## Course Outline

### Part I

<table>
<thead>
<tr>
<th>Programme Title</th>
<th>All Undergraduate Programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme QF Level</td>
<td>5</td>
</tr>
<tr>
<td>Course Title</td>
<td>Soccer Politics and Administration</td>
</tr>
<tr>
<td>Course Code</td>
<td>GEG1045</td>
</tr>
<tr>
<td>Department</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>Credit Points</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>39</td>
</tr>
<tr>
<td>Pre-requisite(s)</td>
<td>Nil</td>
</tr>
<tr>
<td>Medium of Instruction</td>
<td>Chinese / English</td>
</tr>
<tr>
<td>Course Level</td>
<td>1</td>
</tr>
</tbody>
</table>

### Part II

The University’s 4Cs Learning Framework and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important attributes embodied in the 4Cs.

The 4Cs are:
- Character and moral responsibility
- Competence and professional excellence
- Cultivation of wisdom and intellectual engagement
- Civic-mindedness & social responsibility

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives
1. **Synopsis**
This course aims at studying the administrative and political issues surrounding the development of soccer in the world. Topics include the role of FIFA in governing the world soccer development; the rise of developing nations in the world soccer tournament; the relationships between match-fixing and corruption; the emergence of women soccer; soccer gambling and cross-border crime; the emergence of Asian states such as Japan and Korea; the rise and decline of soccer development in China; and the factors contributing to gradual decline of soccer performance in Hong Kong. The perspectives adopted in this course are multidisciplinary, including history, sociology, politics, administration and sports science. Guests will be invited from the Hong Kong Football Association to address some of the topics.

2. **Course Intended Learning Outcomes** (CILOs)

*Upon completion of this course, students will be able to:*

- **CILO1** understand the history of soccer in the world, Asia, China and Hong Kong;
- **CILO2** understand how the FIFA has been governing soccer development in the world;
- **CILO3** evaluate soccer administration and development in Asia, China and Hong Kong;
- **CILO4** understand sports from multidisciplinary perspectives.

3. **Content, CILOs and Teaching & Learning Activities**

<table>
<thead>
<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To help students understand the history of soccer in the world, Asia, China and Hong Kong, and to enable students to evaluate soccer administration and development in these places</td>
<td><strong>CILO1,3</strong></td>
<td>Lectures, class discussions, short videos</td>
</tr>
<tr>
<td>To introduce how the FIFA has been governing soccer development in the world, and let students understand sports from multidisciplinary perspectives.</td>
<td><strong>CILO2,4</strong></td>
<td>Lectures, class discussions, short videos</td>
</tr>
</tbody>
</table>
To enable students to evaluate soccer administration and development in Asia, China and Hong Kong, and help students understand sports from multidisciplinary perspectives  

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class presentation in groups</td>
<td>40%</td>
<td>CILO1, 2</td>
</tr>
<tr>
<td>One individual essay of 2,000 words</td>
<td>60%</td>
<td>CILO1, 3, 4</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100%</strong></td>
<td></td>
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</table>

4. Assessment

5. Required Text(s)
Nil

6. Recommended Readings

**General and International (FIFA and Western Countries)**


**Africa**


**Japan and Korea**


**China**


7. **Related Web Resources**

Soccer Politics: [http://sites.duke.edu/wcwp/](http://sites.duke.edu/wcwp/)


Asian Football Confederation (AFC): [www.The-AFC.com](http://www.The-AFC.com)


Union of European Football Associations (UEFA): [www.uefa.com](http://www.uefa.com)

Confederation of North, Central American and Caribbean Association Football
(CONCACAF): www.concacaf.com
J. League Division 1: http://www.j-league.or.jp/eng/

8. Related Journals
   Journal of Sport Administration & Supervision
   Journal of Sport & Social Issues
   Sociology of Sport Journal
   Journal of Sports Economics
   Soccer and Society
   International Review for the Sociology of Sport
   The International Journal of the History of Sport
   Sport in Society

9. Academic Honesty
   The University adopts a zero tolerance policy to plagiarism. For the University’s policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

10. Others
    Nil

Updated 02 August 2017
<table>
<thead>
<tr>
<th>Department</th>
<th>Social Sciences</th>
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**GELOs (as listed below)**

<table>
<thead>
<tr>
<th>GELO 1</th>
<th>GE-CILO 1</th>
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<tbody>
<tr>
<td>GELO 2</td>
<td>GE-CILO 2</td>
</tr>
<tr>
<td>GELO 3</td>
<td>GE-CILO 3</td>
</tr>
<tr>
<td>GELO 4</td>
<td>GE-CILO 4</td>
</tr>
</tbody>
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| Table 1: Matrix showing relationship between GELOs and GE-CILOs |

**GELO 1 Knowledge:**
Demonstrate an understanding of different kinds of knowledge and how this knowledge applies to “real-life” contexts and issues;
懂得不同領域的知識及其探究方式，並能將知識應用到實際生活之中；

**GELO 2 Application:**
Apply a broad range of attitudes and skills, including those relating to different kinds of thinking and communication, in dealing with academic and practical issues;
在處理學術及實務課題時，能以多元態度和技能（包括不同的思考及溝通方法）作出應對；

**GELO 3 Judgements:**
Make good judgements and decisions, based on values and standards which are sensible and reasonable;
以明智及理性的價值與標準作為判斷問題的基礎；

**GELO 4 Expression:**
Express their own ideas clearly and confidently; and show “where they stand” with respect to the ideas they have learned in different subject areas;
清晰自信地表達觀點，並根據從不同科目所學的知識，闡明自己的立場；

**GELO 5 Awareness:**
Show that they are aware of local, regional and global issues, and construct informed and thoughtful responses to these issues.
對本土、區域以至全球的議題具有適切的體會，並作出深思熟慮的回應與承擔。

**GE-CILO A: This course will enable students to:**

- Make clear and meaningful connections: (i) among different topics and disciplinary perspectives; and (ii) between topics covered in the course and specific aspects of their own lives and experiences.