

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	All Undergraduate Programmes
Programme QF Level	:	5
Course Title	:	Sports and Community Development
Course Code	:	SSC4313
Department	:	Social Sciences and Policy Studies
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	4

Part II

The University's Graduate Attributes 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 graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

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. Course Synopsis

This course aims to enable students to develop an understanding of the relationship between sport and community development. The course is composed of THREE major modules: Theories, Applications and Experiences. The key concepts on the sociology of sports will be introduced in order to understand the issues on community development. We will utilize sociological concepts, theories, and research to critically examine social issues in sport, such as racism, sexism, discrimination and media; and the influence of sport on youth culture, family life, and the economy.

The second module will be an exploratory tour on sports and community development. It will examine the rationales, strategies, implementation and assessment of community development initiatives for sports-related activities in local, regional, and global contexts. The roles of government, education practitioners, non-profit agencies, as well as health and sports specialists will be discussed and examined.

The last module will be an experimental learning. Students will be guided to conduct a thematic fieldwork report and they will have opportunities to interact with front-line practitioners in sports and community development programmes. Each student will have the opportunity to be a discussion leader and facilitate a dialogue with fellow coursemates based on what they have experienced in the fieldwork.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Understand the link between research, theory, and practice in a sport context, and critically examine social issues as they relate to those who manage, participate, and consume sport and any/all segments of the sport industry;
- CILO₂ Appreciate and understand the potential benefits of and need for diversity and inclusion in sport and community development. Articulate and rationally support your opinions and beliefs towards the role of sport in society;
- CILO₃ Consider and discuss personal experiences as well as the experiences of others in society and sport cultures;
- CILO₄ Propose Suggestions and practices on sport participation, management and community development from the local, national, regional to global level.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Making Sense of Sports and Society (Week 1-4) <ul style="list-style-type: none"> • Introduction to Sports Sociology • Community and sports • Education and sports • Social equity and sports: gender, sexuality and ethnicity minorities • Socio-economic status & sports 	<i>CILO_{1,3}</i>	<ul style="list-style-type: none"> • Lecture • In-class discussion
Sport & Community Development- Rationales, Strategies, Implementation & Assessments in local and global contexts (Week 5- 9) <ul style="list-style-type: none"> • Hypotheses, targets and models • Strategies of sport development- an overview and comparison among countries • Outcomes and measurements • Issues on the role of government, nonprofit sector, leadership, stakeholders' participation • Community development, economic development, physical wellbeing and mental wellbeing 	<i>CILO_{2,4}</i>	<ul style="list-style-type: none"> • Lectures • In-class discussion • Issue-based inquiries • Current issues analysis
Experiencing the practices on Sport & Community Development (Week 10-13) <ul style="list-style-type: none"> • Strategic development plans launched by HKSAR government: School Team Sports, District Sports, Sport for Disabilities and Ethnic Minorities, Fitness Survey, Territory-wide competitions 	<i>CILO_{3,4}</i>	<ul style="list-style-type: none"> • Lectures • In-class discussion • Issued based inquiries • Fieldwork interactions with the sports and community program practitioners • Dialogues with the athletes and sports executives

<ul style="list-style-type: none"> Dialogues with athlete's and practitioners in sport organizations Experiential Learning- Interview and Case Study Report for athletes & organizers 		
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4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Classes Participation	10%	<i>CILO_{1, 2}</i>
(b) Individual Essay on ONE of the taught topics in Module 1 & 2	40%	<i>CILO_{1, 4}</i>
(c) Group-based Case Study Presentation & Written Report	20% + 30%	<i>CILO_{3, 4}</i>

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Anderson, E., & White, A. (2018). Sport, Theory, and Social Problems: A Critical Introduction (2nd ed.). New York: Routledge.

7. Recommended Readings

Eddie T. C. Lam. (2016). Sport Culture of Hong Kong: Recent Development and Prospects. *Journal of Arts and Humanities*, 5(4), 39–61.

Ho, G., Yiu, E. Y. M., & Lam, M. H. S. (2016). The Hong Kong Games in the Eyes of Local Sports and Recreation Students. *International Journal of the History of Sport*, 33(11), 1209–1225.

Xue, H., & Mason, D. S. (2017). Sport events, urban regimes, and community development: a case study of Nanjing, China. *Managing Sport & Leisure*, 22(4),

325–341.

Welty Peachey, J., Schulenkorf, N., & Hill, P. (2020). Sport-for-development: A comprehensive analysis of theoretical and conceptual advancements. *Sport Management Review*, 23(5), 783–796.

Mark Norman. (2020). Sport and Incarceration: Theoretical Considerations for Sport for Development Research. *Social Inclusion*, 8(3), 187–196.

Schulenkorf, N., Sherry, E., & Rowe, K. (2016). Sport for Development: An Integrated Literature Review. *Journal of Sport Management*, 30(1), 22–39.

Coalter, F. (2010). The politics of sport-for-development: Limited focus programmes and broad gauge problems? *International Review for the Sociology of Sport*, 45(3), 295–314.

Community Development

Vail, S. E. (2007). Community Development and Sport Participation. *Journal of Sport Management*, 21(4), 571–596.

Davies, L. E. (2016). A wider role for sport: community sports hubs and urban regeneration. *Sport in Society*, 19(10), 1537–1555.

Sport for development and education

Spaaij, R., Oxford, S., & Jeanes, R. (2016). Transforming Communities through Sport? Critical Pedagogy and Sport for Development. *Sport, Education and Society*, 21(4), 570–587.

Sport and inclusion

Elling, A., & Knoppers, A. (2005). Sport, Gender and Ethnicity: Practises of Symbolic Inclusion/exclusion. *Journal of Youth and Adolescence*, 34(3), 257.

Kiuppis, F. (2018). Inclusion in sport: disability and participation. *Sport in Society*, 21(1), 4–21.

Sabbe, S., Bradt, L., Spaaij, R., & Roose, R. (2020). Community Sport and Social Cohesion: In Search of the Practical Understandings of Community Sport Practitioners in Flanders. *Community Development Journal*, 55(2), 258–276.

8. Related Web Resources

- Strategies on Promoting Sports in Community, The Home Affairs Bureau of the Hong Kong SAR Government
https://www.hab.gov.hk/en/policy_responsibilities/sport_policy/sport_policy_promoting.htm
- Sports and Community Development Information Site, Sports England
<https://www.sportengland.org/why-were-here/social-and-community-development>

9. Related Journals

Community Development Journal

<https://academic.oup.com/cdj>

International Review for the Sociology of Sport

<https://journals.sagepub.com/home/irs>

Journal of Sport Management

<https://journals.humankinetics.com/view/journals/jsm/jsm-overview.xml>

Journal of Youth and Adolescence

<https://www.springer.com/journal/10964>

Sport Management Review

<https://www.sciencedirect.com/journal/sport-management-review>

Sport in Society

<https://www.tandfonline.com/toc/fcss20/current>

Sport History Review

<https://journals.humankinetics.com/view/journals/shr/shr-overview.xml>

Social Inclusion

<https://www.cogitatiopress.com/socialinclusion>

The International Journal of History of Sports

<https://www.tandfonline.com/toc/fhsp20/current>

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Other

Nil

Updated December 2025