic aspects of a selected sport.

Presentations will be made on 17th November and 24th November. All students are required to attend the presentations, each presentation length should be between 25-30 minutes.

Information for Group Presentation:

Depending upon the selection of the sporting area and the discipline area, each group of students needs make a presentation that analyses relevant interactions between the selected sport and discipline area (e.g. sociological aspects of rugby, economic aspects of horseracing or political aspects of swimming)

For examples students who have been assigned to:

Political Aspects will study:

How sports are used to defend the interests of a nation.

How sports serve as a means of diplomacy.

How sports facilitate nations to integrate into the international society.

How sports can project the grand strategy of a nation.

How sports can be leveraged for arousing nationalism.

Social Aspects will study:

Why do sports matter in sociology, and how can it be understood as a social phenomenon.

What is the relationship between sports, rituals, and culture.

How sports can be linked to social interaction.

What are the symbolic meanings embedded in sports, e.g., identity formation, relationship maintenance, and performance.

What is the role social emotions play in sport activities.

How group solidarity and idioculture manifest in sports.

Economic and Business Aspects will study:

How new facilities might make fans better off even if they never attend a game.

How new teams and new events might contribute to a local economy.

How cities come to fund stadiums.

Why most stadiums are not in the center of town.

Why superstars are paid so high.

What are the benefits and costs of cheating plays.

Students **must** use an AI service to generate an outline (maybe an introduction, 3-4 sections of main content, a conclusion). Students should use 10-15 minutes to deliver the AI content. After each section of main content, the students must give their

feedback/critique of the AI content (similar to what we have asked you to do with the term paper).

Note that you must comply with “Best Practice for Ethical and Responsible Use of Generative AI” as listed on Moodle and that the suitability of your AI prompt will be part of your grade when instructors apply the criterion of “Student speak clearly, and is well prepared for their presentation. Time is managed perfectly and they seek to engage the class.”

Although students can read from a script or notecards during the presentation, students must know that excessive reading will result in a poor grade because it signals that the students are not prepared. As the use of AI services reduces the time required to find suitable information for a presentation, students can therefore spend **more** time understanding **why** the information at hand is suitable and refining their delivery technique. Therefore, students must expect to answer questions during the presentation. Hence, students should view the presentation as a mini-viva/defense which is in line with the best practices promoted by Lingnan University’s Teaching and Learning Center as well as similar centers elsewhere:

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Dr. Amir Ghapanchi of Victoria University, Australia suggested a few assessment types to mitigate GAI (e.g. ChatGPT) use –

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- 1. Staged assignments:** Break the assignment into stages and ask students to submit a report for each stage; these reports are reviewed and commented on by the instructor. Students work on later stages as per comments received on earlier stages.
- 2. In-class presentations followed by questions:** Ask students to give presentations in front of the class; the lecturer then asks students questions about different parts of their presentations. Note that students could still use GAI to generate slide content for them, but by requiring students to present in front of the class and asking random questions, the instructor can genuinely evaluate students’ learning.
- 3. Group projects:** Task students with a project that interests them in a group format. They write a project report as well as present the project outcome. Note that individual students might be able to use GAI to find answers to parts of the project allocated to them, but through asking follow-up questions during the project presentation the instructor can evaluate students’ learning.
- 4. Personal reflection essays:** Students write about what they have learned about a specific topic and how they could apply this knowledge in their future careers. This will make it difficult to use GAI to cheat because it needs comprehension of a large volume of subject material.
- 5. Class discussion:** Provide a topic to the class and have each student present their opinion about the topic or comment on each other’s comments. In face-to-face classes where the use of laptops or mobile phones is not allowed during the discussion, this will make it almost impossible for students to use GAI to produce responses.
- 6. In-class handwritten exams:** This type of assessment should be done in class without access to computers. By cutting students’ access to computers, laptops and mobile phones during the exam, students are not able to use GAI to cheat.
- 7. Performance-based assessments:** Disciplines such as music, dance, visual arts and architecture would be more suited to this type of assessment.”

Ghapanchi, Amir, *The Campus*, Times Higher Education, March 17, 2023

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(see point #2)

Direction 3: From presentation of ideas to defence of views

Requirements:

- Shortened presentation time (limit number of words/rows per slide; no cue cards/cheat sheets)
- Lengthened Q&A section (Why?)

Optional requirement:

- Q&A from the teachers and students

Final exam takes up 35%.

Important Notes

(1) Students are expected to spend a total of 9 hours (3* hours of class contact and 6* hours of personal study) per week to achieve the course learning outcomes.

(2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.

(3) Students are required to submit writing assignment(s) using Turnitin.

(4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.

(5) In accordance with Item 12.8 in Academic Regulations for Undergraduate Program, A student whose accumulated leave of absence exceeds one-third of the term should not be assessed and awarded credits for the courses enrolled in the term.

Assessment Rubrics

Class Participation:

Criteria	Excellent	Average	Poor
Attends class and is punctual. Willing to participate in class discussions, ask and respond to questions.	Present and punctual. Engaged in class, willing to participate, respond to questions, discuss with peers.	Present, not punctual. Not fully engaged in class, not responding to questions.	Not present
100	100	50	0

In-class Quiz

Criteria	Excellent	Proficient	Consolidating	Inadequate	Poor
In-class quiz is to ensure that students are revising regularly and keeping up with material	All information provided is correct and clearly expressed. There is no extraneous information.	Nearly all information is correct and/or clearly expressed. Extraneous information is minimal.	The student made a half-way decent effort and got some key points but made non-trivial errors or went off-topic.	The response barely addresses key points and is mostly empty or irrelevant.	No indication of worthwhile academic or intellectual thought
100	100-76	75-51	50-26	25-1	0

Final Examination & Term Paper:

Criteria	Excellent	Proficient	Consolidating	Inadequate
Student can recall facts about the historical development of modern sport and demonstrates understanding	Clearly recalls and articulates facts about the historical development of modern sports and demonstrates deep level of understanding.	Can recall facts about the historical development of modern sports and demonstrates good understanding.	Can recall some facts about the historical development of modern sports and demonstrates shallow to adequate understanding.	Not fully able to recall adequate facts about the historical development of modern sports and does not convincingly demonstrate understanding.
(40)	40-30	29-20	19-10	9-0
Student understands the interconnections of economics, politics, and sociology in the analysis of sport's multi-faceted role in society.	Student clearly and confidently articulates understanding of varying perspectives and shows how they are connected. Provides explanation and develops arguments based on this understanding.	Student articulates understanding of varying perspectives and can make connections between some of them. Some explanation and argument is developed or attempted.	Student demonstrates some understanding of varying perspectives. Superficial connections made but not explained. Limited argument and explanation provided.	Student does not demonstrate adequate understanding of varying perspectives. Unable to make connections. Explanation and argument absent or misaligned.
(30)	30-25	24-15	14-7	6-0
Student can identify and analyse important values embodied in and transmitted through sport.	Student clearly identifies important values embodied and communicated through sport, its practice and consumption. Analysis is provided which demonstrates competent understanding.	Student identifies and provides analysis of important values embodied and communicated through sport, its practice and consumption.	Student identifies some important values embodied and communicated through sport. Can provide limited, or emerging analysis.	Student struggles to identify important values embodied and communicated through sport. Analysis is flawed, or lacking.
(20)	20-16	15-10	9-5	4-0
Student writes clearly, can construct and argument and explain their ideas.	Writing is clear, planned and articulate. Ideas are developed, unpacked and explained.	Clearly written with intent. Ideas presented logically and argument is constructed.	Mostly clearly. Some ideas are not phrased coherently or ideas not fully explained. Some ambiguity.	Poorly written. Unable to construct and sustain an argument or coherent answer. Ideas vague.
(10)	10-8	7-5	4-2	1-0

Group Presentation:

Criteria	Excellent	Proficient	Consolidating	Inadequate
Student understands the interconnections of economics, politics, and sociology in the analysis of sport's multi-faceted role in society.	Student clearly and confidently articulates understanding of varying perspectives and shows how they are connected. Provides explanation and develops arguments based on this understanding.	Student articulates understanding of varying perspectives and can make connections between some of them. Some explanation and argument is developed or attempted.	Student demonstrates some understanding of varying perspectives. Superficial connections made but not explained. Limited argument and explanation provided.	Student does not demonstrate adequate understanding of varying perspectives. Unable to make connections. Explanation and argument absent or misaligned.
(30)	30-25	24-15	14-7	6-0
Student can identify and analyse important values embodied in and transmitted through sport.	Student clearly identifies important values embodied and communicated through sport, its practice and consumption. Analysis is provided which demonstrates competent understanding.	Student identifies and provides analysis of important values embodied and communicated through sport, its practice and consumption.	Student identifies some important values embodied and communicated through sport. Can provide limited, or emerging analysis.	Student struggles to identify important values embodied and communicated through sport. Analysis is flawed, or lacking.
(40)	40-35	34-25	24-10	9-0
Student speak clearly, and is well prepared for their presentation. Time is managed perfectly and they seek to engage the class.	Student speaks clearly, and is well prepared for their presentation. Time is managed perfectly and they seek to engage the class.	Student mostly clearly spoken. Prepared for his/her presentation. Time is managed adequately.	Student understandable. Preparation is lacking but perhaps incomplete. Time is managed adequately.	Student unclear. Preparation is incomplete. Time not managed.
(30)	30-25	24-15	14-7	6-0